

Intellectual Impact of Foreign Funded ELT Programs in Pakistan: A Study of Linguistic Imperialism

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Abstract

This article examines the intellectual impact of foreign-funded English Language Teaching (ELT) programs in Pakistan through the lens of linguistic imperialism. Drawing on empirical data within the theoretical frameworks of imperialism, the study highlights how such programs, though often framed as developmental initiatives, function as tools of economic and linguistic dominance. The present researcher utilized a mixed-method approach, incorporating quantitative surveys from teachers and students in universities in Faisalabad and Sahiwal. Foreign-funded ELT initiatives from entities like USAID, the British Council, and Australia Awards introduce English as a dominant medium, while promoting Western pedagogical frameworks of education with ideological underpinnings. Although these programs contribute positively to employment prospects and educational quality, they simultaneously marginalize local languages such as Punjabi, Urdu and others. The curriculum and training materials often reflect Western norms, limiting local teacher agency and weakening national educational sovereignty. Respondents reported increased pressure to adopt English in both academic and social spheres, with many of them equating English proficiency with success. The study argues that while foreign-funded ELT programs bring resources and global integration opportunities, they also perpetuate postcolonial hierarchies and reinforce linguistic dependency. This study underscores the power imbalances embedded in foreign-funded ELT initiatives, where decision-making is largely dominated by central government authorities and international donor agencies, often marginalizing the voices of local educators.

Keywords: Linguistic Imperialism, ELT, Foreign Funding, Language Policy, Cultural Identity

Context and Background

Foreign-funded ELT initiatives have become firmly embedded in Pakistan's education system, making them an important area of inquiry for researchers interested in linguistic imperialism. Their presence naturally raises questions because English continues to exercise cultural and ideological influence in countries that were once under colonial rule. This curiosity encouraged the present researcher to undertake a detailed investigation into how these programs shape different dimensions of Pakistan's national life, particularly in relation to intellectual development and thought patterns.

Across Pakistan, English Language Teaching (ELT) projects supported by international agencies are often presented as part of broader educational reform aimed at improving instruction, enhancing global connectivity, and promoting quality learning. However, in a postcolonial setting where English already holds symbolic power, these programs require critical evaluation. Phillipson (1992) describes linguistic imperialism as a process through which English maintains dominance due to political,

cultural, and economic interests of English-speaking countries. This dynamic resonates strongly in Pakistan, where the roots of English dominance lie in the colonial era. Under British rule, English became the primary medium of administration, law, and elite education (Rahman, 2002). After independence, state-led language reforms did little to challenge this hierarchy. As a result, English remained the language of status and professional mobility, while local languages were often sidelined or viewed as inadequate for upward advancement (Mansoor, 2005; Rahman, 2004).

The historical development of English teaching in Pakistan reflects these power relations. During colonial times, the language served not only as a tool of governance but also as a means of maintaining social inequality by giving access to power only to English-educated groups (Rahman, 1996). Even in the post-independence era, English continued to symbolize modernity, sophistication, and socio-economic progress, strengthening its hold on the national consciousness.

From the 1980s onward, Pakistan like many other postcolonial states saw rapid growth in private English-medium schools, largely because English was increasingly viewed as essential for employment and global competitiveness. General English courses soon became a compulsory part of secondary and higher education, intended to improve students' communication skills. Later, reforms introduced in the late 1990s and early 2000s placed stronger emphasis on English within public schools. The National Education Policy (1998–2010) identified English as crucial for scientific, technological, and diplomatic advancement, and recommended expanding its use as a medium of instruction. Despite these ambitions, practical implementation suffered due to a lack of trained teachers, limited resources, and uneven institutional support.

International partners such as the British Council, USAID, and the Australian Government have played a prominent role in shaping ELT practices in Pakistan. Programs such as the Pakistan Reading Project, PEELI, and English Connects aim to enhance teaching quality and raise language proficiency (Coleman, 2010; Shamim, 2008). While these initiatives offer valuable training and instructional techniques, they are not free from ideological influence.

Many of the teaching materials and classroom activities promote cultural concepts and worldviews that differ from local experiences. For some students, this can create a sense of distance or cultural mismatch (Pennycook, 1994; Canagarajah, 1999). Additionally, the indirect promotion of Western values such as individualism, secular outlooks, or liberal social norms can conflict with Pakistan's collective cultural, religious, and social frameworks (Mahboob, 2009). These contradictions highlight the importance of adopting ELT practices that are sensitive to local culture and suitable for postcolonial educational contexts.

Research Questions

The study was meant to answer these questions:

1. How do these programmes intellectually mold the trainees?
2. What are educational and political impacts of these programmes?

Delimitation

Although the overall scope of the study had the potential to cover a wide geographical range, practical constraints required the researcher to narrow it down. For this reason, the data was collected only from two cities Faisalabad and Sahiwal. The sample was further limited by focusing exclusively on higher education institutions within these cities. In total, four universities were included, with two selected from each location. The institutions from which data was gathered were: University of Sahiwal, Riphah International University (Sahiwal Campus), The University of Faisalabad, and Riphah International University (Faisalabad Campus).

Literature Review

Foreign-funded English Language Teaching (ELT) initiatives have long sparked debate for their potential role in advancing linguistic imperialism. Critics argue that the promotion of English frequently sidelines indigenous languages such as Urdu, Pashto, and Sindhi, leading to the erosion of local linguistic and cultural identities (Rahman, 2010). In Pakistan's context, English proficiency has

increasingly become a marker of privilege and socio-economic advantage, largely concentrated among urban elites who attend English-medium schools. In contrast, learners from rural or lower-income backgrounds, who typically study through Urdu or regional languages, are placed at a structural disadvantage. This deepening gap reinforces social stratification, as English speakers are often perceived as more educated, globally aware, or modern, while non-English speakers are unfairly viewed as less capable or less sophisticated (Shamim, 2011). The expanding influence of English has also contributed to the emergence of hybrid identities among young Pakistanis. These learners frequently negotiate between traditional cultural expectations and global influences embedded in English-language media and education. Although such dual identities may foster openness to the wider world, they can also give rise to inner tensions when international norms or values appear incompatible with local traditions (Canagarajah, 2005).

Cultural Exchange and Its Complexities

ELT plays an important role in opening pathways for intercultural engagement by giving learners access to global scholarship, literature, and media. This exposure can broaden intellectual horizons and encourage dialogue between cultures, thereby enriching local knowledge through diverse perspectives (Coleman, 2010). However, when these interactions occur without critical reflection, foreign cultural values may overshadow indigenous narratives, unintentionally devaluing local traditions and worldviews. English serves as a central medium in diplomacy, academia, and international collaboration. Initiatives such as Fulbright scholarships and programs run by organizations like the British Council aim to build cultural bridges and foster mutual understanding across nations (Phillipson, 1992; Pennycook, 2007). At the same time, English proficiency often enables greater engagement with global entertainment, consumer trends, and digital culture. While these influences signal modernization and global connectivity, they can also disrupt established cultural norms and create a sense of cultural imbalance (Kachru, 2005). Ahmed (2014) warns that ELT materials that foreground Western ideologies can cause learners to feel distanced from their own cultural heritage. To counter this effect, scholars emphasize the need to integrate local histories, values, and stories into ELT curricula. Such an approach not only supports learners' cultural identities but also ensures that English functions as a tool for empowerment rather than a mechanism of cultural displacement.

Fluency in English is widely associated with improved employment prospects in sectors such as business, technology, and higher education. Research by Mahboob and Tilakaratna (2012) shows that graduates of foreign-funded ELT programs often secure better jobs and earn higher salaries. However, these benefits are not evenly distributed. They tend to favor students from urban centers with better access to resources, while those from marginalized communities continue to face barriers. Shamim (2008) argues that equitable language planning and targeted support are necessary to address rural–urban inequalities and ensure more inclusive access to English education.

Employment Opportunities

In Punjab, the Education Department has introduced English as the primary language of instruction for nearly all subjects, except Urdu and Islamic Studies. This policy was implemented with the intention of improving students' future job prospects and aligning the education system with global demands. Although a large number of parents and teachers view this change positively, believing it will enhance students' career opportunities, the transition has created notable challenges for young learners. Many children, who come from multilingual backgrounds, struggle to build basic reading, writing, and speaking skills when taught in a language that is not their first. As a result, the policy may unintentionally hinder early learning development, especially at the primary level, where strong foundational literacy is essential.

Policy and Implementation

Designing and implementing effective policies for foreign-funded English Language Teaching (ELT) initiatives requires close cooperation among various stakeholders, including government bodies,

international funding agencies, educational institutions, and local communities. One of the major challenges is finding a balance between meeting global expectations for English proficiency and safeguarding Pakistan's rich linguistic heritage. Although many donor-assisted ELT projects aim to develop learning materials that address the needs of diverse student groups especially those from underserved rural areas gaps in practical implementation still exist.

Several measures, such as scholarship programs, fair distribution of educational resources, and inclusive teaching strategies, are intended to reduce inequalities between urban and rural learners. However, these efforts often face difficulties, particularly when it comes to maintaining progress after external funding comes to an end. A recurring issue is the weak alignment between donor-driven program goals and Pakistan's long-term national education priorities. This mismatch can limit the usefulness and sustainability of such initiatives in the country's educational landscape.

Monitoring and Evaluation

Strong monitoring and evaluation (M&E) mechanisms are crucial for tracking progress, ensuring transparency, and guiding improvements in ELT projects. However, many foreign-funded initiatives in Pakistan operate with weak or inconsistent M&E structures, which reduces their long-term effectiveness. Strengthening local expertise in monitoring and evaluation is particularly important so that institutions can make informed decisions and maintain accountability without relying heavily on external agencies.

Cultural and Linguistic Implications

Foreign-funded ELT programs influence not only language skills but also cultural identity and social perceptions. The adoption of Western teaching models and content can unintentionally overshadow local knowledge systems and traditional practices. While these programs help promote bilingual competence by supporting English alongside Urdu and regional languages, they also contribute to the creation of linguistic hierarchies where English is placed above indigenous languages.

To counter these effects, many educators and policymakers support a multilingual approach that encourages the use of English for global communication while maintaining the vitality of languages such as Punjabi, Pashto, and Sindhi. This approach is viewed as essential for protecting cultural identity within an increasingly globalized educational environment.

A persistent issue in these initiatives is the gap between donor priorities and local educational needs. Siddiqui (2007) emphasizes that donor agendas must be aligned with Pakistan's social and cultural realities. Genuine cooperation among foreign agencies, national authorities, and local teachers is necessary to ensure that ELT reforms are relevant, practical, and sustainable.

Linguistic Imperialism

Foreign-funded ELT programs frequently prioritize English in ways that can challenge Pakistan's linguistic and cultural diversity. Heavy dependence on international support risks reducing local control over curriculum, teaching practices, and long-term planning. These programs often reach urban centers more effectively than rural communities, which widens existing inequalities in language education. In some cases, the content introduced through foreign assistance does not fully align with local sociocultural or religious values, creating tensions in classroom settings.

Case Studies of Foreign-Funded ELT Programs in Pakistan

1. British Council – "English for the Future"

- **Focus:** Teacher training and updating of ELT curricula.
- **Impact:** Improved classroom delivery, but access remains limited in rural regions.

2. U.S. English Access Micro-Scholarship Program

- **Focus:** Providing English learning opportunities to students from low-income backgrounds.

- **Impact:** Participants gain confidence and better employment prospects, though scaling up remains difficult.

3. USAID Reading Project / UNESCO Literacy Initiatives

- **Focus:** Integrating English instruction with local languages.
- **Impact:** Supports bilingual learning, but research on long-term cultural contextualization is still insufficient.
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Foreign-Funded ELT Programs in Post-Colonial Contexts

Foreign-supported ELT programs play a major role in shaping instructional practices across formerly colonized countries. While they often help raise teaching standards and literacy levels, they also bring concerns related to cultural influence and linguistic dominance.

1. English for Teaching, Teaching for English (ETTE)

Designed to improve teachers' English competence and pedagogical skills, ETTE offers training sessions and hands-on practice. It has strengthened teacher confidence and effectiveness in several developing countries.

2. Pakistan English Language Initiative (PEELI)

Supported by USAID and Cambridge, PEELI focuses on training public-school teachers and reforming English curricula. It has shown strong improvements in both teacher performance and student outcomes, especially in low-resource schools.

3. QAED ELT Program

Implemented with British Council support, this program concentrates on professional development through workshops and mentoring. Although it has enhanced teaching quality, some educators find it difficult to apply new methods consistently.

4. English Connects British Council

A digital and community-based initiative offering continuous professional development, teaching resources, and peer networks. It contributes to strengthening ELT capacity in South Asia and Africa.

5. English Language Fellow Program – U.S. Embassy

This initiative places experienced American educators in partner institutions to support curriculum development and teacher training. It also promotes cultural exchange and institutional collaboration.

6. Hornby Educational Trust Scholarships

These scholarships allow teachers from lower-income countries to pursue postgraduate TESOL studies in the UK, helping build long-term ELT expertise.

7. Commonwealth Scholarship and Fellowship Plan (CSFP)

By offering advanced study opportunities, CSFP strengthens professional skills and English proficiency among educators from Commonwealth nations.

8. Australia Awards – Asia-Pacific ELT Support

These awards provide teacher training and pre-course English preparation to improve academic readiness, contributing to capacity building in the region.

9. USAID ELT Initiatives

USAID supports ELT projects in countries such as Bangladesh, Kenya, and the Philippines by combining teacher training with digital learning tools. While these efforts enhance literacy, they are sometimes viewed as extensions of U.S. cultural influence. These programs often lead to educational improvements, they may also propagate linguistic imperialism by prioritizing English over local languages and cultures, raising concerns about cultural erasure and dependency on foreign systems (Phillipson, 1992).

Research Design

This study examined the impact of foreign-funded ELT programs within an imperialistic framework. A mixed-method approach was used, combining quantitative and qualitative data to gain a well-rounded understanding of the issue. The survey explored teachers' and students' views, attitudes, and experiences regarding these internationally supported ELT initiatives. The target population consisted

of students and teachers from both public and private universities. Participants included male and female respondents from each category. Four universities two in Faisalabad and two in Sahiwal were selected for data collection. From a total of 1,133 English department students, the researcher selected a sample of 200 students and 40 teachers, representing approximately 17.5% of the overall population.

Results And Discussions

Do you Believe Foreign-Funded ELT Programs reduce the use of native languages among students?

Response Category	Responses (out of 40)	Percentage
Yes, significantly	16	40%
Yes, slightly	13	33.5
No impact	4	10
Not sure	7	17.5
Total	40	100

The findings clearly indicate that foreign-funded ELT programs contribute to linguistic imperialism in Pakistan. A large majority of participants 73.5% in total (40% reporting a strong effect and 33.5% reporting a slight effect) feel that these programs lessen the use of local languages. This supports Phillipson's (1992) view that English often expands by overshadowing indigenous languages through well-funded educational practices and institutional support.

Only 10% of respondents believe there is no influence, showing that very few learners view English as non-threatening to their linguistic environment. The 17.5% who were uncertain highlight how linguistic imperialism often operates subtly; its effects may not always be immediately visible or consciously recognized by learners.

Overall, the results suggest that foreign-funded ELT initiatives strengthen the dominance of English by shaping students' language preferences, classroom behaviour, and identity formation. This reduces both the practical role and cultural importance of Pakistani languages. In this sense, the trend reflects a continued neo-colonial pattern in which English remains the most valued language while native languages gradually lose ground.

Do you think foreign-funded ELT programs influence students' perception of national identity?

Response Category	Responses (out of 40)	Percentage
Yes, strongly	18	45%
Yes, moderately	14	35
No change	4	10
Not sure	4	10
Total	40	100

Identity Reorientation

The findings show that a significant portion of participants (80%) believe that foreign-funded ELT programs shape how students perceive their national identity. Viewed through the lens of linguistic imperialism, this suggests that the influence of English in these programs goes beyond language learning. It gradually affects how learners understand their cultural roots and sense of belonging. When English is consistently framed as the pathway to achievement, progress, and global recognition, students may begin to compare it with their own cultural and linguistic symbols. Over time, this comparison can create a subtle shift in which English-associated identities seem more appealing, while local languages and national identity may feel less prominent in their everyday interactions. This tendency aligns with broader imperialistic patterns, where a dominant language reshapes how individuals view themselves and their cultural environment. The 10% who reported no change and the 10% who were unsure indicate that not everyone experiences this influence in the same way. However, the overall pattern strongly suggests that English, when promoted through foreign-funded educational

initiatives, plays a role in redefining how students think about their identity. Essentially, the data shows that these programs can unintentionally redirect cultural perspectives in ways that mirror historical forms of linguistic and cultural dominance.

What is your response towards English?

Response Category	Responses (out of 200)	Percentage
Love	116	58%
Necessity	76	38
Impartial	0	0
Dislike	0	0
Total	192	96%

The survey data indicates that among respondents, 58% expressed a 'love' for the English language, 38% viewed it as a 'necessity', and none reported being 'impartial' or expressing 'dislike'.

English Prestige

Your table shows that 116 out of 200 respondents (58%) express *love* for English, while another 76 respondents (38%) consider it a *necessity*. Together, 96% of participants hold a positive or strategic view of English. This strong preference suggests that English has acquired a high symbolic status not just as a language but as a marker of intelligence, opportunity, and modernity. In linguistic imperialism terms, this reflects how English becomes ideologically superior, shaping students’ emotions and aspirations. When learners “love” English, it shows how deeply English has penetrated their sociocultural mindset, making it more than a tool—almost a form of identity.

Heritage Language Decline

The absence of responses in “Impartial” and “Dislike” categories (0% in both) is extremely significant. It indicates no visible resistance toward English, meaning that native languages may be subconsciously perceived as less valuable or less useful. Linguistic imperialism suggests that when a foreign language gains overwhelming acceptance, local languages lose space in education, daily communication, and self-perception. This complete dominance where *not a single respondent* dislikes or questions English, it shows how foreign-funded ELT programs, global media, and educational systems collectively shape a mindset where English is mandatory, while indigenous languages struggle for equal recognition.

Do these programs promote a more Westernized education system than local systems?

Response Category	Responses (out of 40)	Percentage
Yes, heavily	14	35%
Yes, slightly	13	33.5
No. they balance both approaches	10	25
Not sure	3	17.5
Total	40	100

Westernization of Education

The data shows that 68.5% of respondents (35% heavily + 33.5% slightly) believe that foreign-funded ELT programs promote a more Westernized education system. This suggests that these programs often prioritize Western curricula, teaching methods, and values over traditional or local approaches. From a linguistic imperialism perspective, this reinforces the idea that English is not just a language but a carrier of Western knowledge, culture, and ideology, subtly shaping students’ perspectives and learning priorities.

Uncertainty

A small portion (7.5% unsure) reflects that the Westernization effect may not always be overt or recognized by students, highlighting the subtle nature of cultural and educational influence through

English language teaching programmes.

How would you rate the overall impact of foreign-funded ELT programmes in your institution?

Response Category	Responses (out of 40)	Percentage
Very Positive	16	40%
Positive	16	40
Neutral	4	10
Negative	4	10

Overall Positive Perception

The findings reveal that 80% of participants (40% very positive + 40% positive) view the influence of foreign-funded ELT programs in a favourable light. This strong approval indicates that such initiatives are widely accepted within the institution. From a linguistic-imperialism viewpoint, this positive attitude reflects how English has acquired high status, being associated with quality learning, global exposure, and academic progress. This acceptance shows that English is not only dominating linguistic spaces but is also shaping beliefs about what constitutes effective or modern education.

Limited Neutrality and Resistance

Only 10% of respondents remained neutral, suggesting that very few students are indifferent to the presence of these programs. Another 10% expressed negative views, representing a smaller group that may perceive concerns such as cultural erosion, reduced emphasis on mother tongues, or the diminishing visibility of local educational values. Although comparatively small, this group demonstrates an awareness of the broader social and cultural implications tied to the increasing dominance of English.

Implications

Overall, the largely positive feedback indicates that foreign-funded ELT programs have become firmly rooted in the educational system, reinforcing the authority and appeal of English. This trend mirrors key ideas in linguistic imperialism, where the prestige and perceived benefits of English lead communities to consider English-medium initiatives superior, often without fully considering their effects on local languages, identities, and educational traditions.

How many events of foreign-funded ELT programmes have you attended?

Response Category	Responses (out of 40)	Percentage
1 to 5	32	80%
5 to 10	00	00%
10 to 15	00	00%
Never	8	20%
Total	40	100%

High Exposure to Foreign-Funded ELT Activities

The results reveal that 80% of participants have taken part in 1 to 5 foreign-funded ELT events, showing that students are frequently exposed to these initiatives. Although the number of events attended per student is relatively small, the high level of participation indicates that such programs are regularly offered and easily accessible. This means that English-focused activities have become a routine element of students' educational environment. From a linguistic-imperialism standpoint, this steady exposure strengthens the presence of English by normalizing Western teaching approaches, learning materials, and cultural viewpoints. Over time, this repeated engagement helps reinforce English as the dominant and preferred language within academic settings.

What kind of training or resources did you receive through these programs?

Response Category	Responses (out of 40)	Percentage
Financial support or grants	24	60%
Materials	8	20
Online resources	4	10
Certifications	4	10
Total	40	100

Training of Trainees

Foreign-funded English Language Teaching (ELT) programmes—often run through bodies such as the British Council offer a wide variety of support for teachers and learners in Pakistan. They typically include workshops on updated teaching strategies, classroom management, and the use of digital tools. These programmes also supply ready-made teaching materials such as lesson plans, activities, and instructional guides. In addition, many online courses and webinars are available to help teachers improve at their own pace. Professional qualifications like CELTA provide internationally recognized certification that can enhance a teacher’s career prospects. Although these initiatives are promoted as opportunities to strengthen English language skills, they also carry deeper implications. A strong emphasis on English can unintentionally sideline local languages and indirectly support political or economic interests of donor countries. These dynamics form the core of linguistic imperialism. Therefore, it becomes essential to strengthen English teaching without allowing indigenous languages and national cultural identity to be overshadowed.

Influence of Programme Structures

Most foreign-funded ELT programmes highlight English as a key requirement for academic progress and professional success. When learners repeatedly hear that English is the pathway to achievement, they may begin to view their native languages as less valuable. This mindset reflects linguistic imperialism, where a dominant language gradually gains superiority in society. While the programmes are useful for skill enhancement, a balanced approach is needed one that supports English learning *and* protects cultural identity. Promoting multilingualism and respect for local languages can help reduce psychological pressure on learners and encourage a more inclusive system of language education.

1. Perceived Socioeconomic Advancement:

In Pakistan, English is widely associated with higher social class and better job opportunities. Many trainees believe that mastering English is necessary for progress, which motivates them but also creates stress and the fear of being left behind.

2. Curriculum and Teaching Methods:

Most of these programmes adopt Western teaching styles and content. Such approaches may not always fit Pakistan’s cultural and social environment. This mismatch can cause learners to undervalue their own linguistic and cultural backgrounds, leading to feelings of inferiority.

Social Stratification

The strong emphasis on English deepens existing social inequalities. Students from wealthier families who usually study in English-medium institutions tend to benefit more, while those from low-income backgrounds struggle to keep up. As a result, English proficiency becomes a symbol of privilege, creating a two-tier education system. Those who cannot achieve fluency often face limited opportunities for social mobility.

In addition, when Western teaching methods are prioritized, local languages and cultural contexts are often pushed aside. Teachers may feel pressured to focus solely on English rather than integrate indigenous languages. Western content also may not reflect the lived realities, interests, or needs of

Pakistani learners, causing a disconnect between instruction and students' real social and cultural contexts.

Promoting English globally also serves British economic and cultural interests. By offering free or low-cost programmes, Britain strengthens the global market for its exams (such as IELTS), educational materials, university admissions, and cultural products. Hence, these programmes act as long-term investments that secure influence and expand the global reach of the English language.

English in Education and Policy Directions

The spread of foreign-funded ELT initiatives has played a major role in establishing English as a language of opportunity across Pakistan. Their influence can be seen not only in schools but also in government institutions, legal sectors, and administrative structures. As shown by the earlier data tables, this widespread emphasis has contributed to the gradual weakening of regional languages. Learners and teachers increasingly prioritize English, sometimes at the expense of their native tongues. Phillipson's theory of linguistic imperialism supports this perspective, arguing that English often spreads through systems that keep Western dominance intact. The findings from the study indicate that psychological and social effects such as changes in identity, self-worth, and social class perception are linked to this linguistic hierarchy.

Foreign-funded programmes have also shaped Pakistan's educational direction by introducing teaching methods, curriculum models, and policy preferences that reflect Western frameworks. This raises important questions about whether Pakistan's local educational vision is being replaced by external agendas, possibly continuing the legacy of colonial influence through language.

Overall, the analysis reveals that while these programmes open doors to global communication and academic growth, they also strengthen linguistic inequalities and cultural dominance. A balanced approach is required one that benefits from English without allowing it to overshadow Pakistan's own languages and cultural values.

Conclusion

The spread of English around the world is not just about communication it is connected to power, control, and inequality. These programs promote English as the language of success and progress, while local languages and knowledge are sidelined. As a result, Pakistan becomes more dependent on foreign systems, and its cultural and linguistic identity is weakened. Such programs also affect the social and political fabric by creating a divide between English speakers and non-English speakers. Those trained in these programs gain better opportunities and higher status, which strengthens class differences and forms an English-speaking elite that aligns more with Western values than with local traditions.

These programs also shape the thinking of teachers and learners by introducing Western teaching styles and ways of understanding the world. Trainees may start to see Western ideas as superior and undervalue their own intellectual heritage. Educationally, while these programs bring resources and modern methods, they also create an imbalance by giving too much importance to English at the cost of local languages and culture. There can be no denial of the fact that beneath the surface benefits, such programs can mold minds, deepen inequalities, and reshape education in ways that continue patterns of linguistic, cultural, social and ideological dependency.

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