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English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

Globalization

Today there is a great variety of opinion regarding the meaning of the term *globalization*¹. Normally, however, the word is used in four senses: *internationalisation*, *liberalisation*, *universalisation*, and *westernisation*. When the term, *internationalisation* is used, it often refers to the steady growth of transactions and interdependence among the nations of the world. To many, *globalization* is synonymous with *internationalization*. Others understand the term *globalization* to mean *liberalization* and imply by this the borderless relations for their economic and cultural development. On the other hand, there are those who use this term in the sense of *universalisation* indicating worldwide expansion. There is one final meaning regarding the use of

¹ See Nicos C. Sifakis Hellenic Open University, Greece, *Facing the Globalization Challenge in the Realm of English Language Teaching*.

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

this word among scholars and that is *westernization*. In this use of the world, it is considered to be a kind of *universalisation* in which both the new social structures of modernity (capitalism, industrialism, rationalism, urbanism, etc.) are spread throughout the world to mix with existing cultures. In the process, older cultures and local self-recognition is destroyed in the process.

Academic Disciplines and the Challenge of Globalization

There is much discussion today regarding globalization. It is used for entering multipurpose projects, finding employment around the world, studying at international universities, and staying current with world media, literature, education and other socioeconomic fields.

Today the concept of globalization is widely used across disciplines, across the world, across theoretical approaches, and across the political spectrum. Countless academics have rushed to claim globalization as the cliché of the day. A host of research institutes, degree programmes, and textbooks now use the term in their titles. Since 2000, several new professional global studies associations have also introduced globalization in their title. Some theorists have even presented globalization as the focal point for an alternative paradigm of social enquiry. Globalization has become such a buzz word in almost every field of life that it is heard in the political arena, socio-cultural milieu or academic circles.

Similarly, its use is no longer confined to language and linguistics. References to globalization are found in the works of Block and Cameron, *Globalization and Language Teaching* (2002) and Wright's *Language Policy and Planning: From Nationalism to Globalization* (2003). This phenomenal rise in the concept of globalization has created an essential need for common intelligible code. There is a need for transacting the business of international trade, developing international awareness, and producing academic and educational know-how. The term which has emerged as a result of our globalized world is "Global English." This term clearly reminds us that English no longer remains the language of the British or American people, but has become a code which links people from diverse countries and cultural groups from all over the world. This global variety of English has predominantly emerged in just the past two decades. It has become a matter of concern for linguists the world over. In 1950, any notion of English as a world

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

(Global) language was but a dim theoretical possibility surrounded by the political uncertainties of the cold war. It lacked any clear definition or sense of direction. Fifty years later, world English exists as a political and cultural reality (David Crystal, 1997)

But unfortunately, both the terms *globalization* and *global English* are unclear to a large extent. Despite their growing popularity, not only are these terms misused in non-informative and confused ways, but as Therese Steffen (2002:92) suggests, we currently lack the means of analyzing the process appropriately, only adding that much more to the misuse of the terms.

T. Ruanni Tupas (2001:85) criticises the field of applied linguistics for “largely ignoring the polemics of globalization and simply proceeding to use the term as if it is an unproblematic phenomenon.” All three authors mentioned above (David Crystal, Therese Steffen and T. Ruanni Tupas) would certainly agree that there is a lack of meaningful investigation into the meaning of the terms *globalization* and *global English*. These two terms still remain unclear and need elaborate treatment for better understanding. In this regard, one writer (Elizabeth J. Erling 2004) says:

1. “they both remain ill defined
2. “they increasingly accumulate meaning as they develop and spread
3. “the spread of one implies the spread of the other, and
4. “they are both appropriated in each context that they affect resulting in localization and nativisation and they cannot truly be understood without analyzing their results in local contexts.”

These two terms are interdependent in their use. Again, quoting Erling, (Elizabeth J. Erling 2004) she succinctly says this about globalization and global English:

“The most used—and misused—and least often defined, probably most misunderstood, most nebulous and politically charged catchword which has created much debate in recent years and will continue to do so in years to come.”

The early relationship between English and globalization was complex. Economic globalization encouraged the spread of English, but the spread of English also encouraged globalization” (David Graddol 1997, *The Future of English*). Again Graddol says, “We must also understand that English is still not a done deal” (David Graddol 2006, *English Next*).

The Start of Globalization

It is extremely difficult to decide when globalization started as we know it today and where it is now. Robertson (2003:3) says, “Globalization as a human dynamic has always been with us, even if we have been unaware of its embrace until recently.” He then argues that the third phase of globalization is currently going on: “the first, after 1500, centred on the globalization of regional trade; the second, after 1800, gained impetus from industrialization; the third derived from the architecture of a new world order after 1945” (Robertson 2003:4). The most recent debate regarding globalization is attributable to two factors; first, the disintegration of the Soviet Union, and secondly, the use of technology enabling people to become more connected and mobile than ever before in human history.

English in the Global Perspective

It is now a well-established fact that English has become a world language (see Graddol 1997, Jenkins 2000; McKay 2002). To understand the concept of English as a global language, it is necessary to know the definitions of *world language*, *international language*, or *global language* which have been used interchangeably in this thesis. It is also necessary to understand the abbreviation ELF.

For some, any language with a large number of native speakers is a global language (Graddol 1997, McKay 2002). If this assumption is accepted, then Mandarin (China), Spanish, and Arabic must also be considered as international languages because they are also spoken by large numbers of people. However, as McKay explains, “Unless such languages are spoken by a large number of native speakers of other languages, the language cannot serve as a language of wider communication” (McKay 2002:5). English is not only used among people from the English

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

speaking countries but also by those whose mother tongue is not English. This is well supported by Graddol (1999, cited in McKay 2002), who states that:

... based solely on expected population changes, the number of people using English as their second language will grow from 235 million to around 465 million during the next 50 years. This indicates that the balance between L1 and L2 speakers will critically change, with L2 speakers eventually overtaking L1 speakers. (Graddol 1999:62 cited in McKay 2002:13)

In fact, Jenkins (2000) maintains that:

For the first time in the history of the English language, second language speakers outnumber those for whom it is the mother tongue, and interaction in English increasingly involves no first language speakers whatsoever. (Jenkins 2000:1)

Both Graddol (1999) and Jenkins (2000) believe that the increasing popularity of English as a language of communication among the non-native speakers will certainly give them ample opportunity to determine the future of English, and to some extent, a prominent “norm-providing” status as well.

According to Crystal (1997), another element ensuring the status of English as a global language is its prominent recognition in almost every country of the world. This particular role of the language can be achieved only by making English an official language used in government offices, law courts, and in the media and education systems of the country. This is why English is sometimes called a *second*, an *additional*, or an *auxiliary* language. In addition to English as the official language of the country, it is also given preference in foreign language teaching even if it is not the second language.

Crystal (1997) asserts that English is the most widely taught foreign language in almost 100 countries of the world. Some other scholars opinion that a global language has no borders of usage but goes across borders and various cultures.

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Widdowson (1994) defines a global language as one that serves “a whole range of different communities and their institutional purposes, and these transcend traditional, communal and cultural boundaries” (Widdowson 1994 cited in Jenkins 2000:7). Smith (1976, cited in McKay 2002), one of the first scholars to define the term *global* or *world language*, suggests that a world language is one used by people from different nations to communicate with each other. His assumptions regarding pedagogy used for learning an international language is cited in McKay (2002:12). They are as follows:

1. International learners do not need to internalize the native speakers’ cultural norms,
2. the ownership of international language becomes “de-nationalized,” and
3. the role of education in the learning of international language is to enable the learners for the communication of their ideas and cultures to others.

According to Pennycook (1994), the concept *global* implies not only that the language is used across nations but also within a nation. Therefore McKay (2002) suggests a modification of Smith’s second assumption. McKay (2002) claims that with regard to the use of English in the outer circle countries, the ownership of English should be re-nationalized rather than de-nationalized. This means that the use of English should be embedded in local contexts of use (see Kramch 1993, Holliday 1994, Pennycook 1994, Cook 2001, and McKay 2002). Based on this concept, McKay (2002) reframes Smith’s assertions as follows:

1. As a global language, English is used both in a global sense for international communication between countries and in local sense as a language of wider communication within multilingual societies.
2. As English is a global language, the use of English is no longer connected to the culture of the inner circle countries.
3. As a global language in a local sense, English becomes embedded in the culture of the country in which it is used.

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

4. As English is a world language in a global sense, one of its primary functions is to enable speakers to share with others their ideas and culture.

Finally, Brutt-Griffler (2002, cited in McKay 2002) puts forward four central features characterizing the development of a world language:

1. A world language is the product of the development of a world econocultural system, which includes the development of a world market and business community, as well as the development of a global scientific, cultural, and intellectual life.
2. A world language tends to establish itself alongside local languages in multilingual contexts composed of bilingual speakers.
3. A world language, unlike an elite lingua franca, is not confined to the socioeconomic elite but is learned by various level of society.
4. A world language spreads not by speakers of that language migrating to other areas but rather by many individuals acquiring that language.

Today, no other language apart from English fulfils these parameters which are of a global language.

RESEARCH METHODOLOGY

Both quantitative and qualitative data were collected by:

1. a questionnaire for quantitative data, and
2. interviews, for qualitative data.

The qualitative data enriched and validated the quantitative data obtained through the questionnaire on 20 items using the Lickert Scale. The pilot study of the questionnaire was done

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

to ensure its validity and reliability. The detailed description of the data tools are given in the following.

Instruments for Data Collection

Questionnaire

The basic purpose of the questionnaire was to determine the teachers' and students' perceptions regarding the topic of this research, *The Global Spread of English and Its Pedagogical Concerns for English Language Teaching (ELT) in Pakistan*. The questionnaire was adapted from an article *The Question of Global English-Language Teaching* by Rana Yildirin, an assistant professor in the ELT department and Zuhail Okan, an associate Professor, both at Cukurova University, Turkey. It was a twenty-item questionnaire based on a Lickert Scale with these five dimensions:

1. English as a global language.
2. Ownership of English language.
3. The status of native speakers as opposed to that of non-native speakers.
4. Cultural content of ELT.
5. Appropriateness of methods and materials developed by the Inner Circle for Pakistani students.

Population

The questionnaire was given to 60 English teachers and 300 students. Forty one questionnaires were returned by teachers and 104 were returned by students. Five percent of the teacher population was female. The teachers' minimum qualification was a master's degree, while a Bachelor's degree was a maximum qualification for students. The teachers varied in age and experience; similarly students differed in age

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Sampling

Sixty questionnaires were given to the English language teachers of two Universities; the University of Management and Technology, Malakand University and some questionnaires at the Post Graduate Jehanzeb College. Forty one questionnaires were returned. The questionnaire consisted of five parts. The first part concerned English as a Global language. The second part related to the ownership of English language. The third part compared the native speaker of English to the non-native speaker. The fourth part queried cultural content of ELT, and the final part of the questionnaire evaluated the appropriateness of methods and materials developed by the Inner Circle for Pakistani students. It also included demographic information such as age, experience, and qualification.

Interviews

The day following the administration of the questionnaires, interviews with available teachers were conducted. The medium of communication during the interviews was English. Each interview lasted from 6 to 13 minutes. The questions of the interview were also adapted with slight modification from Zacharias T. Nugrahenny (2003). The following questions were asked from the respondents:

1. What is the importance of English in Pakistan?
2. What is your understanding of English as a global language?
3. Which variety of English do you think represents the best model?
4. Is the students' mother tongue useful when teaching English?
5. Whose culture do you think students should learn when learning English?
6. How do you feel about the textbooks used? Which materials do you prefer; locally published or those from English speaking countries?
7. What kind of co-curricular activities do you provide in your University or College?

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

8. Do you think Globalization of English endangers local languages?
9. Do you think English threatens our local culture?

All interviews were video- and audio-recorded. They were then transcribed for further analysis and the transcripts were analyzed in accordance with the dimensions of the questionnaire. This included English as an international language, ownership of English language, cultural content of ELT, appropriateness of methods and materials developed by the Inner Circle and the status of native speakers as compared with that of non-native speakers.

The next **chapter** will provide a detailed analysis of the data collected through questionnaires and interviews.

DATA ANALYSIS

This chapter describes and analyzes the data used to answer the main questions of this study regarding the global role of English and the pedagogical concerns it creates for ELT in Pakistan. The data will be analyzed according to the following criteria:

1. English as a global language.
2. Ownership of English language.
3. The status of native speakers as opposed to that of non-native speakers.
4. Cultural content of ELT.
5. Appropriateness of methods and materials developed by the Inner Circle for Pakistani students.

To carry out this research study, a slightly modified² twenty-question Lickert-scaled questionnaire was prepared. Before its actual administration, a pilot study with English teachers and students was conducted in order to check its validity and linguistic reliability. Along with the questionnaire, interviews of the teachers were also video- and audio-recorded and subsequently transcribed for analysis.

The following four tables show the age, gender, teaching experience and qualification of the English language teachers. Sixty questionnaires were distributed and 41 were returned.

Teachers' Data

Table 1

Gender of the Respondents

			Percent	Valid Percent	Cumulative Percent
Valid	Male		Frequency	87.5	87.5
	Female	5	12.2	12.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Table 1 shows 35 male (87.5%) and 5 female (12.2%) teachers participated in the study. Many of these participants were later interviewed to record their perception of English as a global language.

Table 2

Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
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^{2a} Rana Yildirim, Assistant professor in the ELT Department of Çukurova University.

^{7b} Zühal Okanan, Associate Professor at Çukurova University, Faculty of Education, ELT Department.

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Valid	28 to 35	25	61.0	62.5	62.5
	35 to 60	15	36.6	37.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

There were 25 teachers between the ages of 28 and 35, while 15 were between 35 and 60. Males between the ages of 28 and 35 represented 61 percent, while those between the ages of 35 and 60 represented only 36 percent.

Figure 1: Age of the respondents

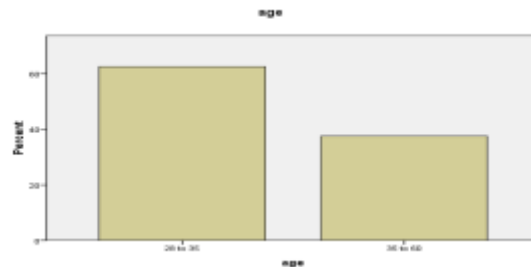


Table 3

Qualification of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
All	Valid	Masters	40	97.6	100.0
	Missing	System	1	2.4	
	Total		41	100.0	

teachers held master's degrees as well as having some teaching experience at the time the study was conducted.

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Figure 2: Qualification of the respondents

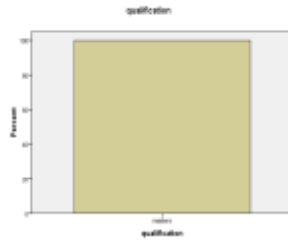


Table 4

Experience of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
1 to 5	8	19.5	20.5	20.5
5 to 10	11	26.8	28.2	48.7
10 to 15	8	19.5	20.5	69.2
15 to 25	12	29.3	30.8	100.0
Total	39	95.1	100.0	
System	2	4.9		
Total		41	100.0	

The teachers involved in the study had a varying degree of teaching experience. There were four categories of experience. First, eight teachers (19%) had between 1 and 5 years of teaching experience. In the second category, 11 teachers (26%) had between 5 and 10 years of experience. In the third category, eight teachers (19%) had between 10 and 15 years of experience. In the final category, eight teachers (29%) had considerable experience ranging from 15 to 25 years.

Figure 3: Experience of the respondents

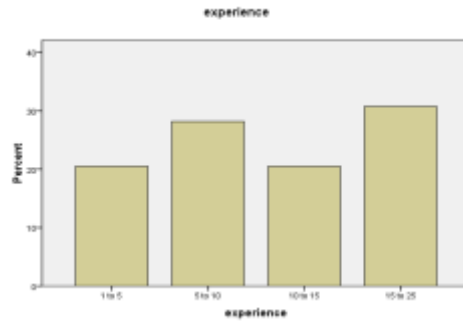


Table 5

English has Become a Global Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	1	2.4	2.4	7.3
	U	3	7.3	7.3	14.6
	A	23	56.1	56.1	70.7
	SA	12	29.3	29.3	100.0
	Total	41	100.0	100.0	

Regarding the perception of global language, 23 participating teachers *agreed*, 12 *strongly agreed*, only two *strongly disagreed* and 1 *disagreed* indicating that English is perceived as being a global language. The following chart shows the frequency of their agreement.

Later during the interview, almost all of the teachers agreed with the statement that English is *the* global language. One participant said, “It is of course global language because it is almost spoken all over the world” another said, “where you travel in the world, it makes you convenient

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

to communicate with people whose culture and almost everything is different but still you interact because this.”

All teachers expressed a similar opinion regarding the global nature of English.

Figure 4: English has become a global language



Table 6

We Need a Global Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.4	2.4	2.4
	D	2	4.9	4.9	7.3
	U	6	14.6	14.6	22.0
	A	25	61.0	61.0	82.9
	SA	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

The second question was written to confirm the participants’ agreement with the first question. In the second question, 25 out of 41 *agreed* that we need a language for global communication.

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

The percentage of disagreement was very low. Only 2.4 and 4.9 percent *disagreed* in comparison with 61 percent who *agreed*.

Figure 4 shows this comparison quite clearly. Among the teacher respondents, English was perceived as the global language of the world.

A large majority of teachers concurred with the need of a global language. They further agreed that English has become the global language of choice and that it must therefore be incorporated into our social context. One teacher said, “It is the need of the hour to be in constant touch with the rest of the world and it is not possible until we have a full grip on English language”

Figure 5: We need a global language

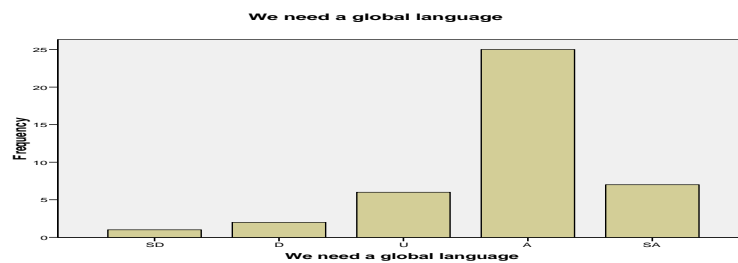


Table 7

There are Drawbacks to Having English as a Global Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	7.3	7.3	7.3
	D	8	19.5	19.5	26.8
	U	5	12.2	12.2	39.0
	A	24	58.5	58.5	97.6
	SA	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

On the third question which indirectly attacks the global status of English, the percentage of agreement is much higher. Twenty four out of 41 participants *agreed* that having English as the global language has many drawbacks, while 12.2% of the respondents were *undecided* in answering the question. Only 19%—a significant minority—actually *disagreed* with the statement. Consensus indicates agreement that even though English as a global language has many disadvantages for indigenous and local languages of the world, it is nonetheless, a necessity. Figure 5 shows the agreement ratio in this question.

Even though there might be drawbacks to English as a global language, without it we are ineffective in world affairs.

Figure 6: There are drawbacks to having English as a global language

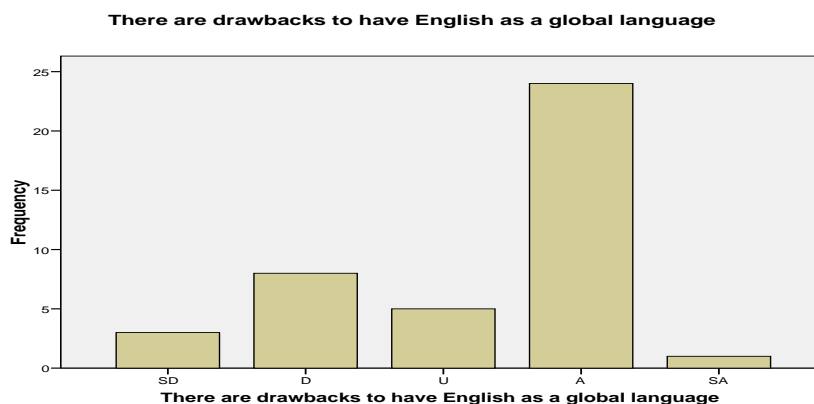


Table 8

The Rise of English will Continue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.4	2.5	2.5
	U	8	19.5	20.0	22.5
	A	25	61.0	62.5	85.0

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

	SA	6	14.6	15.0	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Again, the participants generally agreed with this statement; 61% *agreed*, 15% *strongly agreed* and only 2% *disagreed*. Surprisingly, 19% were *undecided* about the future rise of English as a global language. On the other hand, some participants unequivocally agreed in their interviews that the importance of English will remain for 50 year

Figure 7: The rise of English will continue



Table 9

A Global Language is Useful in Communication

	Frequency	Percent	Valid Percent	Cumulative Percent
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Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Valid	D	1	2.4	2.6	2.6
	U	1	2.4	2.6	5.1
	A	26	63.4	66.7	71.8
	SA	11	26.8	28.2	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

Twenty six (26) participants *agreed* with the usefulness of the globalization of English in communication and 11 *strongly agreed*. Only 1 *disagreed* and 1 was *undecided*. This means that 63% and 26% were of the opinion that English is quite useful so far as its role in communication is concerned.

Many teachers during the course of their interviews agreed that English—especially in the Pakistani context—is very important because it is the official medium of instruction, technology and science.

Figure 8: A global language is useful in communication

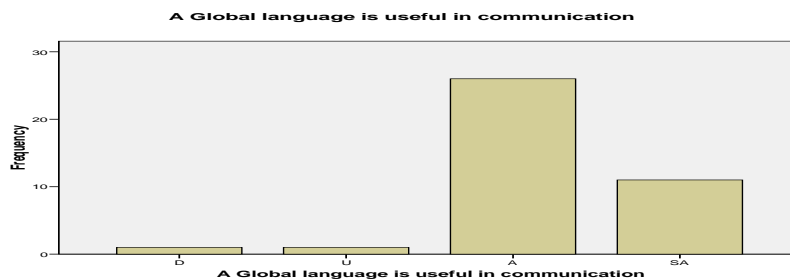


Table 10

A Global Language is Useful in Economic Relations

	Frequency	Percent	Valid Percent	Cumulative Percent
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Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Valid	D	1	2.4	2.5	2.5
	U	1	2.4	2.5	5.0
	A	29	70.7	72.5	77.5
	SA	9	22.0	22.5	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

A global language is beneficial for economic relations with the rest of the world. Seventy percent (70%) of the respondents *agreed* with this statement while 22% *strongly agreed*. The *disagreement* and *undecided* ratio was quite small. Table 4.10 and the following Figure 4.9 show their agreement in favour of this statement.

Figure 9: A global language is useful in economic relations



Table 11

A Global Language is Useful in Political Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	12.2	12.2	12.2
	U	1	2.4	2.4	14.6

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

	A	24	58.5	58.5	73.2
	SA	11	26.8	26.8	100.0
	Total	41	100.0	100.0	

The participants of the study again agreed that the global status of language is very important in political relations. Twenty four (24) *agreed* with this statement and 11 *strongly agreed*. Five (5) *disagreed* and only 1 was *undecided*, meaning that the statement was clear to the respondents.

Figure 10: A global language is useful in political relations

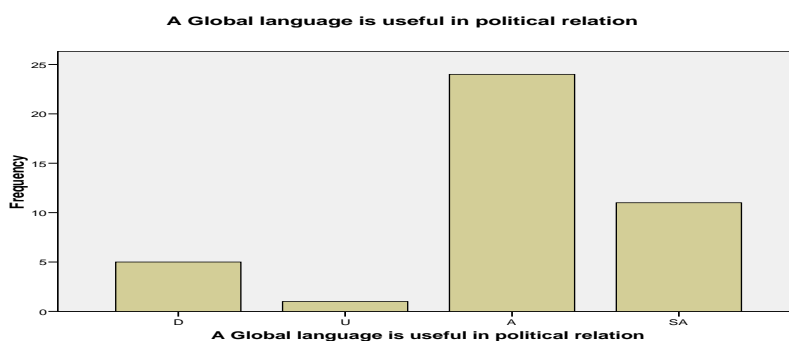


Table 12

A Global Language is Useful in Educational Settings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	5	12.2	12.5	12.5
	U	1	2.4	2.5	15.0
	A	24	58.5	60.0	75.0
	SA	10	24.4	25.0	100.0
	Total	40	97.6	100.0	
Missing	System	1	2.4		
Total		41	100.0		

Globalization of language plays an important role for education as well. The respondents found no problem in agreeing with this statement. Fifty eight percent (58%) of the respondents *agreed*,

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

24% *strongly agreed*, and only 12% *disagreed* with the statement. These responses clearly show the perceived significance of a global language for education.

Table 12 above, and the chart below, show the percentage of agreement and disagreement.

Figure 11: A global language is useful in educational settings

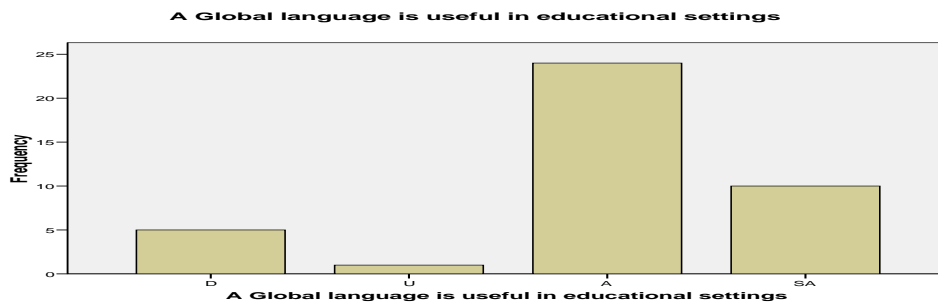


Table 13

Nobody Owns English Anymore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	7.3	7.7	7.7
	D	9	22.0	23.1	30.8
	U	4	9.8	10.3	41.0
	A	17	41.5	43.6	84.6
	SA	6	14.6	15.4	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

Regarding the question of the ownership of the English language, many of the respondents agreed that it no longer remains the property of the Inner Circle, but that it has become a global

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

language. The question of British and American authority for the language has largely disappeared in the face of its emerging varieties. Forty one percent (41%) *agreed* with the statement that it is owned by no one authority today. Only 9 respondents *disagreed* with the statement. During their interviews, various teachers said that it is now the domain of the expanding circles of emerging Englishes as new varieties are developing.

Figure 12: Nobody owns English anymore

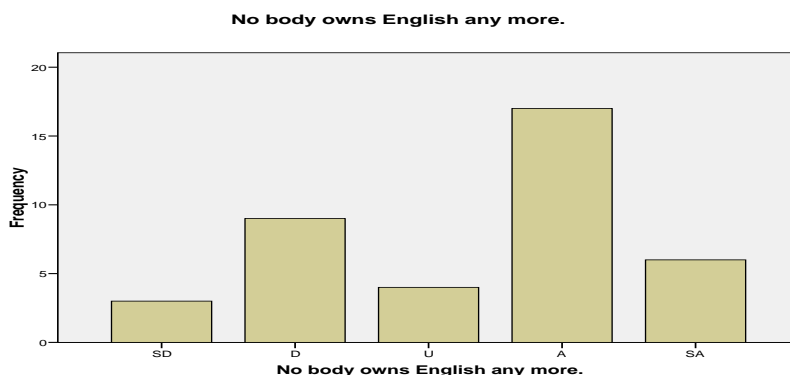


Table 14

English Belongs to Native English Speaking Countries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	12.2	12.8	12.8
	D	20	48.8	51.3	64.1
	U	1	2.4	2.6	66.7
	A	9	22.0	23.1	89.7
	SA	4	9.8	10.3	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

Table 14 indicates that English is perceived as becoming a world language which no longer belongs to English and native speaking countries. Twenty (20) out of 41 respondents *disagreed* with the statement that it belongs only to the English speaking countries. Only 22% of the respondents *agreed* with the statement while 5 respondents *strongly disagreed*. The variation in percentage shows the difference of opinion regarding the ownership of English by native speakers. One respondent said, “The Englishes of the expanding circle must be recognized as much as the English of the native people.”

Figure 13: English belongs to native English speaking countries

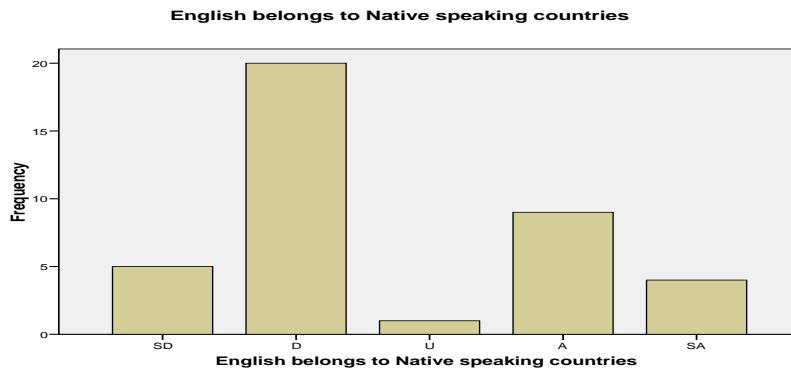


Table 15

As a Pakistani, I am Aware of My Strengths and Weaknesses in Relation to Native English Speaking Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.4	2.4	2.4
	D	6	14.6	14.6	17.1
	U	4	9.8	9.8	26.8
	A	26	63.4	63.4	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Even though English is coming out of the inner-circle influence, native speaking teachers have not lost their importance, even in Pakistan. The data above shows that 63% of the teachers *agreed* that they know their weaknesses and strengths relative to native speakers. Only six respondents *disagreed* with the notion of native speaker superiority. Four were *undecided* while only 1 *strongly disagreed*

Figure.14: As a Pakistani, I am aware of my strengths and weaknesses in relation to native English speaking teachers

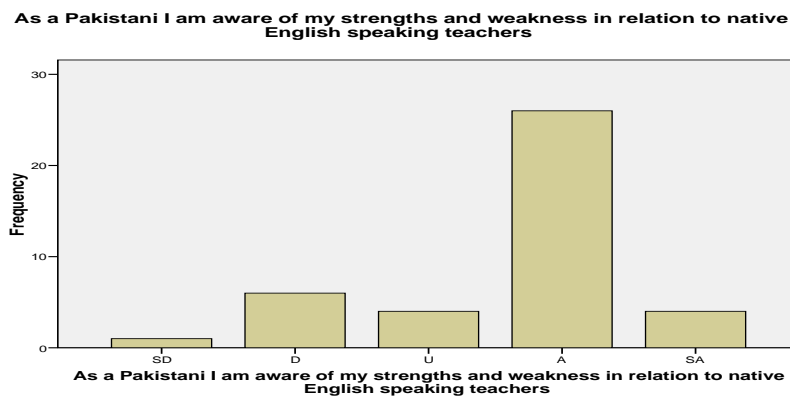


Table 16

It is Necessary to Introduce Native English Speakers in My College or University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	9.8	9.8	9.8
	D	7	17.1	17.1	26.8
	U	7	17.1	17.1	43.9
	A	16	39.0	39.0	82.9
	SA	7	17.1	17.1	100.0
	Total	41	100.0	100.0	

Looking again at the table above, it becomes evident that despite the expanding circle of English, native teachers are still the source of reference for many. Regarding the question of bringing native English speaking English teachers to our universities and colleges, most of the respondents agreed that native speakers are better English teachers than non-native English speakers. Thirty nine percent (39 %) *agreed*, 17% *strongly agreed*, and 17% *disagreed* with the idea that native speaking teachers are better English teachers than non-native speakers. Four respondents strongly disagreed. The above data indicates the respondents' preference for native speaking English teachers. Some of the respondents agreed that native speaking teachers are better English teachers, but only so far as pronunciation and speaking skills are concerned.

Figure 15: It is necessary to introduce native English speakers in my college or university

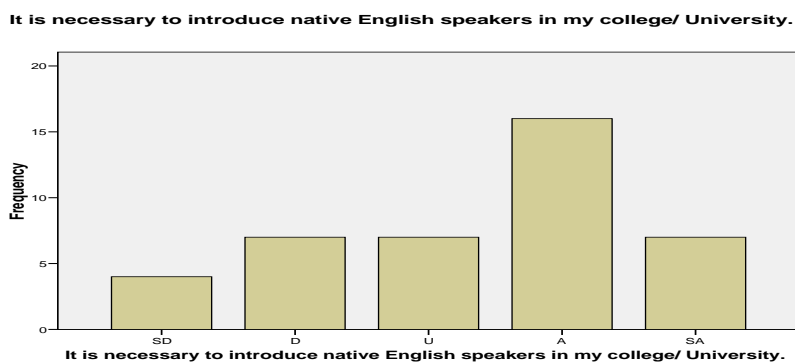


Table 17

Culture Exists Independent of Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	29.3	29.3	29.3
	D	10	24.4	24.4	53.7
	U	4	9.8	9.8	63.4
	A	11	26.8	26.8	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Culture and language are co-dependent. On the question of culture independency, only 11 respondents *agreed* and 4 *strongly disagreed*. Twelve (12) respondents *strongly disagreed* indicating their perception that culture is not independent of language but both are interdependent, meaning that neither culture nor language can be separated from each other. Twenty four (24%) respondents *disagreed* with the statement which further supports the perception that culture does not exist independently of language. Regarding the question of culture and language, many teachers were split. Some said that culture can not be affected by language while others said that language and culture are concomitant and one affects the other

Figure 16: Culture exists independent of language

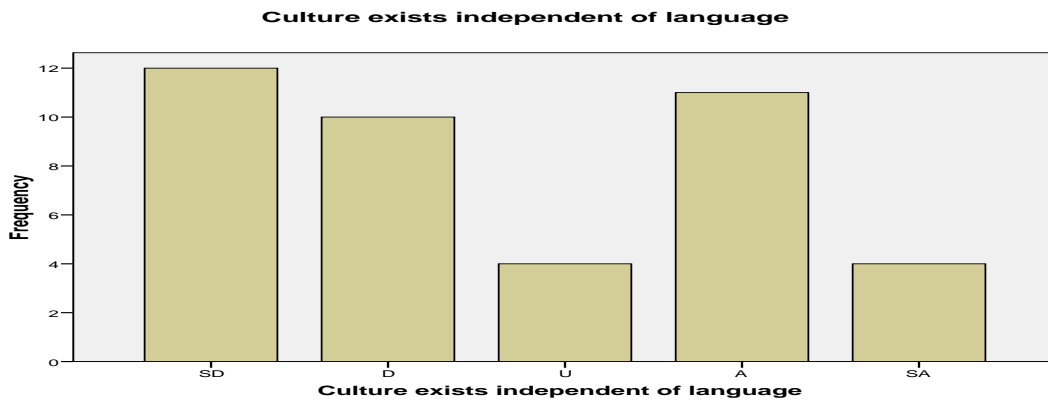


Table 18

English has a Negative Impact on Pakistani Languages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	10	24.4	24.4	29.3
	U	6	14.6	14.6	43.9
	A	19	46.3	46.3	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

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Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Pakistanis generally believe that any foreign language has a negative impact on the indigenous languages and our respondents reflect that belief. Nineteen (19) out of 41 *agreed* that English is causing negative impact on our indigenous languages. To date, English words have replaced many indigenous words. To this statement 9% ticked the *strongly agreed* column. Ten (10) respondents *disagreed* that English has any negative impact on the Pakistani languages but the majority opined the opposite. Some of the teachers strongly rejected this idea that English has some negative impact on the culture, saying that English is the need of the hour and that we must use it to our advantage.

Figure 17: English has a negative impact on Pakistani languages

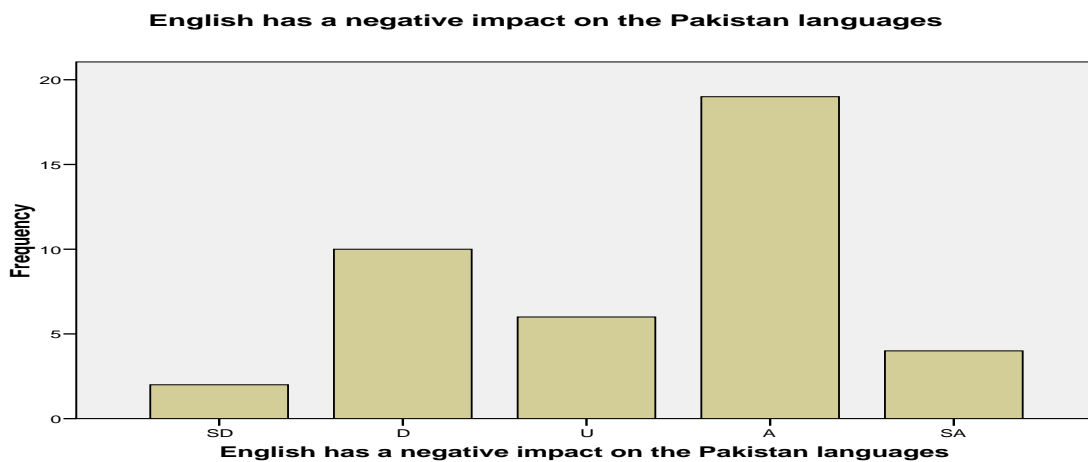


Table 19

English has a Positive Influence on Pakistani Culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	7.3	7.7	7.7
	D	10	24.4	25.6	33.3
	U	5	12.2	12.8	46.2
	A	17	41.5	43.6	89.7

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

	SA	4	9.8	10.3	100.0
	Total	39	95.1	100.0	
Missing	System	2	4.9		
Total		41	100.0		

Earlier it was stated that culture and language are co-dependent. In this question regarding English's positive influence on Pakistani culture, 17 respondents *agreed*, 10 respondents *disagreed*, 3 *strongly disagreed*, and 4 *strongly agreed* that English has a positive influence on the culture. Some respondents said that English does impact our local culture but that it is not harmful where it is in full consonance with our socio-cultural milieu. They cautioned, however, that we must discard these influences if they are not complimentary with our culture.

Figure 18: English has a positive influence on Pakistani culture

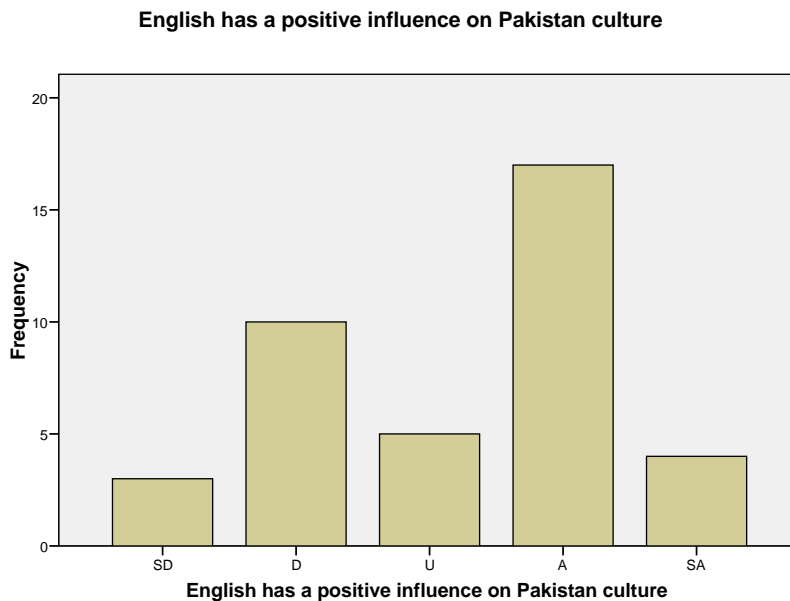


Table 20

English has a Negative Influence on Pakistani Languages

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	9.8	9.8	9.8
	D	13	31.7	31.7	41.5
	U	5	12.2	12.2	53.7
	A	17	41.5	41.5	95.1
	SA	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

Surprisingly, regarding the question of the negative impact of English, 17 respondents again *agreed*, 13 *disagreed*, 2 *strongly agreed*, and 4 *disagreed*. Looking at the above two tables' data, there is an obvious perception that English can exert either a negative or positive impact on the Pakistani culture. In the face of this dilemma, the respondents generally understand the need for carefully preserving Pakistani culture.

Figure 19: English has a negative influence on Pakistani languages

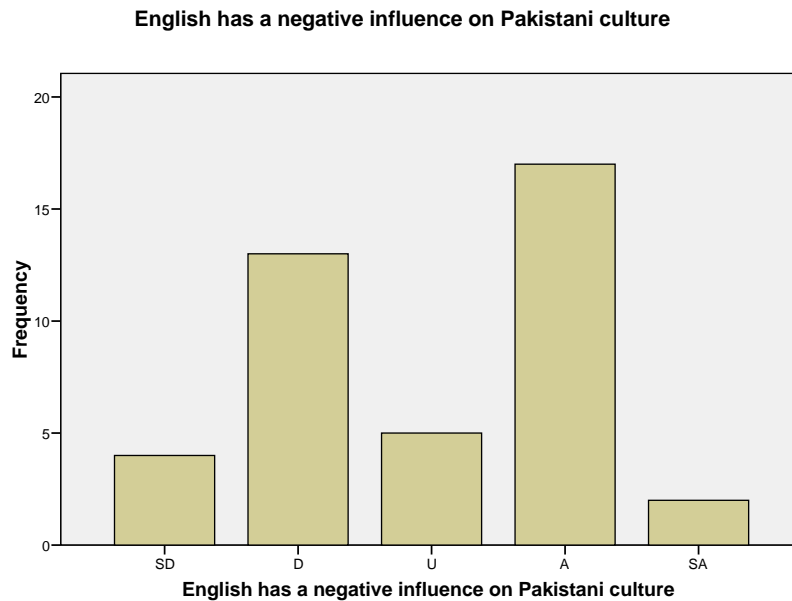


Table 21

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12 : 8 August 2012

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English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

English has a Positive Impact on Pakistani Languages.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.4	2.4	2.4
	D	16	39.0	39.0	41.5
	U	6	14.6	14.6	56.1
	A	16	39.0	39.0	95.1
	SA	2	4.9	4.9	100.0
	Total	41	100.0	100.0	

The response to the statement that English has a positive impact on Pakistani languages was evenly divided with 16 *agreeing* and 16 *disagreeing*. In other responses, only 2 *strongly agreed* while 1 *strongly disagreed* with the statement. Equal agreement and disagreement implies the perception that if English is used positively for the sake of progress and development, then it can have a positive impact on Pakistani languages, while if not, the results will be detrimental.

Thus, regarding the question of its linguistic influence on indigenous languages, there is essentially equal and opposite opinion as to the effect of English on local languages in Pakistan.

Figure 20: English has a positive impact on Pakistani languages.

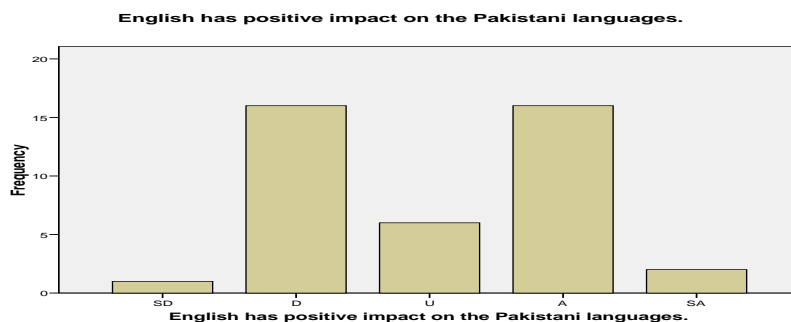


Table 22

Teaching materials developed in native speaking countries are appropriate for Pakistani students.

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	13	31.7	31.7	36.6
	U	6	14.6	14.6	51.2
	A	16	39.0	39.0	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Regarding the question dealing with materials which are developed in the native countries, 39% of the respondents *agreed* with the idea that teaching materials developed in the native countries are better for the Pakistani students, 13 respondents *disagreed*, 2 *strongly disagreed*, and 6 were *undecided*. These responses clearly indicate the perception that materials from abroad are more effective for Pakistani students.

Many also commented that materials which normally come from native countries merit use because they are professional quality. The observation was made that locally published materials up to this same standard would be equally acceptable.

Figure 21: Teaching materials developed in native speaking countries are appropriate for Pakistani students

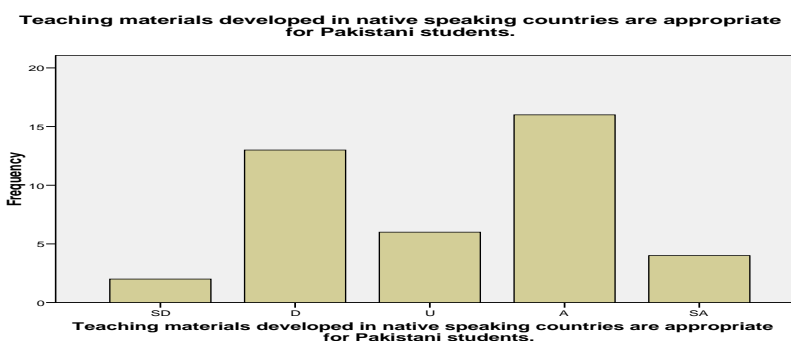


Table 23

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English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Teaching Methods Developed In Native Speaking Countries Are Appropriate For Pakistani Students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	9	22.0	22.0	26.8
	U	9	22.0	22.0	48.8
	A	17	41.5	41.5	90.2
	SA	4	9.8	9.8	100.0
	Total	41	100.0	100.0	

Regarding the statement that teaching methods developed in the native countries are appropriate for the Pakistani students, 17 respondents *agreed*, 9 *disagreed*, 9 were *undecided*, and 2 *strongly disagreed*. This also suggests that, like materials developed in the native countries, teaching methods developed in native countries are also perceived as being good for Pakistani students.

On the question of the teaching methods, the respondents were of the view that even though teaching methods developed in those countries are good, they would be more convenient for Pakistani students with slight modification for our cultural context.

Figure 22: Teaching methods developed in native speaking countries are appropriate for Pakistani students.

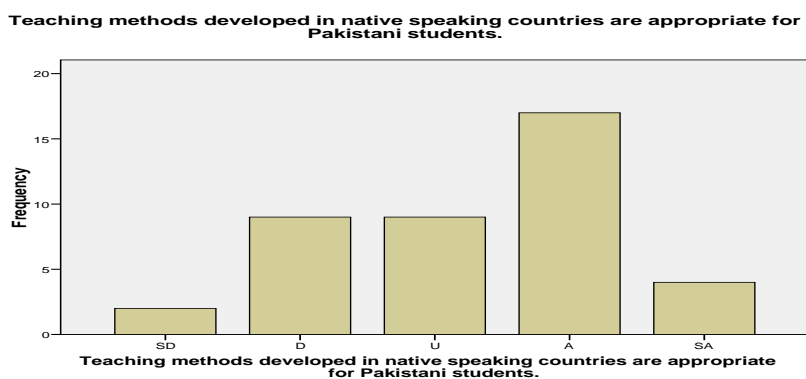


Table 24

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Native Teachers are the Best Learning Models for English Language Teaching (ELT) in Pakistan.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	4.9	4.9	4.9
	D	12	29.3	29.3	34.1
	U	7	17.1	17.1	51.2
	A	17	41.5	41.5	92.7
	SA	3	7.3	7.3	100.0
	Total	41	100.0	100.0	

Regarding the controversy that native speakers are better English teachers than non-native speakers, 17 respondents *agreed* while just 12 respondents *disagreed*. This clearly confirms the generally held opinion that native speakers are well-trained and better qualified than the non-native English teachers. Data here confirms the perception of native speaker superiority.

Even in the interviews, many of the respondents agreed with the notion that native speaking English teachers are better English teachers because they are normally well-trained and well-taught. However, some remarked that the problem had more to do with the teachers' training because well trained non-native teachers such as Dr.Amar Mahboob and Dr. Fauzia have become excellent teachers in the native countries of English speaking people.

Students Data

Table 25

English as a Global Language

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	M%	F%	M%	F%	M%	F%	M%	F%	M%	F%

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

1	English has become a global language	49.1	71.4	41.8	20.4	3.6	8.2	1.8			
2	We need a global language	38.2	61.2	45.5	32.7	3.6		9.1	2.0	1.8	2.0
3	There are drawbacks to having English as a global language	7.3	18.4	40.0	38.8	18.2	12.2	21.8	16.3	9.1	8.2
4	The rise of English in the world will continue	27.3	36.7	45.5	40.8	7.3	12.2	16.4	6.1	1.8	2.0
	A global English is useful in:										
5	Communication	49.1	71.4	43.6	20.4	3.6	2.0		2.0		
6	Economic relations	36.4	53.1	41.8	38.8	7.3	4.1	10.9		1.8	
7	Political relations	23.6	51.0	61.8	38.8	7.3	6.1	3.6	4.1	3.6	
8	Educational settings	36.4	55.1	41.8	26.5	3.6	6.1	9.1		5.5	2.0

As mentioned above, some three hundred questionnaires were given to the students' study group, though only one hundred and four were returned, including 55 from male and 49 from female students. Students Table 4.25 above shows the perception of students regarding English as a global language. There are eight statements in this category which explain the nature of English as a global language. In response to the first statement that "English has become a global language," just 1.8% of the respondents *disagreed*. Both males (49.1%) and females (71.4%) *strongly agreed* with the statement while 41.8% of the male and 20.4% of the female students *agreed*. Regarding the statement, "we need a global language," again the percentage of *strongly agreeing* among the participating respondents was remarkable with 38.2% of the male and 61.2% of the female students responding accordingly. This strong response again indicates the perceived need of a global language. Regarding the third statement, the percentage of agreement was less, but again 18.4% of the male and 40% of the female students *agreed* that though "there are drawbacks to having English as global language," we cannot do without it. The fourth statement saying that "the rise of English will continue in the world," was *agreed* to by 45.5% of the males and 40.8% of the females, suggesting their understanding that the rise of English will

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

continue because no other language has emerged as a global language to replace it. Regarding the statement that the “English language is useful in communication,” 49.1% of the males and 71.4% of the females *strongly agreed*. The “economic relations” statement received a *strongly agree* response from 36.4% of the male and 53.1% of the female students; the “political relations” statement received a *strongly agree* response from 23.6% of the males and 51% of the females while the “educational settings” statement received a *strongly agree* response from 36.4% of the males and 55.1% of the females.

Table 26

Ownership of English Language

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
9	Nobody owns English any more	7.3	18.4	32.7	36.7	21.8	8.2	14.5	26.5	18.2	8.2
10	English belongs to native speaking countries.	7.3	10.2	32.7	24.5	21.8	10.2	14.5	36.7	18.2	16.3

The questionnaire is based on five dimensions. Regarding the second dimension, which is the ownership of English language, both the male and female students expressed their opinions in favour of the statement; 32.7% male and 36.7% female students *agreed* that English has spread to such an extent that it no longer strictly remains in the custody of native speaking people. Today, its new varieties need to be recognized because non-native speakers outnumber native speakers. Nonetheless, the degree of *disagreement* cannot be ignored because 18.2% of the male and 8.2% of the female students *strongly disagreed* that “English belongs to native speaking countries” despite its aggressive spread throughout the world. Regarding this same statement, the ratio between *agree* and *disagree* responses cannot be ignored; 32.7% of the male and 24.5% of the female students *agreed* with the statement while 36.7% of the female and 14.5% of the male

students *disagreed*. The perception is certainly that English has now become a global language and that it would be extremely difficult for any country to have sole claim on its ownership.

Table 27

Native and Non-Native Controversy

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
11	As a Pakistani I am aware of my strengths and weakness in relation to native English speaking teachers	6.14	14.3	54.5	51.0	10.9	24.5	14.5	8.2	3.6	
12	It is necessary to introduce native English speakers in my college/ University.	32.7	44.0	45.5	35.0	9.1	8.1	9.1	8.2	1.8	2.0
20	Native teachers are the best learning models for English language teaching (ELT) in Pakistan.	32.7	24.5	34.5	42.9	5.5	12.2	18.2	16.3	9.1	4.1

Students Table 4.28 indicates the students' perceptions regarding a comparison of native and non-native speaking English teachers. Regarding statement 11, 54.5% of the male students and 51% of the female students *agreed* that they were aware of their strengths and weaknesses as compared to native English teachers. To some respondents among both male and female students, this statement was almost incomprehensible; 10.9% of the male and 24.5% of the female students were *undecided* on this statement. Regarding statement 12, they were remarkably clear and *agreed* and *strongly agreed* with it. Regarding the statement "native teachers produce better learning than non-native teachers," 32.7% of the male and 24.5% of the female students *strongly agreed* while 34.5% of the male and 42.9% of the female students

agreed. Clearly, the student respondents' perception is that native English speaking teachers are better English instructors than non-native speakers.

Table 28

Cultural Content of ELT

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
13	Culture exists independent of language	9.1	12.2	30.9	24.5	18.2	18.4	23.6	28.6	14.5	10.2
14	English has a negative impact on Pakistani languages	16.4	6.1	29.1	38.8	9.1	8.2	27.3	28.6	18.2	12.2
15	English has positive impact on Pakistani culture	12.7	12.2	32.7	34.7	9.1	18.4	25.5	22.4	16.4	4.1
16	English has negative impact on Pakistani culture	14.5	6.1	18.2	36.7	12.7	10.2	34.5	42.9	12.7	4.1
17	English has a positive impact on Pakistani languages	14.5	14.3	32.7	36.7	16.4	14.3	25.5	22.4	9.1	6.1

Regarding the statements concerning cultural content and English language influence on indigenous languages and cultures, the above table indicates an interesting mix in the students' perceptions. To the statement that "culture exists independently of language," 9.1% of the male and 12.2% of the female students *strongly agreed* and 30.9% of the male and 24.5% of the female *agreed*. Yet, 23.6% of the male and 28.6% of the female students *disagreed* while 14.5% of the male and 10.2% of the female students *strongly disagreed* with the statement. These responses indicate that the perception of the relationship between language and culture is very controversial.

Twenty nine percent (29.1%) of the male respondents and 38.3% of the female respondents *agreed* that the "English language negatively impacts local languages." In contrast, however,

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12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

27.3% of the male and 28.6% of the female respondents *disagreed* that English impacts local languages negatively but rather that English actually promotes preservation of indigenous languages.

Another statement on the questionnaire dealt with the positive impact of English language. Thirty two percent (32.7%) of the male and 34.7% of the female respondents *agreed* that English had a positive impact on the local languages while 25.5% of the male and 22.4% of the female respondents again *disagreed* with the statement. We conclude from this mix of responses that the actual role of an external language or culture is not easily determined and is subject to a wide diversity of opinion. Though obviously the respondents would be biased in their support of English language, the degree of disagreement was conspicuous.

Regarding the statement that “English has a positive impact on the Pakistani culture,” the respondents were split with 34.5% of the male and 44.9% of the female *disagreeing* that English had a positive impact on the Pakistani culture.

Thus, the above table clearly indicates these respondents’ perceptions of the possible impact of English on the local cultures and languages.

Table 29

Teaching Methods and Materials

		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		M%	F%	M%	F%	M%	F%	M%	F%	M%	F%
18	Teaching materials developed in native speaking countries are appropriate for Pakistani students.	10.9	10.2	45.5	36.7	12.7	16.3	27.3	24.5	3.6	12.2

19	Teaching methods developed in native speaking countries are appropriate for Pakistani students.	12.7	10.2	40.0	40.8	10.9	20.4	32.7	18.4	3.6	8.2
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This section dealt with the students' perception of whether or not "teaching materials developed in native speaking countries are appropriate for Pakistani students." To this, 45.5% of the male and 36.7% of the female students *agreed* with the statement, while stressing the importance of native original materials for the students. Only 27.3% of the male and 24.5% of the female students *disagreed* with the statement. Regarding "Teaching methods developed in native speaking countries," 40% of the male students and 40.8% of the female students *agreed* that teaching methods developed in the native countries were appropriate for Pakistani students. Thus, it is evident from the above table that both teaching methods and materials developed in the native countries are perceived as being good for Pakistani students.

The study was based on the following research questions:

1. To what extent is the global role of English a part of the pedagogical system in Pakistan?
2. How should English be taught in light of its role as an international language?
3. Why has the Native Speaker-Based Pedagogy for ELT failed in Pakistan?
4. What is the impact of English on Pakistani culture?
5. What is the influence of English on the local languages in Pakistan?

Summary

The researcher would expect both globalization and English to be strongly perceived as threats to Pakistani culture and languages. However, the data indicated otherwise with very mixed reactions from the respondents. Before the study was conducted, there was some fear that the researcher would find a dislike of cultural imperialism due to the dominance of American Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

language and culture. However, the results showed altogether different results with English being considered a source of cultural enrichment rather than a threat. English does not function simply as an adversary of the Pakistani languages because it can also work as an effective tool in our communication with other peoples or nations of the world. With this in mind, it is time to think beyond our own mother tongue and our local cultures and work toward more effective communication with other cultures of the world.

Globalization is a field which is open for further research which should be undertaken from a new perspective in the present century. Chapter Two summarized some of the major academic investigations to determine and rightly assess the role of globalization in the spread of the English language. Chapter Two further shows that globalization has had an important effect on the spread of the English language. There is an abundance of literature on the uses of English across the world which has created significant confusion to such a degree that there is no agreed definition of English which can be universally applied. Therefore, there is much need for case studies which would examine the use and status of English in specific contexts.

A theoretical approach alone does not solve this dilemma; it must be accompanied with practical applications in Pakistan's real world.

The results of this study clearly demonstrated that the English language is used in a wide range of global contexts, that there is much linguistic awareness regarding English, and that there are many difficult relationships with the language. In response to what the researcher has discovered, there is a great need of a corresponding shift in English pedagogy. Therefore, ELT should reflect the global diversity of the language and prepare learners with the skills they require for successful communication in multiple contexts.

Yet, considering the diversity in the use of English, the focus should not be on a single model; rather, the goals of ELT should stress expertise in using English as a medium of communication and not on acquiring a specific language model.

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Furthermore, the content of ELT courses should extend beyond L1 dominated discourse. As English is often used in a lingua franca context, university courses in English should heighten students' awareness of the different varieties of English. Students need to be exposed to a wide range of English accents in order to increase their perceptive abilities concerning L2 varieties (Brutt-Griffler and Samimy 2001; Rampton 1990).

As Jenkins (1998) suggests, the emphasis in teaching oral skills should be placed on communication, reception and accommodation. Furthermore, it should be stressed that communication is about negotiation of meaning, irrespective of the variety the interlocutors speak. In using English globally, speakers must adjust to one another in order to understand each other. This flexibility is just as important as, if not more than, the mastering of prescribed linguistic forms. Courses in English should thus place more emphasis on the ability to communicate using the medium of English rather than on the teaching of a particular form of English. Reaching beyond teaching national models of English also implies the need to move away from teaching the philologies. As another linguist Lam says, the reality of English "necessitate[s] a turning away from the study of the *national cultures* of the metropolises and from simply using the language to describe *local* life ways" (emphasis added) (Lam 1999:391).

Findings

In this chapter, the researcher has analyzed the teachers' and students' responses to the questionnaire used in *The Global Spread of English and Its Pedagogical Concerns for English Language Teaching (ELT) in Pakistan* study. Following are the major points of findings which are being discussed as under.

English as a Global Language

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Many of the respondents viewed English as a global language and agreed that it has gained a prominent position among world languages. They also agreed that its emergence would continue and that there is no indication that its dominance will diminish. All the respondents, whether male or female, agreed that its role in communications, political affairs, economic relations and education was important. They agreed with the statement that a global language is needed and that there was no alternative other than English.

Ownership of the English Language

Keeping in view the claims of Kachru and his Concentric Circles of English, many of the respondents agreed that English has now spread so broadly that it would be difficult for any cultural or national entity to claim sole control or authority. In today's world, the emerging varieties of English need equal recognition.

Native speakers versus non-native speakers

In this part of the questionnaire, many of the respondents agreed that native English speaking teachers had the potential of being better English instructors than non-native speakers. Nonetheless, they also agreed that with proper training, non-native speakers of English could become competent English teachers in their own right. The respondents agreed that they knew their strengths and weaknesses in relation to native English speaking English teachers.

Cultural Content of ELT

This is the section of both the questionnaire and interview which dealt with the influence the English language exerts on indigenous culture and languages. The respondents gave a wide range of responses to their understanding of the impact English is having on local languages and cultures. Many of them said that English had a positive impact in this area though some considered English to be a destructive threat.

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

Recommendations for Future Research

The following points are considered the main recommendations for the future studies regarding English as a global language within the Pakistani context.

- Future studies on this subject need to use a large population sample from many universities in Pakistan. This would result in a higher degree of representation. It would also draw out the differences between rural and urban areas.
- Enough time should be allowed for the study to assure accurate and usable results.
- It would be interesting to give more attention to the students' and teachers' beliefs with regard to the global role of English because they are the ones who will be the most affected by any development in language teaching methodologies. It is only fair that they have a say about the *way* they are taught as well as *what* they are taught.
- It will also broaden the concept of all those English Language Teachers (ELTs) who have always considered English language teaching from the Inner Circle aspects.
- It will help all the language experts who design English language courses for graduate and post graduate levels.
- It will also help the ELTs to take English language teaching from the global perspectives.
- It would be highly required for English language teachers to keep in contact with the English language diversity across the world.

The researcher also hopes that this research study will help those teachers who are in the field of ELT, and that it will encourage future research in this field as well.

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Appendix A: Questionnaire

The researcher is conducting research to know the perceptions regarding English as a global language. Your participation in this survey will help the researcher to complete his MS leading to PhD thesis. Kindly spare a few minutes to fill out this questionnaire. Your responses to this questionnaire will be treated with utmost confidentiality. Thank you for your cooperation.

Sincerely

Mian Shah Bacha

MS leading to PhD Scholar (Applied linguistics) UMT, Lahore.

Concerning your own background, please fill in the following:

1. Gender: Male Female 2. Age: years _____

3. Highest academic qualification.

Bachelor's degree Master's degree Other; please specify _____

4. Teaching experience _____ years

Questionnaire

Please tick the appropriate Nos (1, 2, 3, 4, 5) of each statement

1 Strongly Disagree (SD) 2 Disagree (D) 3 Undecided (U)

4 Agree (A) 5 Strongly Agree (SA)

No	Questions	SD	D	U	A	SA
1	English has become a global language	1	2	3	4	5
2	We need a global language	1	2	3	4	5
3	There are drawbacks to having English as a global language	1	2	3	4	5
4	The rise of English in the world will continue.	1	2	3	4	5
5	A global language is useful in communication.	1	2	3	4	5
6	A global language is useful for economic relations.	1	2	3	4	5
7	A global language is useful in Political relations	1	2	3	4	5
8	A global language is useful in Educational settings.	1	2	3	4	5

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

9	No body owns English any more.	1	2	3	4	5
10	English belongs to native English speaking countries.	1	2	3	4	5
11	As a Pakistani I am aware of my own strengths and weaknesses in relation to native English speaking teachers.	1	2	3	4	5
12	It is necessary to introduce native English speakers in my college/university.	1	2	3	4	5
13	Culture exists independent of language.	1	2	3	4	5
14	English has a negative impact on the Pakistani languages					
15	English has a positive influence on the Pakistani culture.	1	2	3	4	5
16	English has a negative influence on the Pakistani culture.	1	2	3	4	5
17	English has a positive impact on Pakistani languages.	1	2	3	4	5
18	Teaching materials developed in native English speaking countries are appropriate for Pakistani students.	1	2	3	4	5
19	Teaching methods developed in native English speaking countries are appropriate for Pakistani students.	1	2	3	4	5
20	Native teachers are the best learning models for English language teaching (ELT) in Pakistan.	1	2	3	4	5

Appendix B: Teachers Interview Questions

Topic: Teachers beliefs with regard to English as a global language

1. What is the importance of English in Pakistan?
2. What is your understanding of English as a global language?
3. Which variety of English (British or American) do you think represents the best model?
4. Is the students' mother tongue useful when teaching English?
5. Whose culture do you think students should learn when learning English?
6. Do you think native speakers of English are better teachers? In what ways? For what purpose?

Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language

7. How do you feel about the textbooks used? Which materials do you prefer; locally-published or those from English speaking countries?
8. What kinds of extracurricular activities do you provide in your college or university?
9. Do you think globalization of English is endangering the local languages?
10. Do you think English threatens our local cultures?

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Language in India www.languageinindia.com

12 : 8 August 2012

Mian Shah Bacha, Ph.D. Scholar (Linguistics)

English Language Teaching in Pakistan from the Perspective of English as a Globalised Language