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ENGLISH LANGUAGE LEARNING AND ITS SOCIO-CULTURAL EFFECTS: A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOLS OF PESHAWAR KP, PAKISTAN

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ABSTRACT

Language acquisition strategies are extremely important in the learning process. It also has a socio-cultural influence in every culture, and the same is true for the English language learning process worldwide. Postcolonial natives are constantly attempting to emulate the techniques of developed countries in some way because of a shortage of funding and cultural differences. Pakistan has ethnic regions that speak different languages, which explains why different mediums of instruction are used in Pakistani schools and colleges. With time, a transformation has taken place in how English language is taught and learned at different institutions in Pakistan. This is a comprehensive study that looked into the attitudes of graduate students from Peshawar's two public and two private schools. The results revealed that undergraduate students in both sectors have very positive attitudes toward English and Urdu. This research looks at learning methods and their socio-cultural impact on students and teachers in various Peshawar schools. Further, it also investigates how English is indigenizing the other languages of the country. The researcher employs a mixed-method approach, with data gathered through the use of different tools: observation, interviews, and questionnaires.

INTRODUCTION

There will be no wrong to say that learning English is, learning English culture. It has attained the status of being a global language, used in trade, business, science, global media, international communication, and research (Hutton, 2008). After Urdu, which is the symbol of national identity and unity, English

holds a lot of importance because of its usefulness in international communication, education, jobs, and career advancements (Khalique, 2007). The English language enjoys the position of a prestigious language in the postmodern world because it is the native language of technologically and scientifically developed nations (Pennycook, 2017). According to Richards (2008), native speakers play a vital role in the development of a language. In Pakistan, eighty percent of Pakistani official correspondence takes place in the English Language. Practically, English is the official language of Pakistan (Manan & David, 2014). As an official language, there is an incredible need to cultivate and advance this language. Due significance has not been given in the past for the promotion of English because of the fear that it will destroy the natives' identity through the process of indigenization. Religious resistance was also one of the hurdles in the promotion of the English language in Pakistan. Muslims showed resistance against the English language learning in the subcontinent during the British colonization (Peach & Gale, 2003). They were of the view that it will lead them astray from their religion and religious practices. Nowadays, the situation has changed completely, and the survival of nations is not possible without learning English because it has become an international language (Jacoby, 2016). There is no way out for the people of developing nations, they have to learn English, and they face different hurdles in learning the language (Shamim, 2011). There is a dearth of qualified and capable English language teachers in Pakistani schools and universities. Students find it difficult to decipher their thoughts and perspectives in English, which eventually leads to an enormous drop-out in the English subject. Speaking and composing in English is a difficult errand for the students. A plausible reason behind this condition of wretchedness could be the presence of a bungle concerning instructors' training styles and students' learning techniques. Promoting any language aids in promoting the culture of its native speakers, and this is a well-known fact. (Kramsch & Widdowson, 1998)

Living things learn through experience and environment, but human being learning is a complicated process. They learn through teaching and senses. Man can learn by seeing, touching, hearing, through logical reasoning, acting, and reflecting. Teachers' teaching techniques and students' learning abilities both play a vital role in determining students' learning outcomes. Modern learning styles are beneficial for students as well as teachers. It is useful for teachers to know their students' learning styles, which will help them to plan their lessons and provide the most meaningful experience to suit the needs of a particular learner group. Many teachers experience resistance from students when they present instructional activities in the classroom. Some students desire to participate in free conversations, while others prefer grammar teaching. The teacher should consider such learner diversities before conducting activities in a language classroom.

Learning styles and teaching strategies are interdependent. They should be according to the learning needs of the students. Learning methods have a vital role in the learning process. Increasing disparity is found between teachers and students now a day. It may be because of the discrepancies between learning and teaching techniques. Sometimes students hesitate to adopt the learning techniques because of individual abilities and capabilities. An individual learns

as per his requirement and need. As a result, teachers are required to find out the learning styles preferred by their students.

Teaching style and the basic believes of the instructor help in determining the learning attitude of the students. Effective teaching styles revolve around five areas of knowledge. These are: knowledge regarding practices and basic principles, knowledge of students, knowledge of self, knowledge of content, and knowledge of all teaching styles and methods. Evaluating the mental capacity of the students will help in the improvement of the teaching styles. Good teaching enhances the mental growth and self-evaluation skills of students. Teaching methods of teachers affect the learning process of students. Their teaching styles count a lot in the presentation of information, supervising coursework, and interaction with students. Modern teaching style is learner autonomy aid in improving the performance of the students and enables them to become good learners. If educators want to be successful, they need to assess their current teaching style is and how it can be strengthened or improved.

Pakistan is a country where most of the institutions are adopting traditional ways of teaching. This method is teacher-centered, and the students depend chiefly on textbooks. In this, an emphasis is laid on learning grammar rules and memorization of the lesson. Ideally, a teacher should structure his lesson plan around his students. He should incorporate effective teaching strategies in his lesson after discovering students learning styles. He should try to include all of the learning styles so that each student may learn in a way that best suits him. Better teaching practices help the students in language learning. Different studies show that matching teaching styles to learning styles can significantly improve student behavior and academic achievements at the college level. On the contrary, a difference in learning and teaching techniques results in students becoming inattentive and bored with the lessons, perform poorly in the tests, get discouraged about the courses, the curriculum and themselves, and in some cases change to other curricula or drop out of school/college. Learning a foreign language without guidance is just like a sailor sails without an accurate map. Teachers who are aware of the significance of learning styles facilitate the students in becoming good learners.

In a field-dependent learning style, the learners' emphasis is on the complete picture rather than the details. For example, they are more interested in the conviction of idea rather than focusing on whether the grammatical structure is correct or not.

Reflective Learning Method concentrates on how a student learns a language by reasoning. They do not make too many linguistics mistakes because they think before formulating a message. On the other hand, impulsive learners always take risks in language learning. They concentrate on speaking fluently rather than speaking without making any grammatical mistakes.

Learning styles in education are hypothetical constructs that facilitate both the teaching as well as the learning process. Quality education is directly attached to teaching and learning styles; especially in second language learning. Pakistan is a country where different systems are running. Private and

government schools have adopted different teaching and learning styles and are giving different outputs. In private and government schools of Peshawar, the different teaching and learning styles that are adopted, especially at the elementary and secondary level, are investigated in this study. It is also taken into consideration how these styles facilitate to learn English as a second language and how the present system can be improved.

Problem Statement

This project deals with the investigation of the teaching methods and learning techniques, and there socio-cultural impact on students and teachers in different schools of Peshawar. Further, it also investigates how English is indigenizing the other languages of the country.

LITERATURE REVIEW

The teaching and learning methods have been part and parcel of the learning process, even in ancient times. The study of archeology shows that there were different methods of teaching and learning; even in Mesopotamian civilization. The term learning techniques is used nowadays for language learning. They play a vital role in teaching and learning English.

Stewart and Felicetti (1992) describe learning styles as those "educational conditions under which a student is most likely to learn". Thus, learning styles deal with the learners' preference of how they want to learn and are not concerned with what the learners learn. Researchers hold different opinions regarding the concept of learning styles. Keefe (1982) presents that learning methods are moderately steady when students communicate according to the learning condition. Ehrman and Oxford (1990) think that learning styles play a vital role in influencing learners' learning choices. Awareness of learning styles facilitates the learners in conveying their learning choices to teachers and help to lessen learners' anxiety (Ehrman and Oxford 1990). Learning styles are the main components that help to determine the learners' language learning outcomes (Oxford, 2003). Reid (1998) is of the view that learning styles are "internally based components, often not seen or consciously used by learners." Learning styles are additionally utilized unknowingly by students for engrossing and comprehending new data (Reid, 1998).

Albeit is of the view that various analysts have different opinions regarding the idea of learning techniques, they share comparative perspectives about the advancement of learning techniques. Learning styles are static for a brief timeframe, however, can be changed in the long haul, when students collaborate with the outside world, for example, social and instructive situations. This research will further examine how the various components may impact understudies' learning styles.

Teaching Techniques

Teaching and learning techniques are interdependent, and they play a vital role in enhancing the learning capability of the student. Instructing procedures

ENGLISH LANGUAGE LEARNING AND ITS SOCIO-CULTURAL EFFECTS: A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOLS OF PESHAWAR KP, PAKISTAN

PJAEE,20 (1) (2023)

are often mistaken for educating styles. Training methodologies are the particular exercises which are utilized to improve the technique for guidance and encourage the students to achieve a goal. Instructing styles might be related to educators' learning knowledge, instructive foundation, and social foundation. Jarvis (2004) and Grasha (1996) portray teaching styles as a teacher's execution of reasoning, convictions, qualities, and frames of mind towards effective instructing and learning. Grasha (1996) states that training styles are multidimensional and can influence educators' introduction of data, collaboration with understudies, homeroom tasks, the board, and supervision of coursework. Heimlich and Norland (1994) characterize showing styles as the execution of individual showing theory which contains convictions, qualities, and demeanors towards the educating learning trade. They recommend that the training style is "the result of experiences" of instructors' life. It incorporates instructing and learning knowledge, instructive foundation, individual preferences, and social foundation. Instructing styles can also be recognized by watching instructors' showing conduct, for example, the methods for introducing data, arranging an exchange of thoughts, and methods for encouraging learning exercises.

Learning is the Output of Teaching Techniques

Scholars and educationists have different opinions regarding the relationship between learning and teaching techniques. It is a fact that learning is the outcome of teaching. According to some scholars, teachers should try to match the learning and teaching techniques because it plays a vital role in enhancing the motivation of the students. On the other hand, some educationists think that well-matched learning and teaching techniques are not sufficient for adequate learning. They also opine that these research instruments are not reliable. For developing countries, modern techniques of language learning are unaffordable because of the lack of resources, so this seems impractical. Educationists emphasize that teacher should be well trained and well aware of teaching techniques. Matching of learning styles and teaching styles enhances the learning process of the students and also has socio-cultural effects on them. Some scholars are of the view that deliberately mismatching conflicts are very beneficial for students' growth and creativity.

THEORETICAL FRAMEWORK
Language learning and language indigenization is a complete cultural and educational study where there is also a little bit of element of transformation. The appropriation of language is also considered the acquisition of culture. It comes under Postcolonial studies where theorists like Ngugi wa Thiong'o are beating the drums of mental colonialism caused by the English language. Moreover, the teaching styles and learning behavior of the students within the class and outside the class are also under observation in this study. The study utilized mixed-method approach. The research tools used are observations, interviews, and questionnaires. In this regard, private and government schools of Peshawar are under examination.

DATA ANALYSIS AND DISCUSSION
Data analysis has been further divided into different sub-categories to answer the questions satisfactorily.

ENGLISH LANGUAGE LEARNING AND ITS SOCIO-CULTURAL EFFECTS: A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOLS OF PESHAWAR KP, PAKISTAN

PJAEE,20 (1) (2023)

DATA ANALYSIS STRATEGIES

The quantitative data collected was analyzed statistically, computed and tabulated using SPSS software. To measure the attitudes of the students' frequencies and percentages were used. T-test was utilized to compare students' attitudes in both groups (public versus private sector schools).

The qualitative data collected were thematically analyzed. The thematic analysis gave a deeper insight into the reasons that lead to the formation of the undergraduate students' language and its effect in the community.

DATA ANALYSIS

Descriptive and inferential statistics are employed to analyze the quantitative data. In inferential statistics, t-test is utilized to compare the attitudes of undergraduate students in both the sectors, and also to see whether there are differences in the attitudes of male and female students towards English language learning and its effect. The qualitative data are analyzed using a thematic analysis.

RESULTS

Demographic background of the research participants

Table 1 presents the demographic information of participants obtained through data collection.

Table 1: *Baseline Characteristics*

	Public N=136	Private N=136
Gender		
Male	45 (33.1%)	86 (63.2%)
Female	91 (66.9%)	50 (36.7%)
Parent's Monthly Income (PKR)		
Below 30,000	17 (12.5%)	6 (4.4%)
30,000-49,900	22 (16.2%)	20 (14.7%)
50,000-74,900	44 (32.4%)	22 (16.2%)
75,000-99,900	24 (17.6%)	20 (14.7%)
100,000 & Above	29 (21.3%)	68 (50%)

Table 1. Shows that out of the 136 respondents of public sector schools, 33.1% were male, and 66.9% were female, and in the private sector schools, 63.2% were male and 36.7% of the respondents were female. In the public sector schools, 32.4% of the respondents' parents' monthly income lies between 50,000 and 75,000, whereas in the private sector 50% of the respondents' parents' monthly income lies between 100,000 and above.

Table 2: Language Background

	Public N=136	Private N=136
First language		
English	3 (2%)	4 (3%)
Urdu	117 (86%)	116 (85%)

Table 2 displays that the majority of the respondents in both the groups (public 86% versus private 85% schools) reported Urdu as their first language.

Table 3: Choice of English and Urdu, in Different Domains

Statements	Public		Private	
	English	Urdu	English	Urdu
Family and home play an important role in using	31 (22.8%)	92 (67.6%)	20 (15%)	102 (75%)
Social interactions strengthen the use of	67 (49%)	65 (48%)	66 (48.5%)	67 (49.3%)
Religion strengthens the use of	17 (13%)	113 (83%)	10 (7.4%)	123 (90.4%)
Job/ future career requires using	118 (86.8%)	18 (13.2%)	108 (79%)	26 (19.2%)
Pakistani national identity is expressed in	3 (2.2%)	131 (96%)	7 (5.2%)	128 (94.2%)
Ethnic identity is expressed in	5 (3.7%)	100 (73.5%)	16 (11.7%)	100 (73.5%)

Table 3 shows the choice of language by the students in different domains. The findings reveal that the majority of the respondents in both public (67.6%) as well as private (75%) sector schools feel that family and home have the most important role in using Urdu. The majority (49%) of the respondents of both sectors are of the view that social interactions also strengthen the use of English and Urdu. The majority of the students in public both the sectors (public 86.8% and private 79%) think that a future career requires using English. Surprisingly, the majority of the students in both the sectors in Peshawar (KP Pakistan) believe that not only national but also ethnic identity is expressed in Urdu.

Table 4: Opinions about English and Urdu

Questions	Public		Private	
	English	Urdu	English	Urdu
1. For me the most useful language is ….	75 (55.15%)	58 42.6%	65 (47.8%)	62 (45.6%)
2. For me the most beautiful language is	28 (20.6%)	90 (66.2%)	18 (13.2%)	90 (66.2%)

3. For me the most interesting language is ….	46 (33.8%)	38 (27.9%)	34 (25%)	50 (36.7%)
4. For me the most prestigious language is ….	46 (34%)	75 (55%)	30 (22.1%)	89 65.4%
5. According to me, the language which symbolizes Pakistani national identity is ….	5 (3.7%)	124 91.2%	16 (11.7%)	111 (81.6%)
6. The language connected with my ethnic heritage is ….	15 (11%)	85 (62.5%)	13 (9.56%)	90 (66.2%)
7. For me the most important language is ….	72 (52.9%)	59 (43.4%)	62 (45.6%)	65 (47.8%)
8. According to me, the language dominant in Peshawar is ….	22 (16.2%)	66 (48.5%)	14 (10.3%)	79 (58.1%)
9. According to me, the language easiest to learn is ….	41 (30%)	83 (61%)	48 (35.3%)	74 (54.4%)
10. I think the most poetic language is ….	24 (6.6%)	95 (69.8%)	9 (6.6%)	95 (69.8%)
11. The language I like the most is ….	53 (38.9%)	64 (47.1%)	43 (31.6%)	65 (47.8%)

Results in Table 4 reveal that the majority of respondents of both sectors consider English to be the most useful language. Similarly, the majority of the respondents from both the sectors find Urdu to be the most beautiful language which shows that they have a highly positive attitude towards Urdu. Urdu is considered the most prestigious language by the majority of the students. The majority of the respondents in both the sectors (public 96% and private 94.2%) indicated that Urdu is the language which symbolizes their Pakistani national identity. In public schools, 52.9% of the students consider English as the most important language, whereas, in private schools, the majority of the students (47.8%) consider Urdu to be the most important language followed by English. According to the students of both the sectors, the language dominant in Peshawar is Urdu. Most of the respondents consider Urdu to be the easiest and the most poetic language.

T-test was used to identify whether there were similarities or dissimilarities in the attitudes of the respondents from both the sectors towards the two languages under consideration.

Table 5: Comparison of the attitudes of undergraduate towards English and Urdu on the basis of sector

Sector	N	M	df	T	Sig
Public	136	20.79	270	-1.490	.294
Private	136	21.46	268.1		

   *p < .05 Level of Significance

Table 5 shows that there is no significant difference in the attitudes of the undergraduate students towards English and Urdu sector wise.

T-test was also conducted to determine the effect of gender on the attitudes of the students from both the sectors towards English and Urdu.

Table 6: Comparison of the attitudes of undergraduate towards English and Urdu on the basis of gender

Sector	N	M	df	T	Sig
Public	131	10.75	266	1.53	.505
Private	141	10.42	265.87		

   *p < .05 Level of Significance

Table 6 shows that there is no significant difference in the attitudes of undergraduate's students towards English and Urdu on the basis of gender. The main themes that have emerged from the focus group interviews are:

- Status of Urdu and English.
- Attitudes towards the two languages (Urdu and English).
- Usage of these two languages in different domains.
- Purposes for which these languages are used.
- Future of these two languages in Pakistan.

These themes have helped in analyzing and interpreting qualitative data.
The respondents interviewed from both the sectors consider Urdu as the language of communication amongst the lower class. All the participants of the different groups in both public as well as private sector awarded Urdu a very low status.

All the students are interviewed thought of Urdu as an important language and had positive attitudes towards it. All the students interviewed stated that Urdu is the language in which they could easily express their feelings and is the most used language for social interactions. They feel comfortable using Urdu with family and friends.

The majority of the students are interviewed with saying that English is the "official language" and is also the "medium of instruction" at the educational level.

The overall results from the focus group interviews revealed that the undergraduate students of both the sectors have very positive attitudes towards

ENGLISH LANGUAGE LEARNING AND ITS SOCIO-CULTURAL EFFECTS: A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOLS OF PESHAWAR KP, PAKISTAN

PJAEE,20 (1) (2023)

English, followed by Urdu. All the respondents found English easy to learn, which shows the positive attitude of students towards English.

Absence of government support and financial backing as well as language shift by the parents Urdu to English has left a gap. It has to be promoted academically to keep it from decay and to stop language shift towards Urdu and English. Everything is slowly moving towards English at the expense of losing one's language. In case of English additive bilingualism is taking place. All the students think that "English is an international language of higher education." English as a second language adds to rather than replacing the first language which is Urdu because all the participants still liked to communicate in Urdu in the home domains.

Urdu is being used informally throughout the province. The majority of the students interviewed considered Urdu as the most widely used language for communication and easily understood by everyone. All the students are interviewed like to converse with their friends in Urdu. The reason given by them is that they feel more comfortable talking in Urdu. The students of both the sectors who are interviewed stated that Urdu and English are playing a strong and important part in their lives.

English is considered the most prestigious and progressing language by all the research participants. According to them knowledge of English provided an easy access to international communication and job opportunities and that English has a very bright future and is progressing day by day.

The overall results from both the questionnaires and the focus group interviews showed that the undergraduate students from both the sectors held a very positive attitude towards English and Urdu.

DISCUSSION

The findings reveal that the majority of the students from both sectors have highly positive and favorable attitudes towards English which is followed by Urdu. Similar findings are made by Schlettien (2015) in South Africa who conducted a study on the attitudes of multilingual students studying at the Universities of Stellenbosch and the Western Cape towards English, Africans and Xhosa languages. The findings of the present study also shows that majority of the respondents' first language, Urdu is used in the informal domains of family and friends and English plays the most vital role in the domain of education. This finding is also supported by the finding of Schlettien, his findings of the current study reveals that the undergraduate students of both sectors have similar attitudes towards English and Urdu.

The findings show that the attitudes of students in both the groups (public versus private) towards English and Urdu are positive. It is also learned from the findings that the respondents consider Urdu a symbol of national identity and display strong national sentiments towards Urdu.

The findings also reveal that the respondents have a favorable and highly positive attitude towards English and are instrumentally motivated towards

learning English. The two main reasons for studying English given by the students are: for success in higher education and for getting a good job. Students of both sectors show a positive attitude towards English and Urdu, and both the languages are being used side by side in different domains of life. English is being used formally in education with teachers, in the government sector in jobs and is a requirement for getting a good job. The findings reveal that the students are using Urdu informally with family, friend and neighbors. The results are consistent with the findings of Dweik, Nofal & Qawasmen (2014), in which the respondents has a positive attitude towards the languages which are being studied and both the languages are used side by side in different domains. The findings of the study also indicate that Urdu is being used in the informal domains, whereas, English is used in the formal domain by the students. The finding confirms the positive attitudes that the respondents have for these two languages. These findings agree with that of Dweik & Qawar (2015). The current study reveals that the students mostly have a positive attitude towards English since they want to learn English. The majority of the participants are of the view that if they speak English their family would be proud of them. These findings are consistent with Almahmoud's (2012) study in which students felt positively towards English.

According to the findings of the present investigation, the undergraduate students of both sectors display a favorable and positive attitude towards English and Urdu. Highly positive and favorable attitudes are displayed towards the English language. English is considered the language of advancement and opportunities for better jobs. It is an international lingua franca used to communicate with the world. English is considered important and an advantage to Pakistan as a whole by the majority of the participants.

With regards to Urdu language, the majority of respondents stated that scientific knowledge should be translated into Urdu. Similar finding is also observed by Almahmoud (2012). It is also seen that most of the participants have a positive attitude towards Urdu as well. The most important reason given by the students is that Urdu represents the true national identity of being a Pakistani. Most of the students identify themselves with Urdu and consider it a big part of their culture and heritage. The students find Urdu easier to speak. Urdu is also seen as a beautiful, poetic language. Urdu is considered a prestigious language by the respondents.

The findings also reveal the students' positive attitude towards English language learning. The majority of the students think that their ability to speak English will facilitate them in getting a good job. The respondents, irrespective of their gender, have positive attitudes towards the English language, and English language learning and also stressed the importance of learning the English language.

The findings of the present study also highlights that the students consider English as the language of the educated class and as a language that leaves a good impression on others. It is a sign of refined, educated people. it is basically a status symbol. English is being used in education and the workplace in the formal domain. In the present study it is observed that the respondents show a

preference for using English in the classrooms. Urdu is a compulsory subject till intermediate level, so according to the respondents Urdu is progressing to a certain extent. English is progressing followed by Urdu. The findings reveal that English is replacing Urdu language.

Adequate Learning Techniques in Peshawar's Schools

Direct Method is considered one of the updated methods for language learning. In this, the teacher makes use of audio-visual aids for second language learning. The teachers' techniques/methods also matter a lot. Proper training of the teachers can enhance the teaching/learning process. The results of the survey revealed that adequate teaching techniques used according to the mental capacity of the students are more effective in enhancing the learning process. The teachers must design their lectures as per the learning method of the students. Teaching and learning methods are interdependent, and they play a significant role in enhancing the capability of students. Data collection has been from ten government schools and ten private schools of Peshawar. The result showed that 70% of teachers of private schools design their lectures according to the visual and audio learning methods. Forty-five percent of teachers use the multimedia to teach students more comprehensively. Fifty percent of the private schools have language labs for their students. The students of these private schools are using these labs for the learning process.

Data of government schools of Peshawar, on the other hand, show a very pathetic situation. The reason given to the researchers for this pathetic situation is due to a lack of resources. Besides inadequate facilities, there is also a problem with the lack of teachers training. Twenty-five percent of the teachers' plan/design their lectures before teaching to a language class. Mostly, the teachers of government schools adopt the Grammar translation method for the language teaching/learning process. Seventy percent of the government school teachers are unaware of the use of technology for language learning. They believe that the traditional method of teaching is the best method for language teaching.

Development of Conceptual Capability of Students

The data reflects that slow and gradual teaching built conceptual capability in students, and they build their concepts till the age of 15 to 18. Concept building is only possible through the modern methods and techniques of language learning. In this regard, government schools are far behind from the private schools. The private schools follow the direct method for language learning which helps in the concept formation of the students. Learning through translation does not give complete information about the object and its relevance with the existing linguistic structure. Most of the private schools' teachers are of the view that thinking in the target language is much better than thinking in a second language because it diverts thought into different directions. Private schools emphasize on conceptual learning of the students, whereas, government schools, rely on the traditional learning/teaching methods for language learning. For them, the past is always precious. The data shows that government school teachers are going opposite from private school teachers.

ENGLISH LANGUAGE LEARNING AND ITS SOCIO-CULTURAL EFFECTS: A COMPARATIVE STUDY OF GOVERNMENT AND PRIVATE SCHOOLS OF PESHAWAR KP, PAKISTAN

PJAEE,20 (1) (2023)

The primary focus of government schools is to get good results in board examinations rather than focusing on conceptual study. They emphasize on Grammar Translation Method in which they give more preference to learning grammar. These teachers follow the rules and regulations, unlike the native speakers of the language.

Private Sector Generating Capital

A survey conducted on private schools has revealed that private schools are adopting modern teaching and learning techniques just for the sake of attracting students. Private schools are getting good results even though they have less experienced teachers as compared to government schools. Students of government schools are not facilitated in the same way as the students of private schools are. The elite class and upper middle class are sending their children to private schools.

Language Indigenization and Cultural Transformation

Language learning through direct method leads to language indigenization and cultural transformation. When students learn the second language through the direct method, they acquire the entire concept in the target language. Along with learning through modern techniques, globalization also played a vital role in transforming the culture of the developing countries. Many English words have become part of the local languages. The data shows that local languages now have included many English words. There are no equivalent words for them in the local languages. Chicken, beef, mutton, jug, glass, bulb, freezer, television, internet, mobile, etc. are a few examples of such words.

The above mentioned and so many other words have become part and parcel of the local languages of Pakistan because of the importance of the English language. Science and technology is playing a vital role in the development and promotion of the English language.

CONCLUSION

In the 21st century, the status of the English language in Pakistani institutions is not up to mark. There is a lack of modern technology and techniques for second language learning. The government schools are still teaching students using traditional methods, while private schools are a little bit inclined towards modern techniques and technology. In government institutions, there is a shortage of trained and qualified teachers. The majority of students are unable to translate their ideas into a second language like English, which leads to an excessive drop out in the English subject. Writing and Speaking in English seems very challenging for Pakistani learners. There are many reasons which may be put forward for the state of deterioration and underrated performance in English. One reason for this state of misery could be the existence of a mismatch concerning teachers' teaching styles and learners' learning styles. This study is an attempt to explore different techniques that will solve such issues.

The English language learning has created language indigenization which further led towards cultural transformation. The students of private schools of Peshawar indigenize a lot of English vocabulary in their daily use as compared to government schools. They prefer the westernize environment as compare to the local one. It leads to the identity crises of the natives.

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