English Language Teaching and Power Connotations: Foucauldian and Bordieuan Perspective

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Abstract: This study aims to find out the power play behind pedagogic process of English language teaching and learning process in a Pakistani context. The study uses theoretical framework provided by Foucault (1972, 1977) where he describes a different over view of power and power dynamics. Along with this, the study uses Bordieuan framework of social theory (1987), out of which, factor of habitus has been taken. Based on the mentioned framework, the research method inclines towards a qualitative bases study. Research instrument used was semi structured interviews from students of an engineering university and English language teachers. The study involved 5 participants. Data analysis was done through constant comparative analysis. The results showed that English language is taught and learnt in urban areas of Pakistani society at the cost of mother tongue. To sum it up, the results demonstrated that, power play, its exercise and creation of habitus is done by parents through presenting English as the most profitable market language. Later, learners and both pedagogues in turn, develop a cultural shame towards mother tongue and other regional languages.

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Introduction

This study describes the teaching of English language and the power connotations it carries in teaching and learning of English in the Pakistani context in the light of Foucault's perspective of power (1972, 1977) and habitus by Pierre Bourdieu (1987). Michel Foucault was a French philosopher, literary critic, and a social theorist. Foucault's critique of power shows the *raison de etre* of power dynamics. Bourdieu's work was essentially concerned with mechanism of power in society, and particularly the different and inconspicuous manners by which control is exchanged and social request kept up inside and crosswise over ages.

To understand the English language and the power connotations it carries with, one needs to understand the relationship between language, its production, and reception. This way of understanding English language might help to problematize our prevalent attitudes towards English language. The prevalent practice for English language is taught and propagated further at broader level in academic institutions, through pedagogical practices. These social practices make one to act and think according to *diktat.* Therefore, this study tries to explore English language teaching practices and motives of students to learn it.

Research Problem

The study aims to find out a major part of academic interest which lies towards learning English language. Since this is very much reflected through one's actions, behaviours, and preferences. For example, why people send their kids to English medium schools? Why a person is eager to learn English language at the cost of his own mother tongue? Why people feel 'authoritative' or 'learned' when they speak in English? What lies in these thoughts? What makes these thoughts so strong that a whole society act in accordance with this ideology?

These questions are raised since English occupies a top position in all social domains such as education, judiciary, press, etc. in Pakistan (Mahboob, 2002; Manan, David, & Dumanig, 2016; Manan, Dumanig, & David, 2015; Rahman, 1996, 2002; Shamim, 2008).

Context and Rationale of the Study

This study takes place in Pakistani context (Sindh). Pakistan is a multilingual country. The national language of Pakistan is Urdu and official language is English. The language of the realms of power-administration, judiciary, military, education, etc. is English, as it was under British administration before 1947. The British colonial government and its successor Pakistani government have apportioned out English. Besides British imperialism, English also spread here due to American financial power, its control on world media and worldwide business. In Pakistan, the etymological chain of importance is as per the following: English, Urdu, and local language. Parents, educators, peer gathering, and scholarly establishments join to humiliate learners about local dialects and promote usage of English language at large (Rahman :2009 cited in Mansoor, Hussain, & Ahsan)

Language generates various discourses. Discourse is a language in real life, and exploring it requires consideration both to language and to actions associated to it (Hanks 1996 cited in Blommaert 2005). Those discourses are product of certain linguistic preferences, notions, thoughts accumulated inside us. These abstract ideas are reflected in our linguistic attitudes first. Nevertheless, apart from language, these ideas are very much dominant in our attitudes, behaviours, and ways of thinking. As Blommaert rightly clarifies it by saying that:

"Discourse to me comprises all forms of meaningful semiotic human activity seen in connection with social, cultural, and historical patterns and developments of use" (Blommaert 3, 2005).

Based on the above connection of language and the discourse produced by it, it shows that all these regulatory movements of authority are based on complex power relations. One cannot deny the existence of power. Power is not something exterior to our economic structures, social institutes, mental mobility, and socio-economic history (Blommaert, 2005). What lies in behind such attitudes when people refuse to learn mother tongue and eagerly learn English language. How people perceive certain ideas and how they reject few of them is the question to be dealt in this study. The study aims to explore how certain social dispositions involve power relations in it.

Aim of the Study

This research aims to understand how techniques of power are integrated with the legitimate knowledge in the context of power connotations of English language teaching and the linguistic attitudes and preferences of the learners. It also explores creation and maintenance of habitus by main social agents: English language pedagogues and parents.

Research Objectives

1. To explore the ways power is combined with the knowledge-English language in classrooms

2. To find out the linguistic attitudes and preferences of the learners

Research Questions

1. How habitus of power is created, infused and maintained by ELT teachers inside the classrooms at Mehran University of Engineering and Technology, Jamshoro, Sindh?

2. What are the ideological inclinations of English language learners for learning English at Mehran University of Engineering and Technology, Jamshoro, Sindh?

Review of Literature

Language is not a mere string of words. It is more than a tool for communication. It reflects a worldview, expressing various patterns in which human deals with world, formulates their thinking; and understanding of the world around them. The Sapir-Whorf theory (1929) describes this best. It says that:

Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the 'real world' is largely

unconsciously built upon the language habits of the group. No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached... We see and hear and otherwise experience very largely as we do because the language habits of our community predispose certain choices of interpretation. (Sapir 1958 [1929], p. 69 Wardaugh)

From this explanation, we can reach to the point that discourse establishes not only the worldview but also creates specific forms of 'knowledge' and 'truth'. The next section describes that how discourse involves various power relations and how do these complex relations are maintained will be described below by discussing Foucault's concept of power and Bourdieu's Habitus.

Foucauldian Concept of Power

To achieve the above aim, Foucault's critique of power (year) helps to understand and investigate the prevalent attitudes towards English language along with how much power-guided they are. Foucault has explained about the epistemic context within which certain forms of knowledge become authoritative, intelligible, and recognized. He has shown that how power has given birth to not only new forms of knowledge but also to new forms of social control.

The writings of Michel Foucault (Foucault, 1979, 1980. 1996) extended the discussions of concept of power from sociology to all fields of the social sciences and the humanities. His approach systematically rejects the belief in the existence of an ordered and regulating rational agency. In Foucault's world, there is no source from which action stems, only an infinite series of practices (Theories of power pg. no. 37-38).

Foucault has discussed history of knowledge before discussing the concept of power. He does not present an ordered doctrine of power. Though his theory of power is contradictory and has been criticized, it helps to understand the relationship between new forms of knowledge and maintenance and development of power relations. Foucault's concept of power has given an entire shift from the 18th century concept of power which aims at physical possession. This can be shown as:

"His work marks a radical departure from previous modes of conceiving power and cannot be easily integrated with previous ideas, as power is diffuse rather than concentrated, embodied and enacted rather than possessed, discursive rather than purely coercive, and constitutes agents rather than being deployed by them" (Gaventa 2003: 1)

Foucault completely transforms the idea of power being limited to dominance and sovereignty by illustrating its disseminated nature all along. 'Power is everywhere' and 'comes from everywhere' so in this sense is neither an agency nor a structure (Foucault 1998: 63). In its place, it is a form of 'meta-power' or 'regime of truth' that infiltrates within a society, thus which is in constant process of change and mediation. Foucault uses the term 'power/knowledge' to exhibit construction of power through accepted forms of knowledge, scientific understanding and 'truth':

"Truth is a thing of this world: it is produced only by virtue of multiple forms of constraint. And it induces regular effects of power. Each society has its regime of truth, its "general politics" of truth: that is, the types of discourse which it accepts and makes function as true; the mechanisms and instances which enable one to distinguish true and false statements, the means by which each is sanctioned; the techniques and procedures accorded value in the acquisition of truth; the status of those who are charged with saying what counts as true" (Foucault, in Rabinow 1991).

The above explanation show that Foucault's interest lies in the exploration of power dynamics, and relationship of individual and society. Similarly, Pierre Bourdieu's concern about interrelated concepts of habitus, field and capital compliment the Foucault's theory.

Like Foucault, Bourdieu was interested in understanding the complex relationships between the subject and the society. His major interest lies in exploring processes of socialization: how individuals and institutions obtain recognition and how they manoeuvre in various fields of power (Samuelson & Steffen, 2004). The following description of Bourdieu's habitus might help to get a more clear understanding of it.

Habitus by Bourdieu

The French sociologist Pierre Bourdieu approaches power within the context of a comprehensive 'theory of society' (1987). Bourdieu sees power as culturally and symbolically created, constantly re-legitimized through interplay of agency and structure. This happens through what he calls 'habitus' or socialized norms or tendencies that directs and forms certain behaviour and thinking. Habitus is 'the way society becomes deposited in persons in the form of lasting dispositions, or trained capacities and structured propensities to think, feel and act in a determinant way, which then guide them.' (Wacquant 2005:316 cited in Navaro 2006: 16).

Habitus is created through a social, rather than individual processes leading to patterns that are enduring and transferrable from one context to another, but that also shift in relation to specific contexts and over time. Habitus 'is not fixed or permanent and can be changed under unexpected situations or over a long historical period' (Navaro 2006:16).

Power, Its Critics and Critiques

This section describes about the concept of power and its implications in language use. Soft power (in terms of language) is a strong basis for imperialism than hard power, which is otherwise vulnerable. The real strength of imperialism is soft power, not hard power. State always needs soft power to cement the vulnerabilities in its hard power (Skutnabb-Kangas, 2000).

The above description, hence exhibits that power is the key factor in understanding the process of dominance, sovereignty, empowerment, and imperialism. Reality never exhibits itself in its original essence. It displayed as the way people perceive it. People perceive notions around them through their ideological retina. Ideological retina is a social eye through which we think, act, and took our decisions. That social eye is the product of consciousness industry.

By consciousness industry, we mean here those social institutions where our consciousness (thinking process) is shaped, prepared, and broadened. Among such consciousness industry education and media are the major ones (Skutnabb-Kangas, 2000).

Moreover, Power never claims its existence. By the very act of denying itself, power becomes powerful. By being civil, pro-people and democratic power exercises itself in our daily life.

How power reflects itself in our daily life is a problematic matter to deal with. At most, language in general and pedagogical practices in specific and regulation of power will be dealt here. People possessing /exercising power will never say a word about consequences of power. Contrastingly, such people will rather defend it by claiming justification of its prevalence. Since, they will argue persuasively that power is a sheer requirement for everyday successful life.

Theoretical framework

The above description about language shows that it is far more than a communicating tool. As a result, language is also an economic exchange which is established within a particular symbolic relation of power between a speaker, endowed with a certain linguistic knowledge (also known as linguistic capital in Bourdieu's term), and a consumer (or a market), which is capable of producing a certain material or symbolic profit (Bourdieu, 1991, p. 66 cited in Goke-Pariola1993: 222). This tells us that language is a means of economic benefit too. This concept can be further explained by integrating the post-colonial language learning (ELT) situation. As, ELT is heavily embodied in cultural, social and political arenas. Therefore, such facets of English language learning and teaching are explained here vividly through using Foucauldian "Power" and "Habitus" by Bourdieu. Their intricate relationship is described below.

Foucault has explored knowledge in terms of concept of power. Hence knowledge generates power, as well as truth regimes (Guizo & Vigo di Lima 2015: 196). Foucault changed the concept of power. He shifted the shift from concept of macro power to micro power relations. This means that Foucault has shifted the concept of power from residing in larger bodies/organizations to its dynamics in subtle relationship/day to day human interaction level. This new shift in the form of Foucault's framework will help to explore the attitudes of both the teacher and learner for teaching and learning English language respectively. Since, according to Foucault, power is relations. It is "not a thing, it is a relationship between two individuals, a relationship which is such that one can direct the behaviour

of another or determine the behaviour of another" (1996: 410 cited in Yu 2014: 244). Therefore, the concept by Foucault will provide an aid in discovering what and how of ELT situation in an engineering university.

In this study, how habitus and what habitus of knowledge is created via pedagogues for learners of English language will be explored. An aid to this, power (1972) as Foucault argues that it operates in human relations and therefore in order to understand it, it should be analysed from where it is exercised. Thus, observations of and interviews from language pedagogues might help the researcher to uncover the power exhibited and the habitus created by the teacher and leaner both and its effect on other local languages (i.e. additive learning or subtractive learning).

The study aims to answer how a certain form of knowledge is powerful, is made powerful is made legitimized? How power connotations and habitus exercised by the teachers in turn produce certain inclinations? Are those inclinations ideological, power driven or an individual's/ learner's self-created? How habitus creates a capital? Bourdieu's model will help in this study to explore how in different fields people (agents) produce certain habitus.

Bourdieu's theory of society explains another important concept i.e. of *capital*. There are four types of capital which are of prime part of structuring the process of habitus as a tool for gaining individual dominance and power. This can be illustrated as follows:
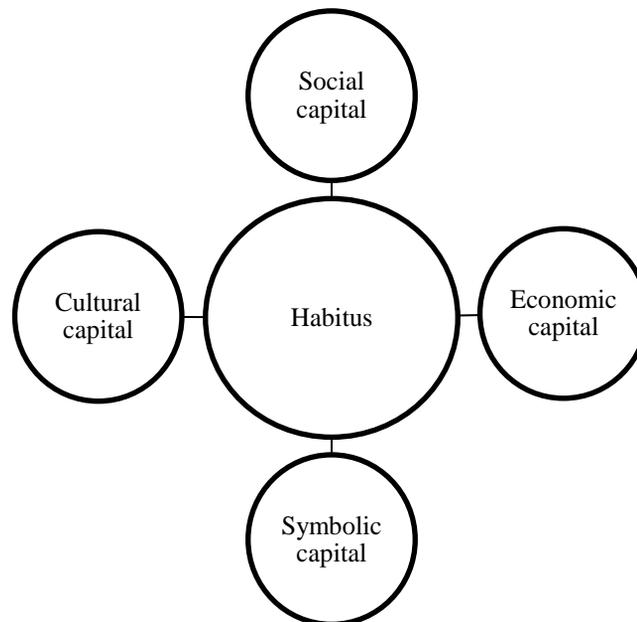

Figure 1. Habitus and its components

The concept of habitus further generates four types of capital, among which cultural and economic capital are closely linked to the field of education. How both these components (cultural &economic capital) helps in creating habitus during English language teaching and learning and how power relations are exercises and exhibited will be the focal point of research to cover. Habitus generates action not in a social vacuum but in structured social contexts Bourdieu called *fields*. Thus, a habit directed behaviour puts POWER at its centre do uncover these social dispositions. Habitus, undoubtedly, brings a power dimension to discuss. Therefore, power directed attitudes will be explored with the help of above mentioned theoretical concepts.

Research Methodology

This research study employed qualitative based research. It uses semi structured interviews in order to collect the data. The questions asked in interview asked for comprehensive answers. This way of gathering data provides a thorough perception for investigating the given research questions. Hence, qualitative methodology gives a full insight into the proposed topic of the study.

Research Instrument

The research instrument employed in this study was Semi structured interviews. The study choses interviews (semi structured) to explore the responses. Kalve (1996: 14 cited in Cohen 349) describes interview as an interchange of ideas and thought between two or more people or among groups of people over a mutual topic of interest, a means of gathering information and inclination of data towards its social aspects. In this way, interviews tend to be such meaningful conversations which produce out the research data in a directional way.

This study uses solely interviews as a research instrument along with a full-fledged developed interview protocol (Appendix A). For that reason, Patton (2015) sums up the role of interview guide/protocol clearly by describing it as list of those questions, queries that are to be discovered during the time period of an interview. An interview protocol provides a complete sequenced content of interview which leads towards the exploration of proposed research problems/questions.

Similarly, this study uses 25-28 sub questions, along with appropriate probes from the participants in order to explore the data at length. The interview guide was formed, sequenced as per theoretical concepts of Foucault, Bourdieu and other mentioned related literature of the study. Since the sub questions used in the interview were adapted from the conceptual framework of Foucault and Bourdieu. As the theoretical frameworks used in this study has been elaborated in detail in the above section. Therefore, the next section describes about the steps involved in interview guide.

Design of Interview Guide

The semi-structured interview guide was designed in three parts. The introduction part of the interview asked participants about their.

- *Background information*: This section inquires about introductory information from the participants including their, their educational background, their early education, their goals, options available to them, their mother tongue and their general perceptions about mother tongue and other foreign languages.
- *Major Questions*: It consisted of the major parts of their learning, including their all motives to learn English, its mode of communication and their future implications. The section explored the linguistic, social and economic factors contributing towards the learning of one language over another.
- *Conclusion:* In the end researcher, besought all the responses from the participants.

Participants of the Study

Participants involved in this study were engineering students and English language teachers from Mehran University of Engineering and technology, Jamshoro. Undergraduate students (from first year to final year) of different disciplines were chosen. The sample technique used for the study was purposive sampling. As payless (2008: 697-8) facilitates adequately the role of purposive sampling in qualitative research by focusing it on goals of research. Since the major question lies in what a researcher aims to achieve and what they want to know. Thus, its specific type maximum variation sampling aims to produces the newly discovered themes of the study as well (Pales 2008: 697-8). There are subtypes of purposive sampling also. Amongst it, maximum variation sampling was selected in order to explore several viewpoints associated with the entwined research framework and research problems to be explored.

Table 1: Information of the participants

Participant	Gender	Department/Faculty	Identity
1	Male	Civil	Student
2	Male	Civil	Student
3	Female	Electrical	Student
4	Female	English Language development centre	Assistant Professor
5	Female	English Language development centre	Lecturer

The participants (students) belonged from various fields including Civil engineering, and Electrical engineering.

The ethnic and educational background of students varied from private to public sector education system. Since the educational background of students fostered the researcher to achieve more insights for the related data. Therefore, interview protocol does include elementary questions covering their educational background also. Moreover, the participants are taught functional English as a compulsory subject too. Therefore, this situation, made them at ease to provide thoughtful insights on the questions inquired, discussed.

Data Analysis

This research carried out a qualitative based approach, therefore, the data analysis strategy was chosen accordingly. Miles & Huberman (1994 cited in Onwuegbuzi & Denham 2014) suggested appropriately "the strengths of qualitative data rests on the competence with which their analysis is carried out".

Constant comparison method was selected to analyse the qualitative data of interview transcripts. As Glaser and Strauss (1967 cited in Fram 2013) presents it as a technique to reduce larger amount of data via constant recoding, thus making it an inductive process.

-Hence, five (05) interviews (i.e. 3 students and two teachers) were analysed by using this process. The method aims to assign the codes to the transcribed scripts. For this purpose, all 5 recorded interviews were transcribed. Next, codes were assigned to the data sets.

Since coding a text document involves assigning a unit of specific meaning to a chunk of data (a word, sentence or even a paragraph). Therefore all transcripts were read and re-read in order to avoid repetition or negligence of any emergent code. Codes are basically a labelled set of data assigned for reducing the larger data into smaller one.

Following this codes were developed via creating a basic storyline of the research. The story line of the research involves an in depth review of research questions and research objectives. Later on, pre- set codes (inferred from the theoretical framework of Bourdieu and Foucault) were noted. Thus, the mentioned methodology facilitated to read, reared and allocated the proper codes while emerging during analysis. This step leads towards the development of subsequent categories. The categories were enunciated from the major tenet of research questions. Thus all the codes were allocated to the three respective categories. A category in turn, proposes the intimate relationship with the research questions they belonged to. The entire process is illustrated as following:

Table 2: List of Pre-set Codes

Pre-set codes
1. Discourse and power relations
2. Consciousness industry
3. Power maintenance
4. Dynamics of power in pedagogical situations and its effects
5. Agents of power (knowledge)
6. Cultural, symbolic creation of power

After that, a set of following emergent codes was assigned to the interview transcripts.

Table 3 List of emergent codes

Communication tool	Means of power	Social recognition
A tool to mould the mentality	Utility purpose of English language	Social acceptance
Source of inspiration	Tool to access Information & technology	Road to success
Matrimonial Market	Inevitable part of media (social, print, electronic)	Modern language/modernization /globalization
Effective techniques for teaching English	In appropriate techniques for teaching mother tongue	Transforming ethnicities/cultural shame
Mother tongue-source of celebration	Abundance of English literature	Ways to achieve social preferences
Indoctrination through providing preferences	Westernization	Educational inequality
Social inequality	Preference/emphasis on national language	Cultural clash

The above codes were developed by reading the transcribed data and inferring the meaning from them. The similar areas(themes) were labelled as one code. The process of emergent codes was carried out by reading the transcribed text repeatedly and the words or sentences that conveyed one single meaning were assigned a single code to it which was concisely conveying the similar meaning. Next, the codes were repeatedly revised as to check inter-code validity. This led to the production of broad categories or themes. A detailed analysis of the emergent categories and their inter relatedness is shown in the following section.

Generation of the Categories

The above mentioned emergent codes were generated via continuous revision of the data and it was further refined to following levels:
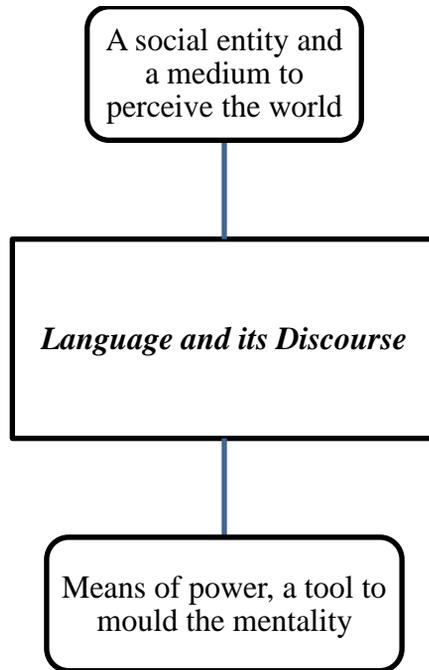

Figure 2: First generated theme from the data

The first theme generated from the continuous revision of data was "Language and discourse". It showed that the discourse generated by language has different perceptions about language. According to participants' answers it showed that language is more than a communication tool only. It is one such tool through which a person can mould the mentality of another person at who is at the receiving end of his/her speech. Language is a social process; it's learning its communication has got several meanings as it takes place in a social space. Thus, language and its discourse was one of the themes generated from the transcribed data.
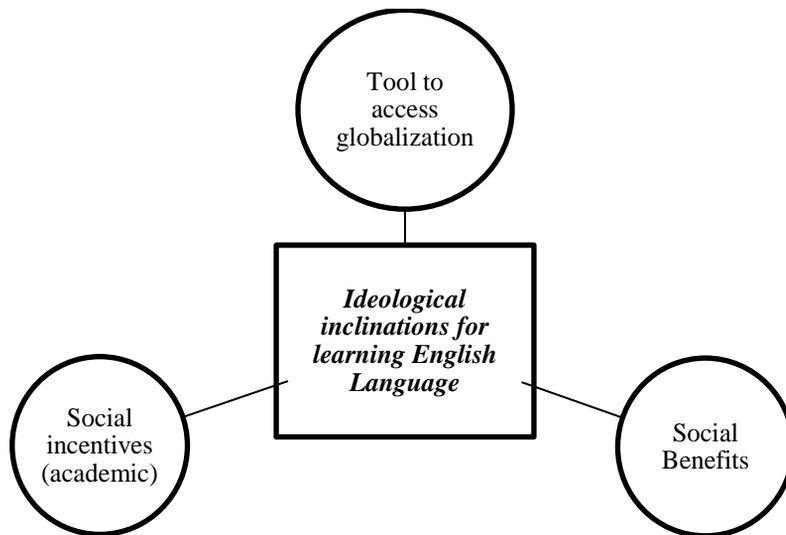
Figure3. Second generated theme from the data

The second generated theme from the data revolves around the idea of various ideological reasons of learning English which were shown by the participants. This theme was generated as it identifies reasons in terms of social benefits and social incentives one experiences when he/she learns English. It also identifies that English is the tool to approach the global, global market, access to cyber space, international education etc.
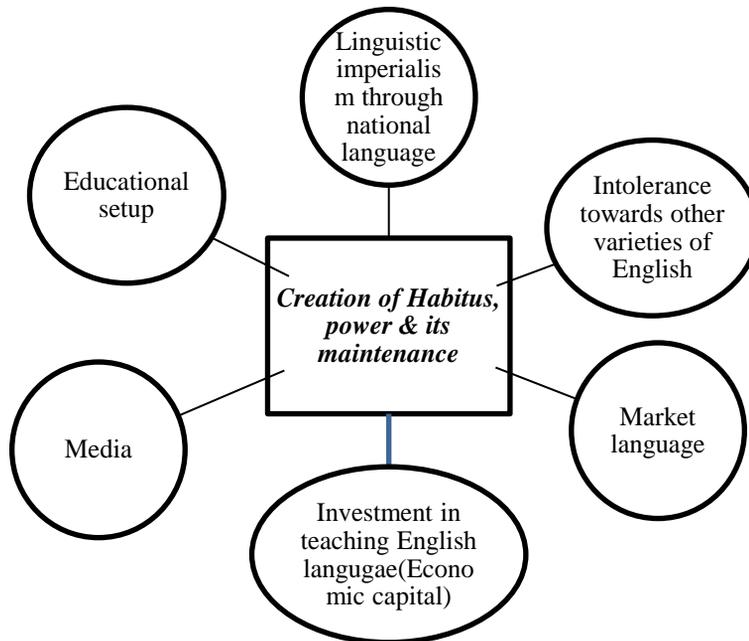
Figure 4. Third generated theme from the data

The last theme generated from the data identifies the different ways through which social dispositions (habitus) are formed and are power guided in nature. It shows that there are different mediums to form such habitus. Among such medium media (electronic, social and print) and education plays a major role. Through such mediums English is privileged everywhere. Moreover, investment in education is largely done for English language as several trainings for teachers and learners is arranged by the educational authorities. This in return, increases its market value and English language produces a huge amount of linguistic capital in this way, thus making its position strong. The effect of this on learners, teachers is shown when non-native speakers not only show inclination towards the English language but considers the other varieties of English as Sri Lankan, Iranian, Australian English as "unrecognized" versions. Thus, the above generated theme describes about the different ways through which power for a particular variety of English is created, and propagated.

Interpretation of the above categories/themes as per research questions

The above categories along with their assigned codes are explained in detail as per research questions.

Analysis for research question 1

Habitus is a latin word that makes reference to "a habitual or typical condition, state or appearance, particularly of the body" (Jenkins, 1992, p. 74). Bourdieu (1984, 1990b) describes habitus as a system of such social behaviors that establishes guided practices in individuals. The world is organized, according to Bourdieu, through its relationship with the habitus, "a system of cognitive and motivating structures" (1990b, p. 53).

The above repeated explanation of habitus provides a clear insight that certain attitudes towards English either by teacher or students are other guided. Moreover, in this, a teacher plays a huge role in molding perception about any language. Thus, all our attitudes, actions feel naturals. In the similar regard, students felt natural when they were been taught through all the possible methodologies by their teachers to learn English (Cited in Martinjak, 2015). As one of the students said:

"My teacher was being too sincere and motivated when she tried her level best to improve our speaking skills because she wants us to succeed in outer world, in the competitive market of English language so that we can have better jobs. For that reason, she worked a lot on improving our English speaking skills".

The above mentioned action by student of one of her teacher's manifests that in the "Field" all are agents, be it a student or a teacher. They try to regulate and exercise this power dynamics by incorporating different teaching methodologies. Among such methodologies it includes, course designing approaches, giving access to students to latest material, incorporation of ICT in classrooms and much more. Teachers implement these strategies not only inside the classroom; however, they make sure it lasts in their homes too. As one of the teacher said:

In order to make their (learners) speaking and reading skills strong I arrange book reading competition every semester and I assign major

portion of marks on this task. In this task students read a good number of books in English and give presentation on the read books.

This shows that, teachers infuse such attitudes only for English language among their students.

The data and the generated themes also explain that English language is not solely the "market language". The reasons incorporating in such status of English language includes various factors. The major factor amongst all is "Education". The entire research in different disciplines across the world has been carried out in English. Since the major investment is done in English language. This in return makes parents attitudes towards it quite positive. Parents, transfer that entire positivity (attitudes) for English language towards their kids. They do this at the cost of their mother tongue. Majority of participants showed a "cultural shame" towards their mother tongue. The origin of that cultural shame was from their homes. As one of the student said:

My mother always scolded me for speaking Hindko (regional language spoken in Kashmir).

Thus, parents also create and maintain a specific habitus for English language among their kids.

In addition to this, media plays a vital role. These days, social media is used by a wide range of people. Thus, it compels all those people also to learn English who didn't know it earlier. This includes all age groups.

Analysis for research question 2

Rahman (2000) proposes that English has not only shown hard power but soft power equally. Thus, a creation of alienation towards mother tongue is experienced heavily.

Learners showed several ideological inclinations towards learning English language, as few are as follows:

1. Inevitable part of IT (Information & Technology)

As one of the students' quoted:

"In this modern era, I am afraid to be left behind so I want myself to be updated with the latest technological gadget, that's why I am looking forward to learn and improve my English at better level."

2. Road to success

For majority of participants learning English language involved huge number of social incentives. As Phillipson rightly said (1992):

"English is more important than northern sea oil".

3. Important factor in matrimonial market

One such astounding factor was revealed by participants when they explained that their reason for learning English language includes finding an educated spouse. For those participants, the term "educated" meant "having a grip on English language". As one of the participant shared his small story:

My neighbour got his daughter engaged to a doctor guy. The would-be son-in-law was reluctant to marry the girl as she had done her Matriculation only. For this, the father of the girl sent the girl to an English language learning coaching centre so that she can cope up with her future husband. The guy agreed on this fact that yes at least she should "know how to speak English". Seeing this practice, the other people of the village also started to send their daughters to that same coaching centre (despite of the fact that they all were 10th pass only) so that to get educated and well settled husbands for their daughters.

This showed a major power-driven inclination of the people towards learning the language.

Findings and Discussion

The above emergent codes, categories and their relationship with research questions suggest the multifaceted role of English in Pakistani society in general and specifically in its educational system. The creation of habitus and power play as per Foucault's and Bourdieu's view is inevitable part of the data produce. Thus, it shows the inevitable and so comfortable attitude towards English. The participants showed an exciting, positive attitude

towards learning English. Successively, it showed a neglected, negative attitude towards mother tongue. Thus, it showed learning and teaching of English language at the cost of mother tongue.

Central to Bourdieu's work is the notion of 'capital' or the resource, which is taken to be 'an index of the relative social power' (Hodgson, 2002:14), whose possession enables one to maintain a position in the status hierarchy of society and enables one to resist domination in social relations (Blunden, 2004). 'Cultural capital' is concerned with forms of cultural knowledge, skills, concepts or dispositions that are valued in dominant discourses (Bourdieu, 1993). Bourdieu sees 'cultural capital' as: a form of knowledge, an internalized code or a cognitive acquisition which equips the social agent with empathy towards, appreciation for or competence in deciphering cultural relations and cultural artefacts (Bourdieu, 1993:7). Acquisition of cultural capital is through a long process of familial education, societal education and institutional education. 'Symbolic capital', on the other hand, is that form of capital constituted by 'accumulated prestige or honour' (Bourdieu, 1991:14). The value of symbolic capital is legitimated by people or institutions through the conferring of prestige. The notion of 'Linguistic capital' is taken to mean the capacity to produce utterances appropriate for particular contexts or markets. Given a linguistic market, some products are valued more than others; and part of the practical competence of speakers is to know how, and to be able to produce expressions which are highly valued on the market concerned (Bourdieu, 1991:18). Bourdieu recognizes that linguistic competence by speakers in any given society is not uniformly distributed for 'different speakers possess different quantities of "linguistic capital"' (Bourdieu, 1991:18). Scholars have stated that English in South Africa currently enjoys a higher status than other languages do (Granville et al, 1998Mda, 2004). As a result of this value placed on English, the capacity to produce competent utterances in English endows one with possible advantages (education, prestige, power, wealth) that are denied to speakers of other languages or those seen to have a 'deficient' competence in English. Differences in the usage of English in terms of accents and varieties become one of the ways of classification or labelling of people. The highly favoured variety is determined by the dominant social group and entrance into the dominant group is determined by the extent of assimilation to the discourse of this group.

Conclusion

The study sums up the attitudinal research of participants towards learning and English language teaching. As Phillipson (1992) puts it right there, "English language teaching is more important than the northern sea oil."

The study investigated role of English in third world country, a post-colonial place where English language teaching is done in a subtractive way.

Lastly, it inferred, specifically, the role of parents and pedagogues as well in subjugation of mother tongue and promotion of English language widely.

The study suggests that learning English language is a harmless process until it is done at the cost of mother tongue. For that, mother tongue, and respective regional languages should be improvised by creating their market. Since a language holds no importance until it produces a linguistic capital. Teachers, learners, and parents are the crucial stake holders of the entire situation. For this, different trainings as for awareness purposes should be held to establish the linguistic market for the regional languages. In this way, one might be able to counter act the dominance of English language.

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