

BRIDGING THE GAP: ENGLISH LANGUAGE POLICY AND THE DEMAND FOR 21ST CENTURY SKILLS IN HIGHER EDUCATION- PAKISTAN

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Abstract

This study explores the relation between English language policy and the adoption of 21st-century skills in Sindh, Pakistan. The study relies on a range of secondary sources to study the impact of language policies on teaching, curriculum and teachers' readiness. It is apparent from the findings that policies in English language instruction tend to be very different from what is actually implemented in practice, making it hard for students to develop their critical thinking, creativity, work with others, communicate and use digital tools. The study reveals that challenges like teaching curricula that are not current, insufficient training for teachers, differences between schools in cities and the countryside and lack of internet access are main obstacles to skill development. In addition, the paper points out the neglect of regional languages because English is favored in academic and educational fields. Therefore, the paper advises the use of multilingual teaching methods, building curricula that fit each context and helping teachers develop their skills to bridge the gap between theories and what happens in schools. Crafting English language instruction according to global knowledge needs will allow higher education institutions to help Pakistani graduates succeed in both their personal and professional lives today.

INTRODUCTION

Language ideologies that uphold current social structures and neoliberal economic ambitions are closely linked to the covert strategies that support English as the dominant language worldwide (Ali, 2025). The educational system of Pakistan presents English as a subject that holds complicated hierarchical placement. Within Pakistan English operates as both an instructional subject and the main official language that powers higher education along with law enforcement science and the administration (Rahman, 2002; Shamim, 2008). English, which has historically been enforced as a language of power, persists to be given preference over indigenous languages in

Pakistan, where language-in-education policies serve as a stark reminder of colonial ideologies. This marginalizes local knowledge systems and perpetuates social injustices (Durrani, 2012; Rahman, 2020). English acts as a common language throughout Pakistan's linguistic areas providing individuals access to social advancement and international engagement (Mahboob, 2009). The present approach to policy development for English language teaching is both outdated and fragmented while being a highly visible system. The National Education Policy of 2009 included English as a mandatory subject starting in grade one and as an instructional language starting in

grade six but failed to introduce a unified "English-in-education" framework (R. Ali, 2025). The effective implementation of such a policy remains a challenge for provincial education systems including Sindh's system because they struggle with inconsistent curriculum development and teacher training and classroom practice execution (Shamim & Rashid, 2019).

The global transition toward 21st-century skills coincides with the provincial education systems' problems of implementing standard English-based policies. Students need to develop critical thinking along with creativity and communication alongside collaboration and digital literacy according to Trilling and Fadel (2009). Educational systems in Pakistan need to embed these skills according to priority recommendations by UNESCO along with the OECD and the National Education Assessment System (NEAS) which aims to close the employability gap according to data from NEAS in 2020 and UNESCO in 2018 (Vivekanandan & Pierre-Louis, 2020). Educational curricula of Pakistan together with traditional teaching approaches receive ongoing criticism for their superficial teaching methods which neglect higher-order thinking and student-student interaction methods (Shazia, 2025).

The English language education system in Sindh's higher education area demonstrates both opportunities and difficulties in the current circumstances. The language functions as a potential pathway to develop both communication and critical thinking ability. Educational policies exist in constant conflict with actual classroom teaching practices. Official documents like the Martin and Syeda (2022) endorse communicative language teaching (CLT) yet English language teachers do not receive sufficient training nor possess necessary resources nor institutional backing to execute CLT effectively according to Gopang (2016). Educational professional development opportunities for teachers occur infrequently and university programs focus on literature courses more than modern language techniques in relevance to contemporary demands (Rahman, 2020).

The present research attempts to determine the level of success of Sindh higher education

institutions' English language policies and practices in developing twenty-first century competencies. The study reveals fundamental oppositions between framework development and execution processes in language policies through analysis of teacher education strategies and curriculum utilization and instructional methods. These research results aim to boost Sindh's ongoing discussions regarding educational transformation and language development strategies for its human capital development programs.

1.1 Rationale and Problem Statement

Higher education institutions in the 21st century modern world must prepare their graduates to balance academic knowledge with development of key competencies including critical thinking, creativity, communication, collaboration and digital literacy. Organizational competencies act as tools for working at modern levels and delivering social value. The province of Sindh in Pakistan shows substantial differences between the educational policy goals and the practical outcome achievements in their higher education system (H. Khan, Jumani, & Gul, 2019).

The primary obstacle arises from using a curriculum that does not implement modern teaching methods which develop skills for the twenty-first century. The current educational approach focuses on memorization-based learning which restricts students from developing their ability to think analytically or creatively while applying knowledge in real-life situations. The current teacher training programs lack essential tools and methodologies which educators need to develop these essential skills in their students. The absence of professional training impedes teachers from adopting modern educational techniques which enable active student participation and critical thinking (Shazia, 2025).

Students who come from Sindh's rural areas face particular difficulties due to uneven English language skills when they enter their higher education institutions. A study investigating ESL education in rural Sindh revealed that over 78% of teachers identified students' lack of English proficiency as a major barrier to effective learning (Muslim, Chang, Rifat, Khan, & Jabeen,

2025). The adoption of English as the main teaching language in higher education creates obstacles instead of improvement for non-native English speakers who are studying in these institutions. Students encounter obstacles in their academic performance because their language skills are limited which blocks their access to educational materials and prevents full understanding of learning content while lowering their confidence in school discussions.

The problem worsens because of unclear language policies and unpredictable implementation methods. The implementation of English as an official instructional language receives advocacy through policy documents yet these policies frequently fail to set clear steps for adoption and provide insufficient support systems for both learners and instructors in addition to neglecting the position of local languages within the educational infrastructure. The unclear nature of language policies creates confusion in educational institutions and teaching staff so they develop separate approaches that lack unified guidance for language education (Kiran & Naheed, 2024).

Changes in educational policy that introduce English as the primary instructional language create a chaotic educational setting. Educators found themselves without enough preparation as rapid policy changes without adequate consultation left students at a disadvantage. A lack of clear and integrated language policy makes educational reforms ineffective for improving language skills and ultimately impairs students' development of modern skills.

The study focuses on analyzing how Sindh's higher education system's English language policy deficiency impacts student development of 21st-century skills. This research investigates the divergence between educational policies about curriculum making and institutional planning and actual classroom practice implementation. This study will create knowledge about systemic difficulties to help develop better strategies that bring policy and practical work closer together in the field of English language training and skill education.

1.2 Research Questions and Objectives

The research investigates the impact of English language policies across Pakistan's Sindh higher education sector as they affect the development of 21st-century skills. The global education movement identifies critical thinking and communication alongside collaboration and digital literacy and creativity as essential skills (Trilling & Fadel, 2009; Vivekanandan & Pierre-Louis, 2020).

The objectives of the research include:

- To evaluate national and provincial language policies by assessing their inclusion of 21st-century educational objectives.
- To analyze English language integration points in university courses as well as both pre- and in-service teacher training classes and student assessment methods in Sindh while highlighting developmental limitations in skill development areas.
- To collect informational data through qualitative methods from both faculty members and students about English language teaching and skills development.

The objectives of the study can be accomplished by answering the following questions:

- Whether the current English language policies found within Sindh's higher education sector as well as throughout Pakistan operate either as supports or barriers towards developing 21st-century skills among students?
- What national and provincial language policies declare about education and what measures do they utilize to embrace 21st-century competencies?
- What are educators' and students' perceptions of English instruction relating to skills like critical thinking, collaboration, digital literacy, and communication?
- How do local policy-practice challenges compare to international best practices in aligning language education with 21st-century skills?

This study will construct multiple insights into both barriers and opportunities within systems which prevent English education from reaching 21st-century learning standards.

1.3 Significance of the Study

Educational policies in Pakistan have developed a substantial disconnect with classroom teaching environments which hinders long-term improvements in higher education systems (Rahman, 2020). The study examines the unexplored relationship between English language learning and developing competencies relevant to the twenty-first century despite its absence from both national and provincial reform initiatives. This study fills the missing link through direct connections between policy analysis of language systems with the teaching requirements modern education systems require.

The investigation will deliver empirical findings for policy decision-makers and curriculum developers alongside instructor educators and institutional decision-makers through its analysis of policy-supported skill development. The research evaluates how well curriculum documents support the Pakistan's Single National Curriculum (SNC) and Pakistan Vision 2025 while identifying outdated educational practices that block progress and problem-solving (Shazia, 2025).

This study offers practical value to teacher professional development because Martin and Syeda (2022) identifies this aspect as fundamental to connect communicative and digital skill development within university English instruction. Research findings will enable the development of modern educational approaches in language education that prepares Pakistani students to engage with the worldwide knowledge economy and fosters educational balance between different socioeconomic and linguistic sections.

1. Theoretical Framework

The underlying theories that support the examination of English language policies and the incorporation of 21st-century skills in higher education, specifically in the context of Sindh, Pakistan, are explained in this section.

2.1 Language Policy and Planning Theory

In Language Policy and Planning (LPP), we consider how the use of language is organized and supported by different groups. Kaplan and Baldauf (1997) list four primary forms of LPP.

- In Status Planning, decisions are made regarding how languages are used in government, educational and mass media institutions.
- Corpus Planning focuses on changing and shaping the language through adjustments to spelling, grammar and vocabulary so that it can be used and understood correctly today.
- Acquisition Planning means the same as language-in-education planning; it deals with the plans and methods for language learning and instruction in schools (Kaplan & Baldauf, 2005).
- Prestige Planning's goal is to raise the respect and recognition of a language among people, mainly by using media, literature and culture.

These types of planning are clearly visible in Sindh as people interact in English, Urdu and all the regional languages. For example, many believe English offers a pathway to better careers, so it is widely used in higher education settings.

In a similar way, Spolsky (2007) outlines three areas that constitute language policy.

- Language Practices: The repeated use of language patterns among a community.
- Language Beliefs and Ideologies: The set of values and ideas about how languages function in society.
- Language Management: It involves authorities creating or passing laws and policies to influence how language is used.

It is important to understand these aspects to analyze language policy development and implementation in colleges and universities and to explore how they help students get 21st-century skills.

2.2 The 21st Century Skills Framework

The concept is about a list of skills people need to succeed in the knowledge-based, quickly advancing and technology-driven society of the 21st century. Various projects from international organizations point out these skills as necessary.

- The OECD Framework: According to the Organization for Economic Co-operation and Development (OECD), individuals should focus on skills such as critical thinking, solving problems, using communication, collaborating and mastering digital literacy. They are regarded as

important for personal and professional growth nowadays.

- UNESCO: According to UNESCO, the main skills people require in the 21st century are learning to learn, being a responsible member of society and personal growth skills. They encourage developing inclusive and equitable education as well as creating opportunities for learning throughout one's life (Aggarwal, 2021).

- Skills Outlook by the World Economic Forum: As technology and the job market keep changing, the World Economic Forum emphasizes analytical thinking, creativity, resilience and flexibility as very important skills (World Economic Forum, 2025).

For students to benefit from these skills, learning methods in higher education have to move away from memory-based learning and encourage active learning, thinking deeply and using them practically. In Sindh, teaching English language skills alongside the development of these abilities is vital to guide students toward a competitive career and contribute to sustainable development.

2.3 The Impact of Globalization on Higher Education

Through globalization, higher education has undergone major changes and now ties educational institutions worldwide together. The linking of different countries encourages the sharing of teaching methods and programs, creating a similar educational system. Another important aspect is that colleges now include a global approach in their courses to help students excel in an international labor market (Coll & Taylor, 2011; Sabuj, 2024).

Because of the importance of English-speaking countries in higher education, English has become the language used most by scholars globally. By doing this, communication is simplified among people from different cultures, but at times it becomes difficult for people who speak English as a second language in their academic lives (ARAMFO, 2023).

It also leads educational policymakers to include challenges such as climate change and social equity in their curriculum. The world's schools should aim to teach students to think critically and

understand the challenges that face the globe (Coll & Taylor, 2011).

2.4 Using a Sociolinguistic Perspective in Pakistan

There are several languages spoken in Pakistan, including the official ones of English, Urdu, Punjabi, Sindhi, Pashto and Balochi. English, more so than other languages, is traditionally linked to success and better chances for quality education and jobs. Still, this system helps create social classes based on language. It is common for rural and underprivileged communities to have less access to English-based education. Because of this, individuals are unable to reach the same educational levels and workplaces, allowing inequality to continue.

Urdu is promoted as the national language in order to promote unity. Still, the fact that English is commonly used in government and education makes it difficult for everyone to have equal access. Ensuring people can use both their local and national languages as well as learn English is never an easy issue in Pakistan (Agarwal, 2015).

3. Literature Review

3.1 English Language Policy in Higher Education

Since it was created in 1947, language policy has been a major part of education in Pakistan. At the first conference on education after independence, Urdu was chosen as the national language and it was recommended that all schools teach with Urdu. Still, English is allowed to children for studying and sharing Western knowledge and culture. In 1959, the Sharif Commission suggested that Urdu and Bengali should be used as main subjects and English would have a secondary role. Regardless of the suggestions, English was still used widely in universities and at elite educational institutions. Under Article 251 of its original 1973 Constitution, the Pakistan's government decided that Urdu would become its official national language in place of English within the span of 15 years. Unfortunately, the shift did not end up happening completely, as English was still used widely in official fields and studying. Under General Zia-ul-Haq's rule in 1979, there was a stronger push for Urdu to represent Islamic beliefs.

Even so, English remained the language of choice in academic circles and for those from the upper classes. In 2009, the National Education Policy acknowledged the role of English as a worldwide means of communication and placed greater emphasis on it for science and technology education. In grade one, only English was taught as a compulsory subject, while from grade six, subjects such as science and math were taught using English. Nevertheless, carrying out the program was difficult because teachers differed in their abilities and the resources available differed as well (Abbas & Bidin, 2022).

Shaping the language policy in higher education in Pakistan has been widely supported by the Higher Education Commission. In accordance with global educational standards, HEC directs Pakistan's universities to teach in English (Mansoor, 2005). To carry out this mandate, HEC worked with the British Council to launch the TELS program. It was designed to help students and faculty improve their English through courses like English for Academic Purposes and English for Employability. However, the current situation still requires addressing, especially due to ineffective teacher training and the insufficient materials found in public schools. Moreover, research reveals that having education in English opens the door to issues concerning the fair treatment of students. Individuals not trained in English are often unable to follow and communicate in class, proving that it's necessary to include more languages in language policies in Pakistan (Suleman, Sadiq, & Shehnaz, 2024).

3.2 Implementation Challenges in Sindh

3.2.1 Institutional Capacity

In Sindh, educational institutions struggle with enforcing policies linked to using English in higher education. A recent study by Ashraf, Turner, and Laar (2021) explains that there is tension between policies set by the government and how languages are used locally. Sindhi has faced neglect because English is officially used for science and technology. This creates problems for institutions trying to use English to teach, as most students and teachers prefer the regional languages. In addition, the lack of competent teachers makes it harder for

schools to operate. According to Soomro, Soomro, Bhatti, and Gulzar (2022), quite a few institutions are properly equipped in terms of facilities and qualified instructors to provide blended learning for students.

3.2.2 Teacher Proficiency

How well teachers speak English is crucial when implementing language policies. According to Muslim et al. (2025), many teachers who teach ESL in rural Sindh have inadequate training and miss out on key resources. Lack of resources affected a majority of teachers, as did the low English proficiency of students. Furthermore, almost a third of those surveyed admitted they did not consider their preparation to be strong enough. Many people doubt the capabilities of these teachers since, in most cases, they are chosen simply for their political parties rather than their teaching qualifications. Soomro et al. (2022) observed that a quarter of headteachers noted doubts about their staff's abilities and a few referred to teachers as "untrainable."

3.2.3 Urban-Rural Divide

Whether people live in cities or rural areas plays a key role in implementing policies for English. Areas in the country are less likely to be supported by good infrastructure, trained educators and resources. Muslim et al. (2025) reported that overcrowded classrooms, a lack of professional development for educators and not enough support from school administrators are common problems faced by rural schools.

3.3 Teaching 21st Century Skills in University Courses

Programs are available at Sukkur IBA University to help students gain skills for the 21st century. The purpose of the IT Industry Readiness Bootcamp Program is to equip 1,500 young people with skills in web engineering, cloud solution architecture and data science. It also covers teaching participants how to interact and cooperate with each other (SIBAU, 2025a). The Peoples Information Technology Program also wants to teach 10,000 youth in Sindh about digital topics and the latest technology. They testify to a desire to

include modern skills in today's colleges and universities(SIBAU, 2025b).

Still, it appears that only a limited number of higher education programs have successfully added 21st-century skills to their curricula. The study conducted by Shaikh, Khan, and Ahmed (2024) suggests that higher secondary level communication language teaching (CLT) encounters obstacles such as teachers lacking proper training, focusing on exams and classes having too many students. As a result, students have difficulty developing their thinking skills and the ability to communicate well.

Additionally, there is not enough attention given to creativity and learning digital skills. The authors mention that blended learning students might not be given sufficient assistance or instruction to acquire digital skills (Soomro et al., 2022). Another factor making things worse is that there are not enough laboratories and qualified experts for high-tech computing.

It appears that efforts to introduce 21st-century skills into higher education encounter difficulties related to training, facilities and making changes in the curriculum, despite their availability in programs.

4. Analysis and Discussion

4.1 Misalignment between Policy and Practice

In Pakistan, English is often used to teach higher education courses. Nevertheless, making English a priority at school does not always develop students' critical thinking, creativity, abilities to work together and communication skills. The importance placed on proven facts and book knowledge in English classes leads to less focus on practical skills. A study on the BS English curriculum stated that while reading and writing are important, not enough attention is given to using language in practical situations and written or spoken communication (Khalil, Baig, & Javed, 2023).

There is also a wider gap between urban and rural schools which makes things worse (A. Ali, 2020). Students living in rural areas do not always have great opportunities to learn English, making it tough for them to gain valuable abilities for the 21st century(Rind & Kadiwal, 2016). It also

becomes wider due to teachers not being prepared and technology not being part of language learning (Mukhtar, Sahito, & Siddiqui, 2021).

A mismatch between language policies and the way they are implemented can hinder the development of essential skills and make students less prepared for international workplaces. It is important to review rules for language, teaching lessons and methods used to ensure students have the necessary competencies for our time.

4.2 Regional Considerate

The promotion of English language and 21st-century skills is more difficult in Sindh than in other provinces. Work done at the University of Sindh, Jamshoro reveals that students mainly use thinking and learning techniques for language learning and focus less on working together and communicating with each other (Khashkely & Soomro, 2024). Also, the fact that schools used English as the language of learning way back led to fewer opportunities for students to use their native languages in schools. The use of different languages causes issues with understanding and participating in class, mostly for students from rural areas (Khalil et al., 2023). Not enough has been done to integrate 21st-century skills into the curriculum. According to a study that examined Sindh's BS English curriculum, although it has elements meant to foster skill development, the curriculum is frequently implemented superficially and lacks real-world activities that encourage critical thinking and problem-solving.

Contextualizing language education within the local linguistic landscape and creating curricula that actively engage students in building the abilities needed for the modern world are crucial for bridging the gap between policy and practice.

4.3 Role of English in Skill Development

Nowadays, being good at English helps people gain access to digital information, converse with those from other countries and collaborate on academic projects. In many workplaces and colleges, using English helps people share information and ideas globally. The ability to communicate in English is connecting career prospects and college opportunities for many in Sindh. Still, unequal

access to English education may prevent students from developing important skills needed today, including digital, critical thinking and communication skills. They play a vital role in being successful in today's jobs and economy. Additionally, using digital tools in teaching English can make learning more effective. For example, students have access to a large variety of learning materials and information because many online resources are in English. Still, if a student's English is not strong, they might struggle with using these tools, increasing the difference in their education.

4.4 Problem of the Digital Divide and Equity

The digital divide means people do not have equal access to technology, the internet and knowledge about technology use (Lavrikova, Magomaeva, Kochyan, Ponomarev, & Borshchevskaya, 2024). In Pakistan, there is a clear gap between those living in cities and those in rural areas, as well as between people of different socioeconomic backgrounds. In regions where people struggle economically, students are less likely to be equipped with internet connectivity and proper gadgets for online study.

These issues are worsened by the fact that some cannot speak the same language. Materials used for education and various technological tools are mostly in English, making it tough for students who do not speak the language well. The situation makes it harder for non-English speakers to fully engage in online learning. Not being able to access language and technology in school increases the hurdles for some students.

Developing solutions to close the digital divide should include both technical aspects and languages. It is crucial to create policies that ensure more people can use the internet and afford the necessary devices. In addition, materials in several languages open up technology-based learning opportunities to everyone.

4.5 Disconnect between Policy, Curriculum and Market

There is a wide gap between the education system, what is covered in schools and the needs of employers in Pakistan. Most of the time, students are expected to recall facts and theories in class,

failing to learn useful skills and apply critical thinking. So, students leave college unready for the challenges of the latest workplace world.

Nowadays, many employers look for workers who are good communicators, comfortable using technology and can adapt to new tools. Yet, schools have not adopted these skills into their curriculum easily. In addition, schools and policies pay too little attention to the importance of English language skills at work.

This requires the reform of educational policies and the curriculum. It is important to focus on helping people develop abilities related to technology and the English language. Partnerships among schools, decision-makers and industry help ensure that students gain skills required in the job market.

5. Policy and Practice Recommendations

5.1 Revising Language Policy

Because Pakistan is a multilingual country, language policies in higher education must be carefully designed. Although English supports much of academic and professional growth, its widespread use has often pushed regional languages out of the way, creating differences in education and work. Policy recommendations can be outlined as below as per Shahzad (2025);

- **Choose a Multilingual Education Framework:** Adopt an education style that covers English, Urdu and Sindhi or teach students in several languages at once. When education is taught this way, students learn better, achieve more in class and feel included.
- **Contextualize English Language Instruction:** Shape English learning by connecting it to Pakistan's own culture and situation. Make the lessons more meaningful by using cases from the local area.
- **Remodeling Teacher Academic Work:** Develop training courses for educators to teach correctly in a multilingual classroom. Focus how to include more than one language in the lesson and the approaches to evaluating students.

- **Creating Access to Education Equally:** Practice policy changes in the language sector that line up with both SDG 4 and SDG 10.

5.2 Curriculum Reforms

Including the 4Cs—critical thinking, creativity, collaboration and communication—is crucial in today’s university courses to benefit the needs of the workforce. Pakistan’s HEC is working to improve undergraduate courses by including these skills (Hamid, 2025; I. U. Khan, Salman, & Naz, 2023). Recommendations for curriculum reforms are provided below;

- Use Project-Based Learning (PBL) methods in every discipline to develop learners’ critical thinking and ability to solve problems. Let your students get involved in activities that call for collaborating and effective communication.
- Develop classes that combine English with other topics so that communication is used in several situations. Samples include classes on writing for science, communicating in business and technical reporting.
- Integrate ICT tools into institutions to make classroom activities interesting and allow students to play a major role. Using online discussion groups, virtual training environments and team learning platforms improves involvement and skill improvement.
- Regular Professional Development for Faculty by providing workshops and coaching to make sure teachers are up to date on using modern skills in their lessons. Attendees at these meetings can explore different instructional approaches and ways to evaluate learning.
- Improve examinations to determine how well students think logically, solve problems and express themselves. Include assignments that ask students to assess their peers, discuss their work and think about their progress to evaluate all areas of student competency.

Making these reforms might allow Sukkur IBA and other universities in Sindh to teach students both English and the skills they need in the 21st-century field which prepares their students for international careers and employment.

5.3 Teacher Training and Development

It is vital to offer complete teacher training to help close the difference between language policies and acquiring modern skills. They ought to help raise students’ English levels and offer updated learning methods for educators.

- New research stresses that teachers must now be skilled in critical thinking, be adaptable and know how to use different technologies. Meer, Aurangzeb, and Mir (2024) stress that adaptive and technical abilities are important for college educators in Pakistan’s blended learning environments.
- The British Council’s Core Skills project in Khyber Pakhtunkhwa revealed that teachers’ teaching methods improved, with students developing communication, teamwork and digital abilities (Ihsan Ullah, 2024).
- Together with international organizations, the Higher Education Commission (HEC) of Pakistan has introduced new undergraduate courses that highly emphasize expository writing, interaction with people of various backgrounds and understanding critical literature (I. U. Khan et al., 2023).

5.4 Institutional Support Structures

A good institutional system is necessary to help students build up their linguistic and digital knowledge.

- There are Language Support Centers and Writing Labs available in several institutions, including the National University of Modern Languages (NUML), that help students become better in English.
- The Government of Pakistan launched DigiSkills.pk which has helped train more than a million Pakistanis in digital skills like freelancing, e-commerce and digital marketing.
- Adaptive and technical skills need to be widely cultivated among college teachers, as indicated by Meer et al. (2024).

5.5 Supporting Equity in Learning

To overcome differences in educational opportunities, special actions are needed for poor students.

- Dig SAL, the Digital Inclusion Project, seeks to address the digital divide by making

computational tools for South Asian languages and boosting opportunities for marginalized communities to use digital resources.

- Institutions like NUML have offered major scholarships to students from a wide range of backgrounds which promotes equal opportunity in higher learning.
- Citizens Foundation (TCF) runs schools where many children have little access to education and trains teachers to help uplift these communities.

Higher education institutions in Sindh can support their graduates in the job market by applying these suggestions and catering English language policies to the needs of this century's workforce.

6. Conclusion

This study uncovered that the official policy behind English language teaching in Sindh, Pakistan is for better education and global success, even so, its application has been inconsistent and limited for the needs of modern learning. National documents on language policies, for example the National Education Policy (2009), consider English the main method of teaching and interaction, but they do not outline a solid system to build key knowledge skills that are essential for today's global markets.

The study shows that what teachers do in the classroom does not always match what policies intend. Because of this, there are outdated teaching plans, little effort to teach key communication and tech skills and not enough support for teachers of English language. Also, not all rural students have access to English education and ignoring indigenous languages in schools makes educational progress more difficult for everyone. Since the world is changing at a rapid pace, dominated by globalization and new technology, universities should move beyond just teaching knowledge and incorporate education that fills-in skills like critical thinking, creativity, teamwork, communication and digital knowledge. For skills like respect and cross-cultural communication to grow, English as a global language needs inclusive and considered policies and good resources in institutions.

Quick and careful changes are necessary to bring policy and practice closer together. Valuing both local languages and English is possible in a policy on education which can help all children learn better and achieve fairness. Project-based teaching, approaches that involve several subjects and technology use should become main aspects of any reform. It is just as vital to train teachers in the most recent pedagogical skills continually. This research emphasizes that clear, supportive and contemporary language policies are needed for language education and skills development in Pakistani higher education. It leads people involved in English language education to work as a team to make it provide opportunities for empowerment, inclusion and global preparation.

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