

## AN INVESTIGATION INTO THE IMPACT OF NEOLIBERAL POLICIES ON ENGLISH LANGUAGE TEACHING PRACTICES IN LAHORE

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### Abstract

*The present study reveals the important relationship between neoliberalism and educational framework in Lahore, Pakistan. This study explores how an economic ideology "Neoliberalism" impacts on English language teaching in Lahore, Pakistan. The study further investigates how prevailing Neoliberal policies presented English language teaching as a micro industry. In this study, nature of study is quantitative. After collection of data, analysis of statistical data is presented in tabular and graphs. This study is based on empirical research to avoid from biasness. A questionnaire based on a likert scale was used as a tool of research to find out the perception of male and female postgraduate English language students and teachers about the impact Neoliberalism on ELT. The results illustrate some similarities and differences in perception of postgraduate students about the impact of Neoliberal policies on English language teaching practices in Lahore. Outcomes of current research work disclose that impact of Neoliberalism is spreading in Lahore, Pakistan at moderate speed. English language learning and teaching becomes more important in Lahore, Pakistan due to the impact of neoliberal policies and Globalization.*

**Keywords:** Neoliberalism, Neoliberal, English Language Teaching (ELT), Lingua Franca

### Introduction

#### 1.1 Background of the Study

Neoliberalism is a term came from economy and it is a philosophy, which indicates a shift from a welfare state to an enabling state, which encourages individuals' participation and refrains from interference in the economy (William & Morris, 2000). According to Borevitz (2012), "The proper name for this impulse to make everything a business, to explain everything in markets, to make everything once public now private, is neoliberalism" (p. 9).

In simple words, Neoliberalism represents aggressive competition without the intervention of state. English language teaching sector has been under the influence of globalization from last one to two decades in Pakistan. Neoliberalism presents in the forms of private institutions, self-designed curriculums, teaching methods and heavy investment of capital in the field of ELT. The English language teaching institutions are working for language proficiency and language skills. These institutions are earning huge profit because they are very popular among the people who want to learn English and represent Pakistan at national and international level due to globalization.

English is a global and international language. In Pakistan, English is an official language. English has become "Lingua Franca"<sup>2</sup> The deprivation from learning English language would mean deprivation from number of job opportunities that can be grabbed by having good command of English language (Siddiqui, 2000).

The term neoliberalism is considered as political philosophy, which provides individual freedom and right to private property. Apparently it loons simple but in real sense it is a homogenous term contains ethical regard and normative conclusion. At the one end of

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<sup>2</sup> Lingua franca means a language that is commonly used between the non-native speakers for communication, trade, etc.

line, it preaches for complete laissez fair and the abolishment of government but on the other side presents government as night watchman (Blomgron, 1997).

In current scenario, education has emerged a huge industry with complete mechanism. In educational industry, staff is just like labor, students are now becoming consumer and debt-holder rather than beneficiaries of enlistment. There is competition for maximum profit curriculum syllabus, books, buildings teacher's teachings methods and now emerging philosophies are tools like goods for maximum profit. The involvement of private sector in education is due to the phenomena neoliberalism.

Due to neoliberalism in economy, there arose a competitiveness and competition among individuals for better jobs and salaries and individual maximum profit. This individual competition de-structured the culture of collective action and promoted the idea of individualism through neoliberalism (Sapiro, 2010). In Lahore, Pakistan, English became a key expression of this new culture of competitiveness and competition.

The trend of English learning of different level is such that one may call it "English Fever<sup>3</sup>". Parents send their children in pre-school where medium of instruction is English (Siddiqui, 2010). One can observe that the spread of English is some sort of inevitable side effect of neoliberalism. The spread of English books is a socio-economic agenda of neoliberalism in Lahore, Pakistan.

## **1.2 Statement of Problem**

English language teaching has share of "free market<sup>4</sup>" trend in the last one or two decades in Lahore, Pakistan. Neoliberalism, which promotes free market and minimum intervention of state, has encouraged this trend. This trend became very popular in recent years.

The statement of the problem is "An Investigation into the Impact of Neoliberal Policies on English Language teaching (ELT) practices in Lahore".

## **1.3 Objectives of the Study**

The study has been conducted to identify the following objectives:

- To identify the opinion of postgraduate students about the impact of neoliberalism on English language teaching in Lahore, Pakistan.
- To investigate the difference in perceived neoliberal influence between public and private sector ELT practitioners.
- To find out the outcomes of the impact of neoliberal policies on English language teaching in Lahore, Pakistan.

## **1.4 Research Questions**

1. How does neoliberalism affect the English language teaching in Lahore, Pakistan?
2. Is there any significant difference in the impact of neoliberal policies on ELT practices between public and private sector?
3. What are the possible outcomes due to the impact of prevailing neoliberal policies on the English language teaching practices in Lahore, Pakistan?

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<sup>3</sup>English fever means giving immense important to English language and its learning in Pakistan.

<sup>4</sup>Neoliberalism presents free markets in the forms of private institutions, self-designed curriculum & teaching methods and heavy investment of capital in the field of ELT. Like, everyone in Pakistan can enter in this free market by opening his or her own academy, language institute, private school, college, or even university with minimum or no intervention of state. All helping books by the private authors, notes of private academies and language institutes, method of instruction, are the examples of "Free Market".

### 1.5 Hypotheses

Hypotheses of the study were

#### Null:

**H0:** There is no significant impact of neoliberal policies on ELT practices in Lahore, Pakistan.

#### Alternative

**H1:** Neoliberal policies have significant impact on ELT practices in Lahore, Pakistan.

### 1.6 Significance of the Research

The study is extremely significant because it has informed the researcher and upcoming researchers about how English language teaching (ELT) in Lahore, Pakistan has sought market importance and value. The analysis of the perceptions or opinions of postgraduate English language students have provided a practical value.

This study is highly significant because current research is helpful for students, parents, upcoming English teachers, current English teachers, curriculum designers and policy makers. This research is also very beneficial because it can help the readers, researchers, upcoming researchers to understand the growing relationship between English language teaching and neoliberalism. It can also provide complete information to readers and researchers about the impact of neoliberalism on English language teaching (ELT) in Lahore, Pakistan.

### 1.7 Limitations of the Study

Due to limited time and budgetary constraints, the researcher was forced to limit this study. Therefore, the present study was limited to explore the impact of neoliberalism on ELT in Lahore only. Consequently, only four language institutes from three (3) universities (Two from public sector and one from private sector) of Lahore, Pakistan has been selected for research purpose.

### Literature Review

The term neoliberalism is the rival of liberalism. The concept of neoliberalism got popularity in political and academic field during the last twenty years. The writers like Chomsky, Touraine and Hagen suggest that the concept of neoliberalism is the result of inexcusable spread of global capitalism and consumerism<sup>5</sup>. It has challenged the authority of proactive welfare state. Neoliberalism is an economic doctrine that has global expansion of advanced capitalism<sup>6</sup> over the past three or four decades. The term neoliberalism seeks its basic idea from competitive model of equilibrium, which was proposed by famous economist, Adam Smith. In neoliberalism, one assumes unregulated free market, which works for the benefit of all if individual competition is given free choice.

The post-1945 world economy represents social bargain. After the political and economic disturbance of 1920, the great depression of 1930s, and the World War-II, all these factors shattered the world order within the span of single generation. At this stage, policy maker sought to recognize and rebuild the world economy by structuring open market. They promised to restructure the adverse social consequences. In 1920s, and 1930s, international

<sup>5</sup> The protection or promotion of the interests of consumers is called consumerism. Laws and rules that protect people who shop and spend are its examples.

<sup>6</sup> In Political philosophy, it is the situation that pertains in a society in which capitalist model has been integrated deeply for a prolonged period.

cooperation was enhanced in trade and macroeconomic policy<sup>7</sup> to overcome the poor economic condition of world.

According to Kubota, “neoliberalism proposes that privatization of public services plays a key role in the promotion of a free market economy” (p. 12).

Neoliberalism also promotes the ideas that freely adopted market formation is the best way of organizing all exchanges of goods & services (Norberg, 2001).

### **2.1 Neoliberalism as Decentralization**

Neoliberalism affects the education system in the form of decentralization. The UNESCO World Bank and IMF enhance decentralization of education. This idea was proposed with the global spread of development model, which was applied by some countries, and many other countries appreciated this idea.

The purpose behind localization of education is to acquire high involvement of workers. This process is innovative idea to creativity and application of new knowledge.

It is therefore expected that the decentralization is likely to bring several changes in Pakistani educational system. In this context, Pakistan reviewed its national education policy in 2005 to meet the new international challenges like millennium development goals and the project of education for all. It provided two main goals to the education policy of Pakistan.

It gives important role of education as a key driver of economic development and social advancement. It also enhanced the access of education for all Pakistani children. The improvement in quality of education also has importance especially in the context of economy. The education system of Pakistan is divided on the lines of class and status while studying Pakistani education system one can raise many objections and questions. There are other numerous questions, which are related with class, status and medium of instruction. Reforms in any field require consultation with the stakeholders for successful implementation. However, in Pakistan, IMF, World Bank and other international organizations directly implement reforms in the field of education.

Such reforms are mostly linked with ideology of state, political will and local culture, which keeps away from sustainable change.

### **2.2 Neoliberalism and Education**

The phenomena of neoliberalism have influenced all fields of life including education. Since last one decade, one can see that neoliberalism is an economy, which means “free market” with aggressive competition for maximum profit without the intervention of state. The first and foremost aim of neoliberalism economy is to gain maximum profit. Pakistani education sector has the trend of free market since last ten years. Private sector is playing an important role in education and this participation raised the quality of education. Involvement of private sector in education is brought by the phenomena of neoliberalism. One can easily observe the influence of industry on our education system. In current scenario, education is acting like supermarket.

### **2.3 English Language Teaching in Pakistan**

English performs the function of global language but sometime it presents a barrier to global communication (Crystal, 2011). In tourism, poor knowledge of English can adversely affect our progress (Rehman, 1996). In Pakistan, during the last century, English language

<sup>7</sup> Macroeconomic policy has two tools i.e. fiscal & monetary policy and both used to stabilize the economy.

teaching could not get much success. There were some constraints like large size classroom, lack of resources, untrained teachers, fixed syllabus and forty minutes class. All these kept the English language teaching away from progress in Pakistan (Siddiqui, 2010).

Besides these reasons, Wareck and Raimaas suggested that lack of resources, fixed designing of material for ELT and state intervention prevent English language teaching from progress in any country around the global. Coleman, (2010) describes that not only students of English language teaching are facing the problems but the same thing is being happening with faculty also. In Pakistan, one can observe the results of such problems from school to university level.

In Pakistani scenario, due to lack of resources, Pakistani English teachers have a tendency to teach through medium of Urdu or a local language. Low competence in English and little confidence in designing material for class were noticed because of state intervention (Coleman, 2010).

In Pakistani English language teaching context, only wealthy people have access to English language learning. On the other side, majority of students take interest in getting certificates and degrees rather than enhancing English language knowledge and they consume their time in rote learning (Siddiqui, 2006).

#### **2.4 English Language Curriculum in Pakistan**

The curriculum is a key component of education at all stages. It does not explain only what people learn but also explains how they learn, how teachers support their students and how teachers use supporting materials, audio visual or teaching aids, and methods of assessment and under what kind of facilities (Rodgors, 2010).

In designing useful curriculum, the curriculum development process requires need analysis, situational analysis, planning, learning outcomes, course organization, selecting and preparing teaching material and allocation of effective evaluation (Johson, 1989). Learners play important role in curriculum designing process and it is necessary to collect data about their culture, background expectations, beliefs, life style and learning style (Richards, 2011). Designing English as a second language curriculum is not only identifies language requirements of student but also enhances their ability to criticize the existing order and invites them to play active role in it (Auerbach, 1995).

Richards (2011) predicts the aim of need analysis for curriculum designing in English language teaching. The objectives and aims of language program can be found by the existing socio-economic trends and attitudes of the learner toward that existing trend. Curriculum designers keep their own agendas and provide knowledge about the objectives of learner behind English language learning. Therefore, design of language programs are for particular hidden agendas.

In Pakistan, the state has now claimed the public and private sector institutions to design their own material for the maximum benefit of student in the form of language skills. The public and private sector institutions are designing their own curriculum of English language teaching. The state has minimum intervention in this regard (Siddiqui, 2010).

A language curriculum creates relationship between subject specific concern and other broader factors. These factors include socio political matters, philosophical theories, educational system and student motivation. It is therefore necessary to understand the interrelation of above described factors for the understanding of foreign language curriculum. Socio-economic ideology lays stress on the economic needs of society. The English language teaching and learning are justification for this. The main aim of English language curriculum is to create awareness critical thinking as individual and learning strategies (Richard, 2011).



One can say that above suggested recommendation for curriculum of English language teaching indicates the growing effect of neoliberalism on English language teaching in Lahore, Pakistan. In modern curriculum, thinking skills are emphasized which enhance individual participations in decision making (Baunfield, 2005). This individual decision making and role are the key components of neoliberalism agenda.

English language curriculum designed for developing knowledge, skills, healthy attitude and environment would lead the world toward tolerance, equal distribution of wealth, and individual importance (Morris, 1986).

### **2.5 Varieties of English and Free Market**

The growing global importance of English has introduced moral varieties just like marketing goods in free market. The global economics and English has decentralized it and provided opportunity to every individual to learn English at equal level. As the result of decentralization of English, the non-native countries institutions (market) for learning English becomes strongly affected by neoliberalism as being free market.

## **Research Methodology**

The study has been designed to examine the perception of postgraduate students of different universities in Lahore to know about the impact of neoliberalism on English language teaching in Lahore, Pakistan. Quantitative research method has been selected to conduct this research and, in quantitative research method, a researcher is mainly deal with figures and numbers.

### **3.1 Nature of the Study**

The research design is quantitative in nature. A questionnaire based on likert scale has been used as a tool to conduct the study.

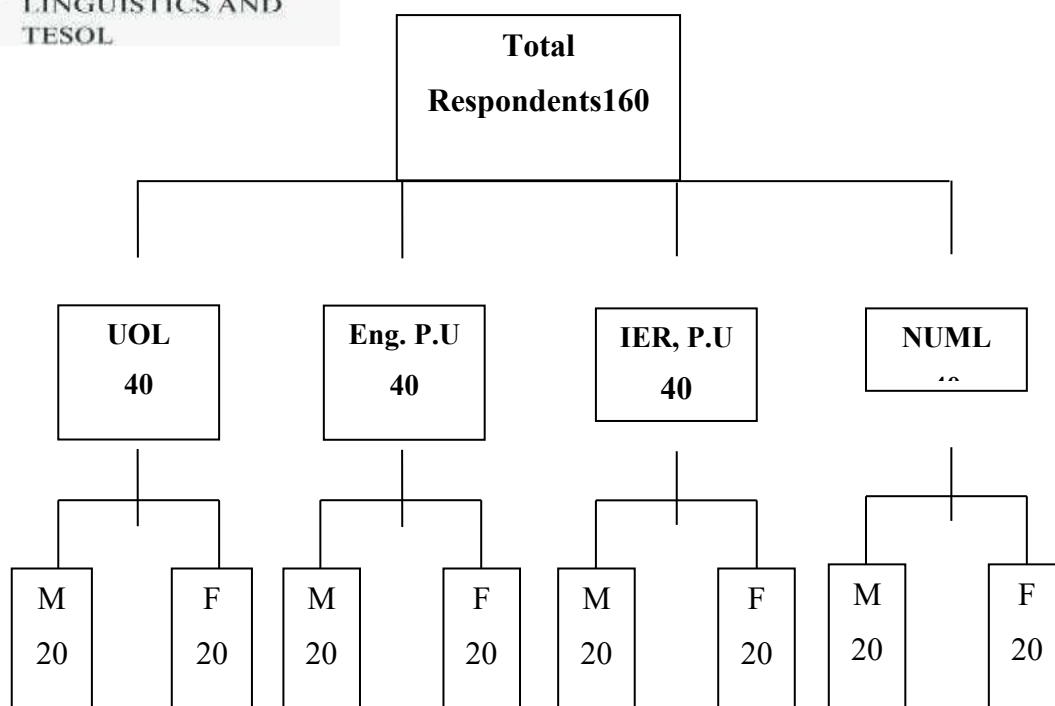
### **3.2 Sample population of the study**

Four language institutes have been selected from three universities for research purpose. These included Department of English, University of Lahore, Main Campus, 1-Km Defence Road, Near Bhubhatian Chowk, Lahore, Department of English, National University of Modern Languages, 1st floor Aiwan e Iqbal, Edgerton road campus, Lahore, and Institute of Education & Research, Department of English Language & Literature, University of the Punjab, Lahore.

160 respondents including 30 ELT teachers and 130 ELT students have been selected as a sample population from three universities (two from public sector and one from private sector) by using random sampling technique.

### **3.3 Sampling Technique**

Foremost, through random sampling technique, four English language institutes have been randomly selected from three universities of Lahore. Universities included University of Lahore, University of the Punjab, and National University of Modern Languages. Secondly, in those four institutes, 40 respondents (20 male and 20 female) from each institute have been selected randomly. The students and teachers of these four institutes have been selected because these institutions offer language courses at postgraduate level and their teachers have good understanding about spread of neoliberalism in English language teaching in their educational settings.



**Figure 3.1 is depicting sampling method**

### **3.4 Instrument for data collection**

This study has been aimed to find out the impact of neoliberalism on ELT in Lahore, Pakistan. A questionnaire has been used as an instrument to collect data from the respondents.

#### **3.4.1 Format and structure of questionnaire**

A questionnaire based on likert scale has been designed to collect data about the perceptions of different university students. 24 close-ended questions have been added in the questionnaire. Questionnaire has been consisted on two parts, first part has been consisted of personal information related to respondents of the study and the second part has been consisted information related to the impact of neoliberalism on ELT in Pakistan.

### **3.5 Data Collection**

Several visits have been made by the researcher for collection of data to all the institutes. During data collection, researcher gave brief introduction and assured the respondents about the confidentiality of their feedback. The researcher in simple, lucid, English language designed the whole questionnaire. Questionnaire has a few difficult terms but researcher provided explanatory meanings for them. During administration of instrument, researcher provided guidance to respondents when they encountered with any difficulty during filling of questionnaire. A proper and sufficient time was provided to all the respondents.

### **3.6 Data Analysis**

After collection of data, it was systematically organized and constructed for computational analysis. Questionnaire has been used as an instrument to collect data. Statistical Package for Social Sciences (SPSS) has been used to analyze data, results were shown in the form of tables, and graphs having frequencies, percentage, mean, standard deviation, t-test, ANOVA, and least significant difference were measured.

Sample population of the Study based on Institutions is presented below.

| Institutes                                   | N/Frequency | Percent      |
|--|-------------|--------------|
| English Department, University of Lahore     | 40          | 25.0 %       |
| IER, Punjab University, Lahore               | 40          | 25.0 %       |
| English Department, Punjab University Lahore | 40          | 25.0 %       |
| English Department, NUML, Lahore             | 40          | 25.0 %       |
| <b>Total</b>                                 | <b>160</b>  | <b>100 %</b> |

**Description of table No. 4.1**

This table shows the frequency and percentage of all the selected institutes. All the institutes have equal number of respondents. The Graphical Representation of Table No. 4.1 in a pie diagram is given below:

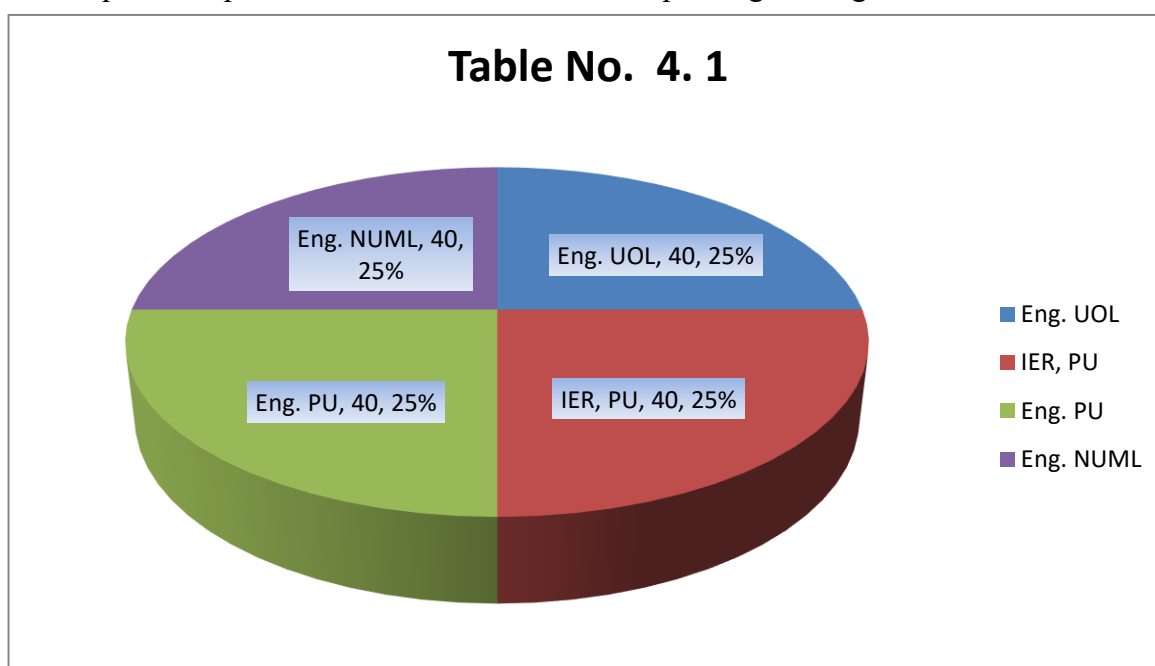


Figure 4.1 is showing distribution of Sample Population among Institute of Universities.

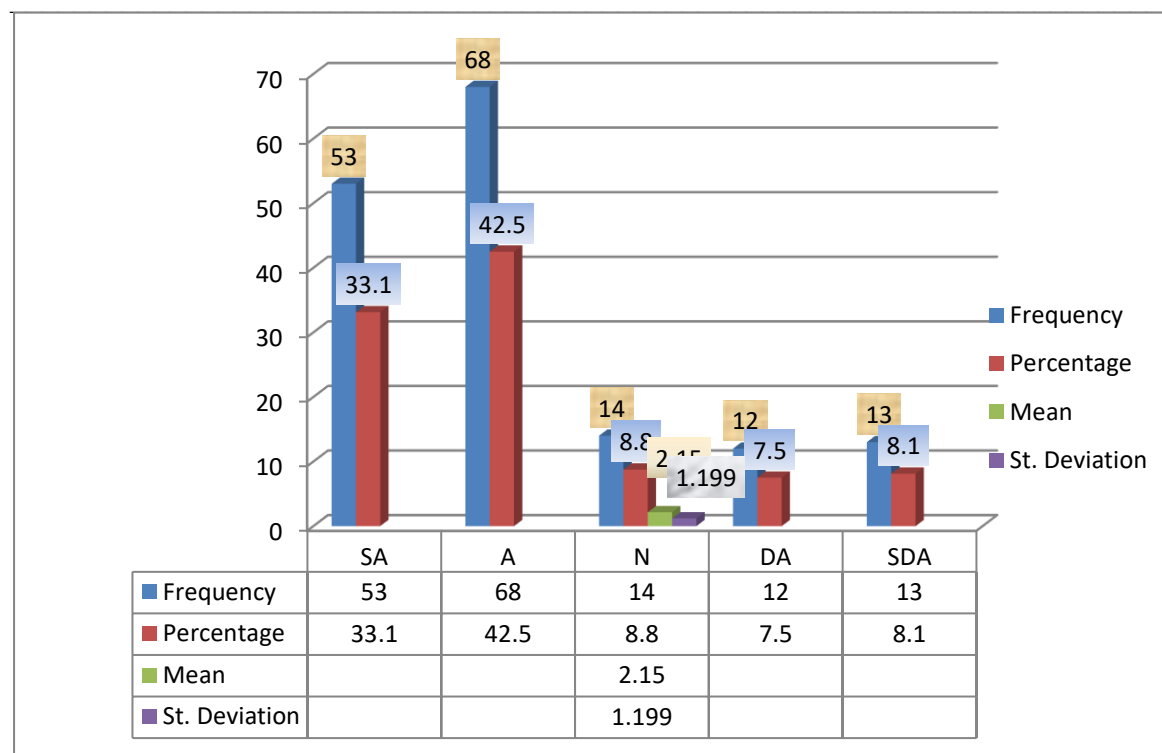


**Statement No. 1**

Neoliberalism affects the education system in the form of decentralization

**Table No. 4.2.**

| Description  | Frequency  | Percentage | Mean | Std. Deviation |
|--------------|------------|------------|------|----------------|
| SA           | 53         | 33.1       | 2.15 | 1.199          |
| A            | 68         | 42.5       |      |                |
| N            | 14         | 8.8        |      |                |
| DA           | 12         | 7.5        |      |                |
| SDA          | 13         | 8.1        |      |                |
| <b>Total</b> | <b>160</b> | <b>100</b> |      |                |



**Figure No. 4.2 (Bar Chart Graph Showing Frequency, Percentage, Mean and St. Deviation)**

**Description of Statement No. 1**

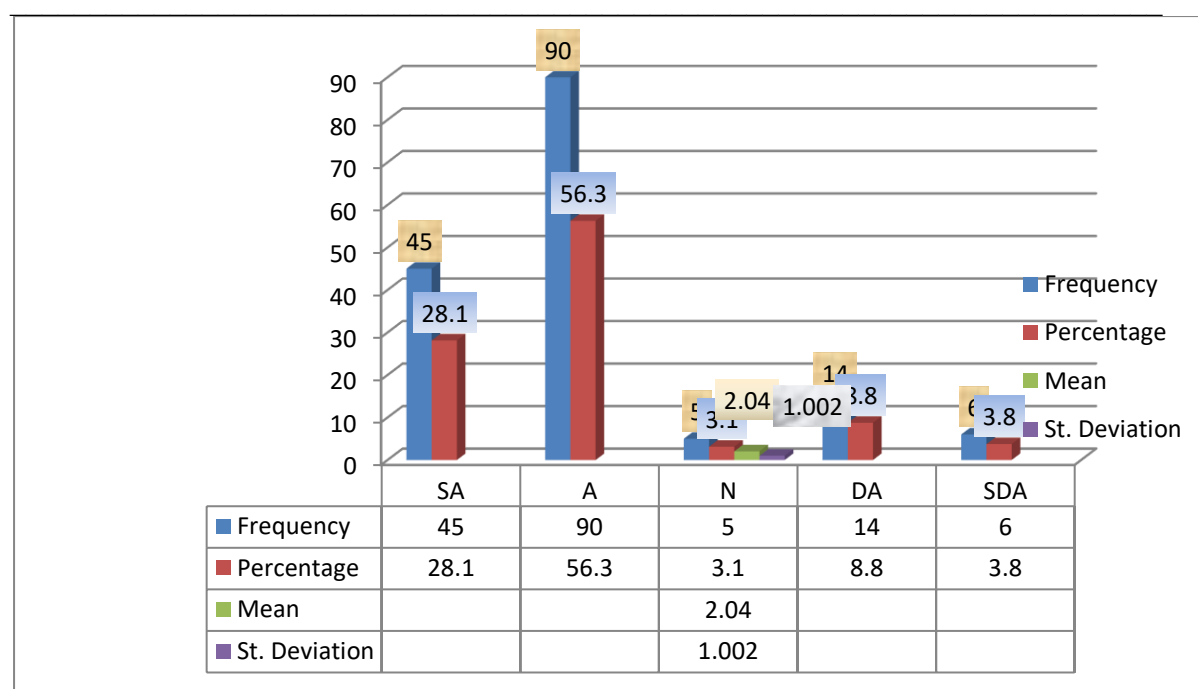
Bar Chart and Table 4.2 describes that 42.5 % respondents are agreed with the statement, “Neoliberal policies affects the education system in the form of decentralization”, 33.1 % are strongly agreed, 8.8 % are undecided, 7.50 % are disagreed, and 8.13 % are strongly disagreed. The mean score is 2.15 and standard deviation is 1.199. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

**Statement No. 2**

Decentralization has brought several changes in Pakistani education system

**Table No. 4.3.**

| Description  | Frequency  | Percentage | Mean | Std. Deviation |
|--------------|------------|------------|------|----------------|
| SA           | 45         | 28.1       | 2.04 | 1.002          |
| A            | 90         | 56.2       |      |                |
| N            | 05         | 3.1        |      |                |
| DA           | 14         | 8.8        |      |                |
| SDA          | 06         | 3.8        |      |                |
| <b>Total</b> | <b>160</b> | <b>100</b> |      |                |



**Figure No. 4.3 (Bar Chart Graph Showing Frequency, Percentage, Mean and St. Deviation)**

**Description of Statement No. 2**

Bar Chart and Table 4.3 describes that 56.2 % respondents are agreed with the statement, “Decentralization has brought several changes in Pakistani education system”, 28.1 % are strongly agreed, 3.1% are undecided, 8.8 % are disagreed, and 3.8 % are strongly disagreed. The mean score is 2.04 and standard deviation is 1.002. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

**Table No. 4.4.**

| Description | Frequency | Percentage | Mean | Std. Deviation |
|-------------|-----------|------------|------|----------------|
| SA          | 63        | 39.38      | 1.97 | 1.129          |
| A           | 70        | 43.75      |      |                |
| N           | 06        | 3.75       |      |                |
| DA          | 11        | 6.87       |      |                |
| SDA         | 10        | 6.25       |      |                |
| Total       | 160       | 100        |      |                |

**Description of Statement No. 3**

Bar Chart and Table 4.4 describes that 43.8 % respondents are agreed with the statement, “Education is driver for economic development and social advancement”, 39.4 % are strongly agreed, 3.8 % are undecided, 6.9 % are disagreed, and 6.2 % are strongly disagreed. The mean score is 1.97 and standard deviation is 1.129. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

**Statement No. 4**

The improvement in quality of education enhances improvement in economy.

**Table No. 4.5.**

| Description | Frequency | Percentage | Mean | Std. Deviation |
|-------------|-----------|------------|------|----------------|
| SA          | 45        | 28.13      | 2.11 | 1.050          |
| A           | 83        | 51.88      |      |                |
| N           | 07        | 4.38       |      |                |
| DA          | 20        | 12.50      |      |                |
| SDA         | 05        | 3.13       |      |                |
| Total       | 160       | 100        |      |                |

**Description of Statement No. 4**

Bar Chart and Table 4.5 describes that 51.9 % respondents are agreed with the statement, “The improvement in quality of education enhances improvement in economy”, 28.1 % are strongly agreed, 4.4% are undecided, 12.5 % are disagreed, and 3.3 % are strongly disagreed. The mean score is 2.11 and standard deviation is 1.050. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

**Statement No. 5**

Neoliberalism has brought a greater role of private sector in education.

**Table No. 4.6.**

| Description | Frequency | Percentage | Mean | Std. Deviation |
|-------------|-----------|------------|------|----------------|
| SA          | 57        | 35.63      | 2.11 | 1.197          |
| A           | 65        | 40.62      |      |                |
| N           | 13        | 8.13       |      |                |

|     |    |      |
|-----|----|------|
| DA  | 13 | 8.12 |
| SDA | 12 | 7.50 |

|       |     |     |
|-------|-----|-----|
| Total | 160 | 100 |
|-------|-----|-----|

#### **Description of Statement No. 5**

Bar Chart and Table 4.6 describes that 40.5 % respondents are agreed with the statement, “Neoliberalism has brought a greater role of private sector in education”, 35.5 % are strongly agreed, 8.1 % are undecided, 8.1 % are disagreed, and 7.5 % are strongly disagreed. The mean score is 2.11 and standard deviation is 1.197. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

#### **Statement No. 6**

The liberal educational curriculum provides broad exposure to respondents

**Table No. 4.7.**

| Description | Frequency | Percentage | Mean | Std. Deviation |
|-------------|-----------|------------|------|----------------|
| SA          | 57        | 35.63      | 2.12 | 1.191          |
| A           | 63        | 39.37      |      |                |
| N           | 12        | 7.50       |      |                |
| DA          | 18        | 11.25      |      |                |
| SDA         | 10        | 6.25       |      |                |
| Total       | 160       | 100        |      |                |

#### **Description of Statement No. 6**

Bar Chart and Table 4.7 describes that 39.4 % respondents are agreed with the statement, “The liberal educational curriculum provides broad exposure to respondents”, 35.6 % are strongly agreed, 7.5 % are undecided, 11.2 % are disagreed, and 6.2 % are strongly disagreed. The mean score is 2.12 and standard deviation is 1.191. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

#### **Statement No. 7**

Education brings social and economic change.

**Table No. 4.8.**

| Description | Frequency | Percentage | Mean | Std. Deviation |
|-------------|-----------|------------|------|----------------|
| SA          | 44        | 27.50      | 2.27 | 1.212          |
| A           | 73        | 45.62      |      |                |
| N           | 07        | 4.38       |      |                |
| DA          | 26        | 16.25      |      |                |
| SDA         | 10        | 6.25       |      |                |
| Total       | 160       | 100        |      |                |

### Description of Statement No. 7

Bar Chart and Table 4.8 describes that 45.6 % respondents are agreed with the statement, “Education brings social and economic change”, 27.5 % are strongly agreed, 4.4 % are undecided, 16.2 % are disagreed, and 6.2 % are strongly disagreed. The mean score is 2.27 and standard deviation is 1.212. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

### Statement No. 8

Education is being used to fulfill needs and purpose of neoliberalism

Table No. 4.9.

| Description | Frequency | Percentage | Mean | Std. Deviation |
|-------------|-----------|------------|------|----------------|
| SA          | 39        | 24.38      | 2.22 | 1.080          |
| A           | 80        | 50.00      |      |                |
| N           | 12        | 7.50       |      |                |
| DA          | 22        | 13.50      |      |                |
| SDA         | 07        | 4.38       |      |                |
| Total       | 160       | 100        |      |                |

### Description of Statement No. 8

Bar Chart and Table 4.9 describes that 50.5 % respondents are agreed with the statement, “Education is being used to fulfill needs and purpose of neoliberalism”, 24.4 % are strongly agreed, 7.5 % are undecided, 13.8 % are disagreed, and 4.4 % are strongly disagreed. The mean score is 2.22 and standard deviation is 1.080. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

**Statement No. 9** In contemporary world, English is a language of economy

Table No. 4.10.

| Description | Frequency | Percentage | Mean | Std. Deviation |
|-------------|-----------|------------|------|----------------|
| SA          | 55        | 34.38      | 2.18 | 1.268          |
| A           | 65        | 40.62      |      |                |
| N           | 11        | 6.88       |      |                |
| DA          | 12        | 7.50       |      |                |
| SDA         | 17        | 10.62      |      |                |
| Total       | 160       | 100        |      |                |

### Description of Statement No. 9

Bar Chart and Table 4.10 describes that 40.6 % respondents are agreed with the statement, “In contemporary world, English is a language of economy”, 34.3 % are strongly agreed, 6.9 % are undecided, 7.5 % are disagreed, and 10.6 % are strongly disagreed. The mean score is 2.18 and standard deviation is 1.268. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

**Statement No. 10** Deprivation from English means deprivation from good jobs in Pakistan



**Table No. 4.11.**

| Description | Frequency | Percentage | Mean | Std. Deviation |
|-------------|-----------|------------|------|----------------|
| SA          | 40        | 25.00      | 2.29 | 1.162          |
| A           | 77        | 48.12      |      |                |
| N           | 08        | 5.00       |      |                |
| DA          | 27        | 16.88      |      |                |
| SDA         | 08        | 5.00       |      |                |
| Total       | 160       | 100        |      |                |

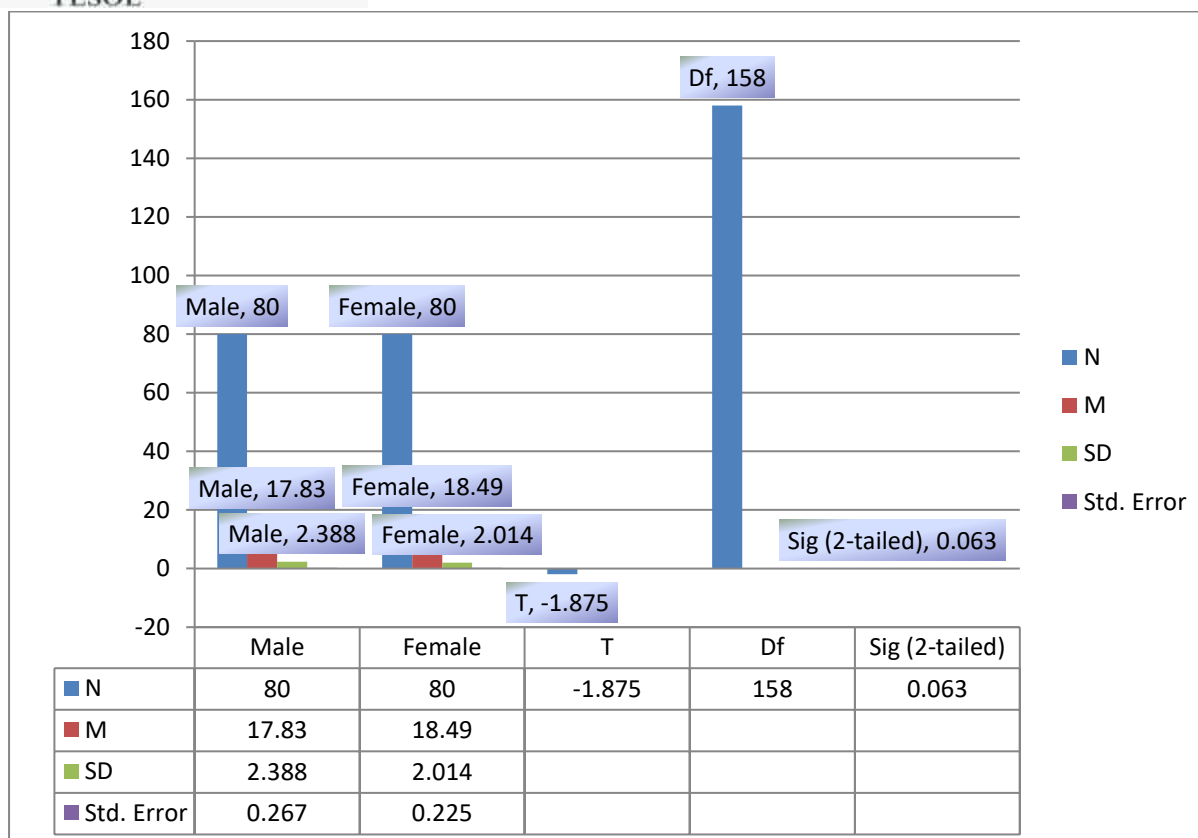
**Description of Statement No. 10**

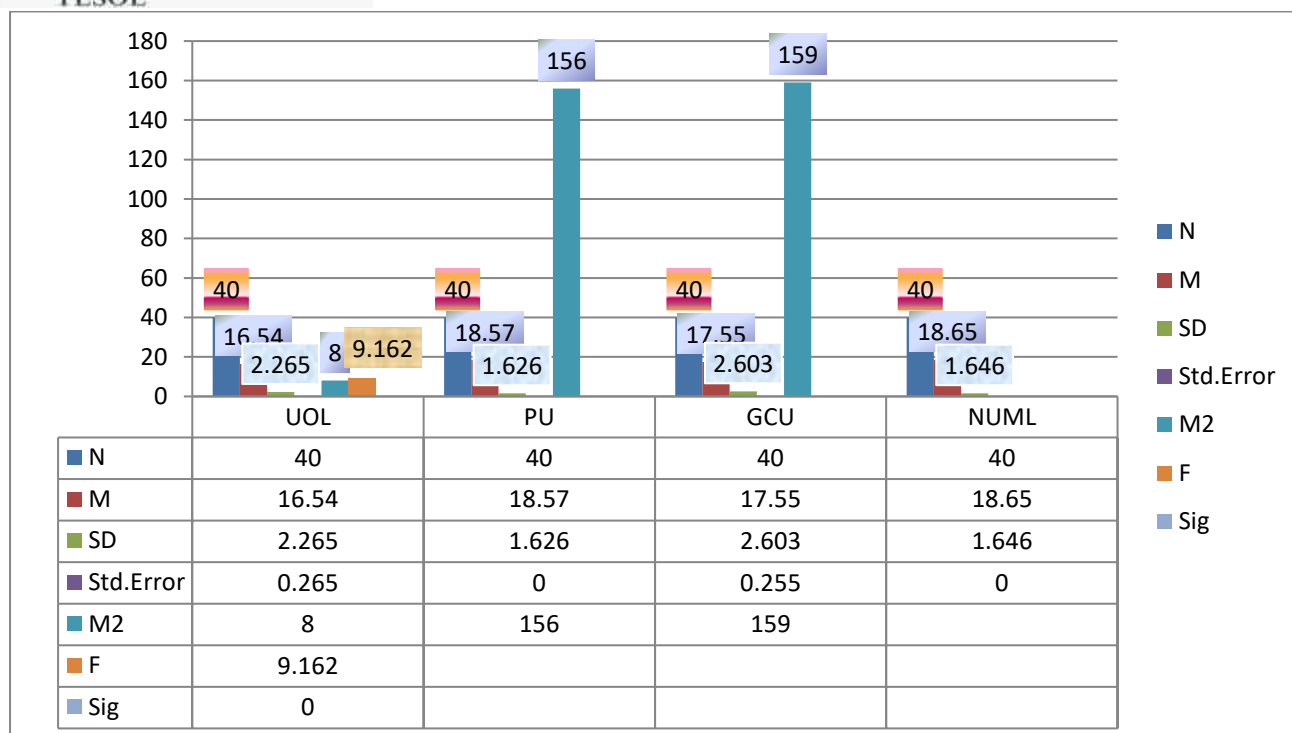
Bar Chart and Table 4.11 describes that 48.1 % respondents are agreed with the statement, “Deprivation from English means deprivation from good jobs in Pakistan”, 25.5 % are strongly agreed, 5.00 % are undecided, 16.9 % are disagreed, and 5.00 % are strongly disagreed. The mean score is 2.29 and standard deviation is 1.162. After having thorough look on these figures, it is concluded that most of the respondents are agreed with the statement.

**T – Test Table**

(T-test) to show the impact of neoliberalism on English language teaching in Pakistan

| Gender | N  | M     | SD    | Std. Error Mean | T      | Df  | Sig (2-tailed) |
|--------|----|-------|-------|-----------------|--------|-----|----------------|
| Male   | 80 | 17.83 | 2.388 | .267            | -1.875 | 158 | 0.063          |
| Female | 80 | 18.49 | 2.014 | .225            |        |     |                |





**Figure No. 4.27 shows ANOVA Test 1**

### **Description of the ANOVA Test Table No. 13**

Anova Test Table and Graph shows that the computed F Value (universities wise) is 9.805, computed significant value is 0.000 which is lesser than  $< P - \text{value} (0.05)$ . This computed ( $F = 9.805, p = 0.000$ ). Therefore, it is obvious that there are differences in opinions among the respondents of four universities about the impact of neoliberalism on English language teaching in their educational setting.

### **Table No. 14:**

#### **Least Significant Difference (LSD)**

Post Hoc test, Fisher's Least Significant Difference (LSD), was applied in order to find the difference among the universities students about the impact of Neoliberalism on English language teaching.

| (I) institute | (J) institute | Mean Difference (I-J) | Std. Error | Sig. |
|---------------|---------------|-----------------------|------------|------|
| UOL           | PU. Eng.      | -2.115*               | .461       | .000 |
|               | PU. IER       | -1.135*               | .461       | .015 |
|               | NUML          | -2.170*               | .461       | .000 |
| PU. Eng       | UOL           | 2.115*                | .461       | .000 |
|               | PU. IER       | .980*                 | .461       | .035 |
|               | NUML          | -.055*                | .461       | .905 |
| PU. IER       | UOL           | -1.135*               | .461       | .015 |
|               | PU.Eng.       | -.980*                | .461       | .035 |
|               | NUML          | -1.035*               | .461       | .026 |
| NUML          | UOL           | 2.170*                | .461       | .000 |
|               | PU.Eng.       | .055*                 | .461       | .905 |
|               | PU. IER.      | 1.035*                | .461       | .026 |

### Description of the LSD Table No. 14

Post Hoc test, Fisher's Least Significant Difference (LSD), was applied in order to find out the differences in perception or opinion among the postgraduate university students about the impact of neoliberalism on English language teaching in their educational setting. There is minor difference between the opinion of National University of Modern Languages and Punjab University students.

#### 4.2 Results and Discussion

Current study has been conducted to examine the perceptions of postgraduate students, teachers (ELT practitioners) about the impact of neoliberal policies on English language teaching practices in Lahore, Pakistan.

The results show that numerous postgraduate students are agreed that neoliberalism has greatly influences the education system of Pakistan in the form of decentralization that means education has been spread locally in Lahore, Pakistan. After getting calculation on the feedback provided in Table 4.3, results confirm that more than 50 % of respondents said that decentralization (localized spread of education) has brought numerous changes in Pakistani education system. 43.8% postgraduate students including male and female from all four institutes agreed that there is no exaggeration in this statement that education is driver for economic development. (See table 4.4)

In current study (Table 4.5), it has been explored from the results that more than 50 % of respondents are agreed that economy improved due to improvement in quality of education. It has been found that education plays a key role in the betterment or improvement of economy. According to Table 4.6, most of the postgraduate students are agreed with the statement that neoliberalism has brought a greater role of private sector in education. The results show that private sector is improving quality of education and playing significant role in education with the help of neoliberalism. 39.4% research participants (postgraduate students) are of the view that the liberal educational curriculum provides extensive exposure to students. (See table 4.7)

After having a thorough look in Table 4.8, it has been investigated that 45.6 % students shown positive trend and agreed with the statement that Education brings social and economic change". Feedback provided regarding statement no. 8 in table no. 4.9 confirmed that more than 50% participants are said that Education is being used to fulfill needs and purpose of neoliberalism. Numerous postgraduate students of three institutes thought that English is a language of economy in this contemporary world. From this trend, it has been proved that English language could provide everyone with better job opportunities and there are fewer opportunities of jobs for people who deprived from learning English language. It has been further investigated that English develops a sense of ownership of learning knowledge (Table 4.10. & 4.11).

Table 4.12 shows the computed T value is -1.875 that is less than standard value of 1.96 and significant value is 0.063, which is greater than standard value of 0.05. After calculating these values, it can be said that there is no difference on gender basis between male and female postgraduate students regarding the topic statement. ANOVA test and Least significant difference tables explain that there is slight difference exist between the opinion or perception of NUML and Punjab University postgraduate students about the impact of neoliberalism on English language teaching in their educational settings.

#### 5.1 Conclusion

After having comprehensive discussion and extensive research on the topic "An Investigation into the Impact of Neoliberal Policies on English Language Teaching practices in Lahore", it has been concluded that neoliberalism is spreading at moderate

level due to globalization and is affecting the field of English language teaching in Lahore, Pakistan with effective results. Results show that English language and English language teaching becomes more and more important with the passage of time due to the impact of neoliberal policies and globalization. Neoliberal Policies (Neoliberalism) provide freedom to individuals to start teaching at their own without the intervention of state. Neoliberalism is also reducing unemployment from the country. Anyone who knows English can establish his or her own English language learning institute with minimum or no interference of Govt. In this way, English language institutions are establishing at local level and English is becoming more and more important and easier to learn. The people who have sufficient knowledge of English language can earn handsome income at their own and they are preferred over other candidates during job interview. There are similarities in perceptions or opinions between male and female postgraduate students about the current research. There is also a slight difference between the opinion of NUML and PU students. Overall, Perceptions and opinions of all male and female postgraduate students show that the impact of neoliberalism on English language teaching in Pakistan is a positive thing for better English and better economy.

## **5.2 Recommendations for Further Research**

Required objectives have been achieved by the researcher and he also answered all research questions. Results have also been elaborated for the readers. Due to budgetary constraints and limited time, the researcher was unable to explore numerous perspectives which can be further investigated and explored. Some topics are given below with brief summary:

### **5.2.1 The Impact of Neoliberalism on Curriculum Development.**

A comprehensive research can be done on “The Impact of Neoliberalism on Curriculum development” to explore the role of curriculum developers and which areas of curriculum should be modified for better understanding of the students in learning English language.

### **5.2.2 The Impact of neoliberalism on methods of teaching English.**

Research on methods of teaching English is a very good topic to explore. There are numerous methods of teaching like direct method and Grammar translation method of teaching. It will be significant if a complete research can be done on different methods of teaching or a comparison between direct method and grammar translation methods of teaching can be done to find out which method is best for English language teaching.

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