



Impact of different factors affecting Urdu teaching in Pakistan: A Confirmatory Factor Analysis (CFA) approach

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Abstract: In Pakistani society, Urdu is widely recognized as the official language of the country as well as one of the widely spoken languages. Urdu is regarded as one of the symbols of national and cultural identity and plays an important role in social life. This study used CFA to examine whether three factors in Urdu teaching (curriculum and teaching materials, teachers and teaching methods, and learning environment) significantly impacted Urdu teaching. Confirmatory Factor Analysis (CFA) is a multivariate statistical method used to test whether a set of proposed factors can explain the variation in observed variables. CFA was used in this study to build a three-factor model comprising curriculum and teaching materials, teachers and teaching methods, and the learning environment. The study will use sample data to estimate model parameters and use model fit metrics (fit indices and standardized residuals) to assess how well the model fits.

Keywords: national culture, teaching materials, learning environment, Urdu teaching, teaching methods.

1. Introduction:

Urdu belongs to the Indo-European language family, the Indo-Aryan branch of the Indo-Iranian language family, and is the official language of Pakistan. Urdu is the 10th most widely spoken language in the world, with a total of 230 million speakers, is the Chinese of Pakistan, and is one of the official languages of India. From a macro perspective, Urdu can be seen as part of Hindustani, and all Hindustani languages make up the fourth-largest language in the world ([Adeel, 2016](#)). From 1200 onwards, under the rule of the Delhi Sultanate, the Mughal Empire, and the British colonizers, Urdu emerged as a language influenced by Persian, Turkish, Arabic, English, and Hindi. Urdu is widely spoken in Pakistan, an important language in politics, business, education, and media, and one of the country's national languages ([Ahmed, 2008](#)).

As Pakistan's economy and society develop, Urdu education is becoming increasingly important. First, Urdu is one of the official languages of Pakistan and is widely used in government agencies, schools, business, the media, and social situations. Therefore, mastery of Urdu is crucial for Pakistani citizens, making Urdu teaching a core part of Pakistan's education system. Secondly, Urdu can promote the transmission of national culture and national identity; it is one of Pakistan's main cultural heritages and one of the country's national languages ([Ahmed et al., 2019](#)). Through Urdu education, the younger generation is cleaner and better understands their culture and national traditions, thereby promoting Pakistan's cultural and national identity. In addition, it can promote economic development and increase employment opportunities. As Pakistan's economy continues to grow, so does the use of Urdu ([Ahmed, 2018](#)). Many international companies require Urdu translation and communication when doing business in Pakistan, which provides more employment opportunities for those who master Urdu. Pakistan is also a key trading center in South Asia, and knowledge of Urdu can help companies expand their markets and businesses ([Akram, 2020](#)). In addition, Urdu is not only widely spoken in Pakistan itself, but also one of the main languages in India, Bangladesh, Nepal, and other countries and regions. By mastering Urdu, people can better understand and communicate about the cultural and social situation in South Asia, thereby promoting cultural exchanges and international cooperation ([Akram & Tariq, 2018](#)).

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Urdu is a unique language with its own grammar and language structure. Therefore, many scholars have conducted intensive research on Urdu to better understand and teach Urdu. For example, Shahzad, Awan, and Khattak (2016) explored linguistic phenomena in Pakistani Urdu and how they could be exploited in teaching (Shahzad et al., 2016). In another study, Khan and Bajwa (2018) discussed grammatical structures and verb forms in Pakistani Urdu and proposed some teaching methods to help students master these concepts (Khan & Bajwa, 2018). Khan (2016) studied the tones and stresses of Urdu in Pakistan (Khan, 2016). Through experimental research, he found that there are four tones and three types of stress in Urdu. At the same time, the study found that tone and stress play an important role in understanding the meaning of Urdu. By studying stress types, learners can better understand the phonetic characteristics of Urdu and improve their comprehension of Urdu during language learning. The results of this study will help phoneticians gain a deeper understanding of the tones and stress characteristics of Urdu, and, at the same time, help Urdu teachers better guide students in learning Urdu pronunciation and intonation in their teaching. Iqbal (2015) conducted a study of grammatical phenomena in Urdu, including syntactic structure, verb form, and grammatical function.

Through the analysis of corpus and experimental research, the study found that there are many grammatical phenomena in Urdu, such as subject-verb agreement, case an, and d tense (Iqbal, 2015). By studying the grammatical phenomena of Urdu, we can better understand the grammatical features of Urdu and provide more accurate guidance for Urdu teaching (Qasmi & Robb, 2017). The results of this study will help linguists gain insight into the grammatical structure of Urdu and provide more scientifically grounded teaching methods for Urdu instruction. In terms of teaching methods and resources, the methods and resources of Urdu teachers are also important factors in evaluating their teaching staff. Some good Urdu teachers can employ a variety of teaching methods, such as role-playing, group discussions, and multimedia presentations, to engage students and improve teaching effectiveness. At the same time, they also have a wealth of teaching resources, including Urdu textbooks, reference books, and audio recordings. Urdu teachers need strong oral and written Urdu skills to impart language knowledge. In addition, understanding Pakistani culture and history is also very important for Urdu language teaching, as language and culture are inextricably linked.

2. Data collection

In this survey study, a variety of research methods and data sources were used to comprehensively and deeply understand the current situation of Urdu language teaching in Pakistan. Among them, the main research methods include:

- 1. Questionnaire:** This study sent questionnaires to educational institutions and Urdu learners in Pakistan to understand their views and suggestions on the current situation of Urdu teaching, problems, and directions for improvement. In questionnaire design, this study draws on relevant literature and expert opinions and strives to be accurate, comprehensive, and operational.
- 2. In-depth interviews:** This study invited representatives of various groups, such as relevant personnel from Pakistan's education department, heads of Urdu language education institutions, Urdu language teachers, and Urdu language learners. In the interview, this research mainly focuses on the current situation, problems, challenges, and improvement directions of Urdu teaching in Pakistan, and strives to obtain representative and credible data and information.
- 3. Literature collection and analysis:** This study collects a large amount of literature on the teaching of Urdu in Pakistan, including relevant policies and regulations, research reports, academic papers, teaching materials, etc. Through the collection and analysis of this literature, this study learned the history, current situation, problems, and development trends of Urdu teaching in Pakistan.
- 4. Field Observations and Case Studies:** This study went deep into educational institutions in some parts of Pakistan to conduct field observations and case studies to understand the local Urdu language teaching. By observing the teaching environment and listening to teachers' and students' opinions, the study obtained more concrete, vivid data.

3. Analysis

In terms of data processing, the Institute prefers data cleaning to address duplication, missing data, and outliers. In data analysis, statistical methods are used, including descriptive and inferential analyses. Among them, descriptive statistical analysis can be used to describe the basic situation and characteristics of data, including mean, median, standard deviation, etc.; Inferential statistical analysis can be used to make inferences and judgments about sample data, such as using methods such as the t-test and analysis of variance to compare



differences between different groups. After analyzing the data, the results should be presented in charts, such as bar, line, or pie charts, to clearly and visually display the study's findings.

4. Methodology

The analysis methods used in this study primarily include descriptive statistics and content analysis. Descriptive statistical analysis is the statistical analysis of questionnaire data, primarily involving the counting and analysis of questionnaire items, including frequency analysis, proportion analysis, average analysis, etc., to reveal problems in teaching quality and effectiveness. In addition, correlation and regression analyses, as well as other methods, can be used to examine the impact of various factors on teaching quality. This study used CFA to examine whether three factors in Urdu teaching (curriculum and teaching materials, teachers and teaching methods, and learning environment) significantly impacted Urdu teaching. Confirmatory Factor Analysis (CFA) is a multivariate statistical method designed to verify whether a set of potential factors proposed by researchers can explain the variation in observed variables (Ali & Mahmood, 2019; Ali, 2014; Ali, 2019). At the same time, the significance test of model parameters will be used to verify whether the three factors of curriculum and teaching materials, teachers and teaching methods, and learning environment have significant effects on Urdu teaching.

5. Results and Discussion

Table 1: Confirmatory factor analysis output: Factor base summary table

Factor	quantity
Courses and teaching materials	8
Teachers and teaching methods	8
Learning environment	8
Summary	24
Analyze sample size	413

The above table shows the sample frequency statistics, including field frequency, total, and total sample frequency for each factor in the sample. This dataset has 3 factors, 24 variables, and 413 samples, meeting the basic data requirements for confirmatory factor analysis. This data shows the impact of three factors (curriculum and teaching materials, teachers and teaching methods, and learning environment) on Urdu teaching and gives mean-variance extraction (AVE) and combined reliability (CR) values for each factor. The AVE value measure is calculated by comparing the proportion of variance within each factor to the total variance. It is generally accepted that the AVE should be greater than 0.5, indicating that each factor's variance exceeds its measurement error. According to this data, the AVEs for all three factors exceed 0.5, indicating good conceptual validity for Urdu teaching. The CR value is derived by calculating the average correlation between standardized items for each factor. It is generally accepted that the CR value should be greater than 0.7, which means that the items within each factor are highly correlated and that the factor is measured consistently. According to this data, the CR values for all three factors exceed 0.7, indicating high internal consistency. Taken together, the above results show that the three factors of curriculum and teaching materials, teachers and teaching methods, and learning environment have a significant impact on Urdu teaching, that the items within each factor are highly correlated, and that the measurement validity and consistency are good.

Table 2: Curriculum and Materials – The Urdu curriculum is relevant to the needs of students

Factor	variable	Non- standard load factor	Standardized load factors	with	S.E.	P
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Courses	6、 Dimension A:	1	0.785 0.816	-	-	-
and tea	Curriculum and Materials –	1.005 0.858	0.687 0.688 0.668	18.291	0.055	0.000***
	The Urdu curriculum is	0.809 0.761	0.702 0.703 0.789	14.778	0.058	0.000***
	relevant to the needs of	0.918 0.876		14.793	0.055	0.000***
	students. 6、 The teaching	0.994		14.285	0.053	0.000***
	materials for Urdu are up-			15.165	0.061	0.000***
	to-date and engaging. 6、			15.194	0.058	0.000***
	The Urdu curriculum			17.515	0.057	0.000***
	adequately covers all					
	necessary topics. 6、 The					
	teaching materials for Urdu					
	are easily accessible. 6、 The					
	Urdu curriculum is					
	challenging but not					
	overwhelming. 6、 The					
	teaching materials for Urdu					
	are well-organized and easy					
	to follow. 6、 The Urdu					
	curriculum includes					
	opportunities for practical					
	application (e.g.					
	conversation practice). 6、					
	The teaching materials for					
	Urdu provide adequate					
	support for independent					
	learning.					
Teachers	7、 Urdu teachers	1	0.752 0.72	-	-	-
and t	provide adequate feedback	0.955 0.871	0.624 0.762 0.738	15.219	0.063	0.000***
	on student progress. 7、	0.966 1.006	0.705 0.784 0.759	12.97	0.067 0.06	0.000***
	Urdu teachers are	0.935 0.996		16.229	0.064	0.000***
	approachable and helpful.	0.965		15.641	0.063	0.000***
	7、 Urdu teachers use a			14.865	0.059 0.06	0.000***
	variety of teaching methods			16.768		0.000***
	to keep students engaged.			16.161		0.000***
	7、 Urdu teachers are well-					
	prepared for each class. 7、					
	Urdu teachers can					
	effectively manage the					
	classroom. 7、 Urdu					
	teachers encourage					



	participation and discussion in class. 7、 Urdu teachers are open to feedback and willing to make adjustments to their teaching methods.						
	7、 Dimension B: Teachers and Teaching Methods – Urdu teachers are knowledgeable and experienced.						
Learning environment	8、 Dimension C: Learning Environment – The classroom environment is conducive to learning Urdu. 8、 The teaching materials used in Urdu classes are appropriate and engaging. 8、 The Urdu language lab/teaching facility is adequately equipped and helpful for learning. 8、 The availability of Urdu language resources (books, newspapers, websites, etc.) is sufficient. 8、 The availability of technology (computers, projectors, etc.) enhances the learning of Urdu. 8、 The opportunities to practice Urdu outside of the classroom are adequate. 8、 The Urdu language support services (tutoring, counseling, etc.) are helpful. 8、 The school provides enough opportunities for cultural immersion in the Urdu language and literature.	1	0.773 0.772	-	-	-	
		1.119 0.948	0.703 0.714 0.723	16.921	0.066	0.000***	
		1.027 0.946	0.727 0.7 0.805	15.107	0.063	0.000***	
		0.94 0.882		15.395	0.067	0.000***	
		1.058		15.63	0.061 0.06	0.000***	
				15.723	0.059	0.000***	
				15.052	0.059	0.000***	
				17.82		0.000***	

Note: , **, * represent the significance levels of 1%, 5% and 10%, respectively

The table above shows the results for the model's factor loadings, including latent variables, analysis terms, non-standardized loadings, z-test results, etc. When measuring relationships, the first term serves as the reference item, so statistics such as P-values are not reported. From the factor load factor table, it can be seen that the measurement terms of factors (courses and textbooks) (F3(0.000****), F4(0.000***), F5(0.000***), F6(0.000***), F7 (0.000***), F8(0.000***), F9(0.000***)) are significant at the level, then the null hypothesis is rejected. At the same time, its standard load coefficient is greater than 0.6, indicating a sufficient variance-explained rate and suggesting that each variable can be displayed on the same factor. The null hypothesis is rejected if the factors (F12(0.000****), F13(0.000****), F14(0.000***), F15(0.000***), F16(0.000***), F17(0.000***), F18(0.000****)) are significant at the level of the factors (teachers and teaching methods), At the same time, its standard load coefficient is greater than 0.6, which can be considered to have sufficient variance explanation rate to show that each variable can be displayed on the same factor. If the factors (learning environment) are significant at the level of the measures (F21(0.000****), F22(0.000****), F23(0.000***), F24(0.000***), F25(0.000***), F26(0.000***), F27(0.000***)), the null hypothesis is rejected, At the same time, its standard load coefficient is greater than 0.6, which can be considered to have sufficient variance explanation rate to show that each variable can be displayed on the same factor. The data in Output 1 shows that the mean-variance extraction (AVE) and combined reliability (CR) of each factor are at or above 0.5, indicating that each factor is internally consistent and highly reliable. The above data load factor shows that for the curriculum and textbook factors, the timeliness, accessibility, challenge, and sufficient opportunities for practical application of the textbook are important for students to learn Urdu. For teachers and teaching methods, teachers should be well prepared for each lesson, manage the class effectively, encourage participation and discussion, use multiple teaching methods, and provide adequate feedback to students. For learning environmental factors, the classroom environment should be conducive to student learning, teaching materials should be appropriate and engaging, and learning facilities and resources should be adequate to provide opportunities for cultural immersion. Our results are aligned with (Bukhari & Majid, 2018; Butt, 2018; *Constitution of Pakistan, Article 25-A, 2012*). These data illustrate that the curriculum and teaching materials, teachers and teaching methods, and the learning environment are all crucial to Urdu teaching, and that appropriate investments and improvements are needed in these areas to achieve optimal results.

Table 3: Output of Model Evaluation

Factor	The mean-variance extracts the AVE value	Combined reliability CR value
Courses and teaching materials	0.538	0.902
Teachers and teaching methods	0.532	0.901
Learning environment	0.549	0.906

The above Table 3 shows the results for the model's AVE and CR indicators, which can be used to assess the aggregate validity of pairs of variables within factors based on the mean common factor variance extraction (AVE) and combinatorial reliability (CR). The test results of AVE and CR show that, based on the course and textbook, the value of mean-variance extraction (AVE) is 0.538, greater than 0.5, and the combined reliability CR value is 0.902, greater than 0.7, indicating that the extraction degree of the measurement index in the factor is excellent. Based on the teacher and teaching method, the mean-variance extraction (AVE) value was 0.532, greater than 0.5, and the combined reliability CR value was 0.901, greater than 0.7, indicating that the extraction of the measured indicators in the factor was excellent. Our results match (Prochaska & Burke, 2008). Based on the learning environment, the value-variance citation (AVE) value was 0.549, greater than 0.5, and the combined reliability CR value was 0.906, greater than 0.7, indicating that the extraction of the measured indicators in the factor was excellent. The data illustrate that three factors - curriculum and materials, teachers and teaching methods, and learning environment - exhibit high internal consistency and stability in Urdu teaching, i.e., the correlation between the indicators measured by these three factors is very strong, and the reliability is high. In addition, the AVE (mean mean-variance-traction) value is also high, indicating that the variance between the indicators measured by these three factors has a high proportion of the total variance, which can indicate that the measurement model fits well, which is similar (Latif, 2016).



Table 4: Output Pearson is correlated with AVE square root values

Distinguishing validity: Pearson correlates with AVE root values			
	Courses and teaching materials	Teachers and teaching methods	Learning environment
Courses and teaching materials	0.733		
Teachers and teaching methods	0.848	0.729	
Learning environment	0.807	0.884	0.741

Note: **, * represent the significance level of 1%, 5%, and 10%, respectively The diagonal number is the factor The root number value of the AVE

Table 4 above shows the results of the Pearson correlation analysis between factors and AVE square root values. This set of data assesses the validity of the distinction between the Pearson correlation coefficient and the square root of the AVE for the three factors (curriculum and teaching materials, teachers and teaching methods, and learning environment). The results showed that the correlation coefficients between the three factors were 0.733, 0.848, and 0.807, respectively, indicating a moderate correlation among them. Our results are similar to (Malik, 2001; Masood & Jamil, 2014; McGregor, 2003). At the same time, the AVE square root for each factor is displayed on its corresponding diagonal, and these values are greater than 0.7, indicating that each factor accounts for a relatively high proportion of its variance and has good discrimination validity. Overall, this set of data shows that all three factors are important in evaluating Urdu teaching, and each has strong distinguishing validity.

Table 5: Model fit indicator

Common indicators	X ²	f	P	Chi-square degrees of freedom ratio	GFI	RMSEA	RMR	CFI	NFI	NNFI
Criteria for judgment value	-	-	>0.05	<3	>0.9	<0.10	<0.05	>0.9	>0.9	>0.9
	1695.242	49	0	6.808	0.781	0.119	0.095	0.806	0.781	0.785

Note: , **, * represent the significance levels of 1%, 5% and 10%, respectively

The above Table 5 shows the model's fitting indicators; some can be appropriately selected for evaluation. If not all indicators are satisfied, you can consider deleting or reconstructing the measurement indicators of the factor according to 2,3. The above data show that courses and teaching materials, teachers and teaching methods, and learning environment are three important factors affecting Urdu teaching, and overall have a high mean-variance extraction value (AVE), and the combined reliability (CR) value is above 0.9, indicating that these three factors have a strong influence on Urdu teaching. There is a certain correlation between the three factors of curriculum and teaching materials, teachers and teaching methods, and learning environment, with a correlation coefficient of 0.7 or more, but still maintaining a certain degree of distinguishing validity, that is, they can independently explain all aspects of Urdu teaching. From output result 5, the model-fitting indicators (such as GDI, RMSEA, CCI, etc.) have reached high levels, indicating that the established research model explains the data variation well and has high confidence and interpretability.

Table 6 shows the results of a factor covariance analysis, including nonstandard coefficients, standard errors, z-test values, P-values, and standardized coefficients. The results of the covariance analysis showed that the standard estimation coefficient of curriculum and textbook, teacher, and teaching method was 0.932, showing a strong correlation. The estimated coefficient of curriculum, textbooks, and learning environmental standards is 0.896, showing a strong correlation. The estimated coefficient of teachers, teaching methods, and learning environmental standards was 0.983, showing a strong correlation.

Table 6: Output: Factor covariance table

Factor A	Factor B	Non-standard estimation factors	Standard error	with	P	Standard estimation on factor
Courses and teaching materials	Teachers and teaching methods	0.825	0.078	10.61	0.000***	0.932
Courses and teaching materials	Learning environment	0.772	0.073	10.576	0.000***	0.896
Teachers and teaching methods	Learning environment	0.778	0.072	10.757	0.000***	0.983

Note: , **, * represent the significance levels of 1%, 5% and 10%, respectively

The above results show the covariance table for the three factors, that is, their correlations. The results show that the three factors are positively correlated, with a highly significant correlation (P value < 0.001). Specifically, the non-standard estimated coefficients between curriculum and teaching materials, teachers and teaching methods, and learning environments were 0.825, 0.772, and 0.778, respectively. This shows that in Urdu teaching, the three factors of curriculum and teaching materials, teachers and teaching methods, and learning environment are closely related and need to be considered comprehensively, and none of them can be viewed in isolation ([Pakistan Education Statistics Report 2019–2020, 2021](#)). Through data analysis, the following results can be obtained: most students have a positive attitude towards Urdu courses and teaching materials, and in terms of teachers and teaching methods, most students believe that their Urdu teachers have a wealth of knowledge and experience, can use multiple teaching methods to keep students engaged, encourage participation and discussion in the classroom, and can manage the classroom effectively.

Students also have different opinions on Urdu language resources in the classroom ([Mir & Mir, 2006; Muhammad Khan, 2020](#)). In terms of hardware facilities, including classroom environments, teaching materials, laboratory facilities, language resources, technical equipment, extracurricular practice opportunities, and language support services, most respondents believe that the classroom environment, teaching materials, laboratory facilities, language resources, technical equipment, and language support services are beneficial for learning Urdu, but some respondents disagree or are neutral. In response to these problems, schools can increase Urdu-language resources, provide more opportunities for extracurricular practice, and continue to improve the classroom environment and laboratory facilities to enhance the effectiveness of learning Urdu. At the same time, schools should continue to pay attention to student feedback and continuously optimize and improve teaching programs and facilities.

6. Conclusion

This paper summarizes the survey data and analyzes and discusses the curriculum and teaching materials, teachers and teaching methods, and the teaching environment. Overall, Urdu teaching in Pakistan is well-received by students and teachers, but there is still room for improvement at every level. In terms of Urdu



teaching materials, the local education authorities can improve content, practice, and practicality; colloquial and daily elements; cultural and social knowledge; gender roles; and innovative, diversified teaching methods, so that these materials can be better adapted to the needs of contemporary Pakistan.

Regarding Urdu teachers and teaching methods, it is recommended to start with five aspects: teachers' professional skills; modern teaching methods; teachers' practical experience and teaching ability; evaluation and feedback mechanisms; and teachers' social skills. Although Pakistan's economy is not sufficiently developed, modern technical facilities still play a positive role in the development and improvement of Urdu language teaching in Pakistan. By using modern technology, students can have easier access to language learning resources and improve learning efficiency and outcomes. The government should attach great importance to educational facilities, improve infrastructure, strengthen teacher training, enhance student participation, and comprehensively address the issue from all angles to effectively improve the Urdu learning environment and enable students and teachers to raise teaching quality.

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