

Globalization Of ELT Education And Cultural Retention- Confrontation And Opportunities For Pakistanis In The Global Village

Dr. Humera Faraz¹, Dr. Arshad Ali², Dr. Nailah Riaz³

Abstract

This study aims to evaluate the intricacies of ELT educational globalization in Pakistani settings and special concern is given to difficulties, possibilities, and the strategies adopted by multiple participants. This research illuminates the significance of the topic through the application of a mixed-method approach. There is selection of interviews, surveys, and digital ethnography in this research simultaneously it is endeavored to maintain the cultural heritage. The participants of the study supported the incorporation of cultural fundamentals into the educational curricula and accepted the challenges of competing demands between global trends and traditional ethics. The emerging challenges such as the need for adjustment to ensure fair access, call for the application of tailored initiatives for the development of universal outlook among educators and students, development of collaborative partnership and diplomatic engagement are successfully implemented initiatives in the globalization of ELT education. The potentials of educational globalization are highlighted by the positive impacts that it has on academic outcomes, especially for those achieved through multinational cooperation. This possibility is created by the digital technology of interconnected learning that is known as a transformative role in the process of learning. Thus, there is a more comprehensive understanding contributed by the findings of this research that how the globalization of ELT education is navigating in Pakistan. The implementation of targeted interventions, the strengthening of diplomatic engagements, and the seamless integration of technology into educational practices are all the priorities of policymakers that should be prioritized.

Keywords: Educational Globalization, Cultural Identity, Challenges, Strategies, Opportunities, Collaborative Partnership.

Introduction

The widespread dissemination of information and methods of ELT education all over the world resulted in a profound transformation. Modern technology and social media are major sources of academic motivation and leaders do influence greatly (Ramzan et al., 2023a, b). Responsible leadership boosts environmental performance (Jabeen et al., 2024). In the new millennium, the multifaceted concept of globalization has emerged as a problem that is of critical importance. Different countries have had different influences because their histories, traditions, cultures,

¹Assistant Professor, Department Of English, Air University, Islamabad.

²Associate Professor, Numl Rawalpindi Campus.

³Hod English Language And Literature, The University Of Faisalabad. Pakistan. (Corresponding Author)

resources, and priorities are all different. In this increasingly globalized world, certain nations have risen to prominent positions and have manipulated the negative effects of globalization to their advantage. When compared to developing nations, developed nations stand to benefit more from a globalized world situation. As a result of being less informed and less equipped, they frequently find themselves in a disadvantageous position. According to Abdurashidova and Balbaa (2023), this pattern can also be seen in the educational policies and planning policies of the organization. Despite Pakistan's status as a developing nation, the country's educational system, particularly its higher ELT education system, is heavily influenced by the developed world. According to Ramzan et al. (2023) and other researchers, Pakistan is similarly confronted with a greater number of challenges than opportunities in the realm of higher education. Educational upheaval has impact of better communication in form of pronouncing well (Ikramullah et al., 2023), expressive writing (Javaid & Mahmood, 2023a) and language proficiency considering connected emotions (Javaid et al., 2023a) for amplifying classroom environment (Ramzan et al., 2023c) eventually improving ELT education system.

The most prominent and significant aspect of global affairs that has a significant impact on the entire world is globalization, which has become increasingly prevalent in the new millennium. Alterations are brought about in the social, economic, and cultural spheres, in addition to the political sphere. Bjola (2018) contends that it is distinguished by the large-scale dissemination of information, the expansion of communication, the expansion of economic activities, and the blending of different cultures. It has also been observed that the growing connectivity between nations encourages a global exchange of ideas and perspectives, providing students with the opportunity to be exposed to a variety of educational materials and insights, regardless of where they are physically located. Collaborative strategies used by teachers serves as effective tool to learning (Ramzan et al., 2023d). Regarding cultural and family dimensions, social adjustment helps achieve (Maqbool et al., 2021). Extending it, we see parent's behavior has impacted significantly (Javaid & Mahmood, 2023b; Ali et al., 2024; Kamran et al., 2023). Working spouses affects the family dynamic (Ali et al., 2024). Workforce development is increased with diversity (Khan & Javaid, 2023) and employee overall wellbeing (Javaid et al., 2023b) whereas stress of educators is reduced this way (Javaid et al., 2023c) improving ELT education globalization.

According to Shahidi and Seyedi (2012), the majority of observers think that the dissemination of information is the most important factor in determining whether or not globalization will have a positive impact or any negative impact at all. Pakistan, which is a developing country, has also experienced a significant impact of globalization on its educational system, particularly in the realm of higher ELT education. Positive changes have been brought about in Pakistan's higher ELT education system, but it has also brought about some difficulties. To compete in a globalized world, Pakistan can face these challenges with better planning and extract more benefits than disadvantages (Hayden, 2017). It can be done in Pakistan by the reception of maximizing benefits. Pakistan can gain a strategic position in the world academic community through the transformation of the country's educational institutions into global hubs. We argue that by using this strategy we can either raise the ELT education standard or create a chance for the generation of a nice environment for the production of intercultural understanding, creativity, and development. By taking active participation in the global ELT education system, Pakistan can easily tackle the challenges in ELT education and can also work with the help of meaningful contributions in the promotion and achievement of global knowledge.

For the achievement of an appropriate understanding of the consequences of educational globalization in Pakistan, this research is excessively significant in the sense that this research can be useful for educators, stakeholders, and policymakers in the higher ELT

education domain further it has applied implications for the development of implementing and formulating standard in higher education in Pakistan.

1. What are the strategies for the promotion of the Pakistani ELT education system to achieve global norms in the preservation of cultural identity?
2. What are the effects of education integration strategies at various ELT educational levels in Pakistan?

Literature Review:

Tahir and Farooq (2023) delved into the complexities of the Pakistani ELT education system especially the integration into the global environment and their findings suggest on delicate balance that is necessary for the achievement of a smooth transition. They further explain that modern trends are availably penetrated in ICT integration. There are a lot of issues in the Pakistani ELT education system like other countries towards the alignment of ELT education parameters. Simultaneously, there is a strategy to place parallel the cultural trends of the country for easier grasping. In this dual purpose, individuals like legislators, educators, and stakeholders are facing substantial difficulties. This is the start of the conflict in these substantial problems. Akram and Yang (2021) claimed that this procedure presents in number of inherited difficulties and there are significant difficulties that cause the need to follow global ELT education standards for the protection of Pakistani culture. The modernized ELT education system has strived in various countries for world educational system competition in global standards, customs, and traditional/ dialectal values which are very significant for Pakistani identity (Haider et al. 2022).

Further, major resources are required for investment in the Pakistani ELT education system to incorporate the global ELT education system in Pakistan and it demands funding for infrastructure improvement, curriculum changes, and training programs for teachers. However, it is a diverse task to compete with limited resources and competing goals (Zakir et al.2020).

Primary and secondary ELT education in Pakistan has investigated the effects of globalization in significant quantity and Tamim (2021) has examined the effects on secondary and primary levels in Pakistan. He studied global trends' influence on teaching practice and curriculum development by shedding light on challenges faced by educators in these aspects. There is a growing desire in the Pakistani domain to meet the modernized ELT education system and global standards by utilizing contemporary pedagogical approaches. It can be achieved by new technologies and international norms. It also will be possible through a large investment in the training of teachers who can be skilled and experienced to meet the given advanced challenges.

These limitations and barriers can be overcome with knowledge exchange and teamwork for the implementation of global standard ELT education in Pakistan. Further, international organization collaboration, academic institutions, and foreign governments are the ways for the provision of critical resources, expert management, and opportunities for capacity building. Pakistan can benefit by using these links to obtain money, technical assistance, and reform educational initiatives. There is an emphasis on literature on the significant impact that leads to international collaboration between research institutions and Pakistani higher ELT education and it is mentioned in Ismail et al. (2022).

Such relationships can be the cause of various opportunities for Pakistan like quality higher education, collaboration in extensive /attractive research opportunities, and advancement of Pakistani educational institutes in global academic scenarios. In the past, valuable resources, funding opportunities, and expertise are provided to Pakistani Universities with the

collaborative efforts of international counterparts. It either is access to enriched academic programs and cutting-edge research initiatives or the cultivation of a vibrant scholarly community. Khan et al. (2020) and Mazumdar (2021) have evaluated the diplomatic attempts of Pakistan in the diplomacy of ELT education field to kill the problems and capitalize on the opportunities offered by the global ELT education system. Bilateral agreements and active engagements at international forums and educational exchange formations are examined methodologically by these extracted strategies. Pakistani diplomatic activities are aimed at creating and strengthening partnerships with international governments for the enhancement of mutual understanding, and worldwide educational cooperation. Nowadays, Pakistan is making efforts in the hope of leveraging international collaboration for the improvement of the quality ELT education system, facilitation of sharing knowledge, and promotion of diplomatic culture around the globe. Further, there is an opportunity for Pakistan to advocate for personal interest agenda and to influence global educational policy by actively participating and negotiating at international platforms. It will be helpful to shape the debate on the educational parameters around the world (Tahir and Farooq, 2023). Diplomatic relations and people-to-people interactions are promoted in the international educational system and further, it provides the intellectual minds and students to grasp international experience and extensive viewpoints. By concluding the discussion of previous research, it is confirmed ELT education diplomacy is a significant strategy for our national interest in Pakistan. It will not only navigate the complicated ELT education globalization landscape but also establish Pakistan as a global major player and an international platform.

Theoretical Framework:

The basic aim of this theoretical platform is to perceive the links between educational globalization, Pakistani strategic responses, and cultural identity (Moore,2004). It is based on Pierre Bourdieu's sociological idea introduced in cultural capital perspectives. For a better comprehension of Pakistani strategies for negotiating opportunities and obstacles for the globalized ELT education system, cultural capital which has been defined as cultural assets, leads to success, social mobility, and prosperity. It is desired to see the agenda in this research on how Pakistan maintains a distinct cultural identity by participating in global ELT education trends and this prospect of Bourdieu's cultural capital theory provides insights (Huang,2019). In the cultural capital domain language, traditions, and cultural legacy are considered vital in light of this framework. This platform either provides educational policy development or global educational norms without influencing indigenous values because this framework gives its ways to investigate educational globalization function as a kind of symbolic capital (Goldthrope,2007). The participation of Pakistan in global ELT education projects can be viewed as an intentional fellowship of symbolic power. It can be helpful either in maintaining international standards or influencing ELT education in the country.

The concept of ingrained cultural disposition or habitus given by Bourdieu helps to collect information on how Pakistani educational institutions are eligible to handle educational cooperation (Tittenbrun, 2016). This concept advocates the alignment of global norms with institutional habits to enhance effective collaboration by maintaining the worldwide scale of educational capital because there is an accumulation of cultural as well as ELT education paradigms. The idea of technical capital is integrated into this given theoretical model which is an explanation of Bourdieu's theory that can be applied in the digital sphere of life. This research provides insight into how Pakistan is liable to use a type of technology as a kind of capital to enhance the trends of global education, encourage innovative aspects, and use electronic platforms for the maintenance of international cooperation. This framework explains that participation in Pakistan with global ELT education is aimed at the consideration of diplomatic capital as a necessary part (Sullivan,2001). By applying the social capital theory of

Bourdieu, this study is determined to highlight the diplomatic initiatives and helping parties that are accumulative of ELT education capital. Hence it looks at the involvement of influencing the country in the platform of international ELT education collaboration and cooperation.

The combination of this theory with the global ELT education dynamic in Pakistan, this theoretical framework provides an extensive and comprehensive outlook that gives the role of the intricate interplay between strategic response, cultural identity, and global ELT education trends. Further, it provides a framework for the examination of the results of educational policies and current trends application within the frameworks i.e. Globalization of ELT education and its challenges and opportunities for Pakistan in the international arena.

Methodology

This research used purposive sampling to pick key informants, which included ELT education experts, lawmakers, and representatives from foreign academic collaborations. The in-depth interviews that were conducted gave a wealth of qualitative insights into the complexities of the globalization of education in Pakistan.

Semi-structured interviews were performed to learn about participants' perspectives on cultural preservation, obstacles encountered, successful techniques used, and the effects of international collaborations on education. The data of interview is audio recorded and then transcription was done in order to do exam.

Data Analysis:

Thematic Analysis is used by the researchers for the analysis of interviews conducted for the subject study. Further coding process was utilized to facilitate the process in the adopted technique as it is a new strategy for the globalization of education.

Ethical Considerations:

Ethical considerations such as willingness, informed consent, confidentiality, and anonymity of research individuals were followed as per the principles of research. The participants of research are completely briefed and informed about the purpose of research in details before initiating the interviews. In this context, the approval from the concerned authorities is also obtained before initiating the data collection procedure.

Findings

To collect results the significant stakeholder in ELT education sector were interviewed in depth. The interview processes several themes came across which justify the dynamic of globalization of education its Pakistan. Further, this process highlighted the intricacies of educational globalization in the country.

1. Cultural Identity Preservation

The participants initially highlighted the significance of maintaining the cultural identity of Pakistan and further they signified the local cultural identity is backbone of our survival. They provided further several strategies which are helpful in sustaining the global standard such as cultural knowledge in education, promoting the local languages and creating the sense of pride in the way of values, ideology and norms. Despite the acceptance of significance of a balanced methodology, it is shared by the respondents that there is prediction about possible erosion of cultural identity. For instance, the rich traditional legacy must be reflected in our curriculum as a famous teacher has been about the belief of vital component.

Throughout the lessons, we incorporate cultural components, which helps students develop a thorough understanding and appreciation for our customs and norms.

2. Challenges Faced

Regarding challenges, participants shared several issues that inhibit our ELT education standards with that of global standards. For instance, they recognized the issue, including the need to adapt to fast changing global educational standards, the need to ensure fair access to educational opportunities, and the need to overcome the technological discrepancies. During the discussion, the interview participants also gave some significant suggestions in order to address these difficulties and issues. Their motive was to guarantee that the advantages of globalization should be accessible to everyone. However, it can be difficult to keep up with the rapid rate of transformation and development, as stated by a teacher.

This results in differences in the educational experiences of the students because not all students have equal access to the same resources.

3. Successful Strategies

The interview participants also discussed effective methods and techniques that were in order to navigate the process of globalization. According to them, few of the effective strategies include creating a global perspective among educators, establishing collaborative links with international institutions, and giving a large emphasis on the technological integration in teaching and learning practices. Regarding the latest developments in ELT education across the world, participants highlighted networking and involvement in international forums as two of the most important factors that influence educational practices. In addition, an educational expert mentioned that collaborative relationships have been really helpful and significant. With the help of strong links with international institutions, we are able to incorporate a wide range of perspectives and resources into our teaching and learning environment, that enable our students update their knowledge

According to the statements of a Coordinator of International Programs:

It is of the utmost importance to cultivate a mindset that is curious and open-minded, educators need to recognize the importance of global viewpoints and encourage pupils to think beyond national boundaries.

4. Impact on Academic Outcomes

Based on the qualitative data, participants also suggested that global cooperation had a good impact on the outcomes of academic investigations. The participants reported increased exposure to a wider variety of perspectives. In addition, they also highlighted improved research possibilities and an overall improvement in the quality of the curriculum. On the other hand, participants also acknowledged several difficulties in meeting global standards with local demands, which demonstrates how difficult it is to strike a balance between international trends and cultural norms. One of the researchers said,

Unquestionably, our ability to participate in worldwide research projects has resulted in an improvement in the quality of our academic work. At the same time, the benefits of exposing students to a variety of approaches and points of view are significant.

5. Diplomatic Engagements

Based on the qualitative interviews, it was also discovered that the participation of Pakistan in international ELT education was significantly influenced by diplomatic bodies. They determined that the most important diplomatic measures are participation in international conferences, global forums, mutually beneficial exchange programs, research seminars, and bilateral agreements. Participants also elaborated their hope on the potential for these exchanges to contribute to more mutual understanding and to the development of educational excellence. According to the opinion of a specialist in the field of education,

Bilateral agreements and global forums create opportunities for collaboration. Both participation in international conferences and exchange programs contribute to the development of a favorable image, which in turn leads to increased mutual understanding and development.

6. Innovation and Digital Technologies:

It is acknowledged by all the participants that digital technologies are accepted as powerful tools that are useful in the navigation of the global ELT education process. In the interview process, the role of online platforms i.e. digital resources, and e-learning playing a significant role, are examined by the participants. These are the causes to improve the quality of ELT education and world equational platforms. The findings of the study give expansion of our understanding of digital technology and facilitate world collaboration. It connects our people in different parts of the world as a shared ELT education system and here is the opinion of an ELT education specialist.

Digital technologies are revolutionary and vital in the field of education. By removing obstacles and enabling access to educational content on a worldwide scale, online platforms, e-learning, and digital resources are becoming increasingly popular.

7. Discussion of the Research:

A comprehensive review is offered by the findings of this qualitative study that propagates Pakistani opportunities and difficulties that have occurred in the course of globalization education. A comprehensive narrative is designed to contribute to a large discourse on global trends in ELT education in the Pakistani context which is manufactured in the themes of cultural preservation, encountered challenges, successful strategies, academic outcome impacts, engagement in diplomacy, and technological innovation. All these themes are regularly linked with the significance of educational globalization in the present age. In this context, the previous research done by Khan et al. (2020) emphasized the importance of cultural incorporation into the curriculum settings for the preservation of cultural identity. There is a consistency in the findings of cultural identity preservation. There is an illustration of Suhail's attention that has pondered on the views toward similar consideration regarding the potential degradation of traditional values on the consequential approach of globalization. There is a glimpse of delicate balance that is demanded for the successful navigation of dynamics and characteristics.

Further, it is demonstrated by Hasan (2021) that there are difficulties in the adjustment of global ELT education trends and there are obstacles in the guaranteed equal success. There is congruency in equations and obstacles in the work that has been done by Hassan. The current study emphasizes reducing inequities and creating inclusivity as the existing body of literature recognizes the necessity of specific interventions to mitigate the obstacles that are being faced. The findings are consistent with the results provided by Qutoshi (2015) have emphasized the significance of the collaborative relationship, engagement in international forums, and global

perspectives among educators. These aspects are emphasized in the success techniques of identification in the study. Previously conducted research lends credence to the idea that embracing global ideas and cultivating partnerships with international institutions are associated with two of the most important factors in successfully navigating the process of educational globalization. There is another consistency with the findings of the research conducted by Zafar and Ali (2018) which emphasizes on influential benefits of academic achievement. In this research, it is highlighted that international partnerships is a way for the improvement of the quality of academic work. Further, it permits students to be associated with the different variety of research approaches. The restrictions found in this study such as the alignment of international norms with local requirements are mirrored in the complications that are already highlighted in previous research is proof of the current war in the existence of balance. By aligning the findings of Khan et al. (2020) this research asserts the power of diplomatic measures in the construction of cooperation and understanding. These findings are parallel to the findings of this research. Producing the development of a positive image in the global arena, it is emphasized that positive influence, bilateral agreement, and participating in international conferences can play a positive role.

8. Conclusion:

By summing up the findings of this research, it is recommended that this study is a valuable insight regarding the information on how Pakistan is interacting with the challenges and opportunities brought about by globalization in the ELT education sector. The preservation of cultural identity has emerged as a key theme that educators are required to apply the incorporated cultural content strategies and instill global mindsets. Collaborative collaboration and diplomatic contacts are successful initiatives for the positive effects on academic performance. Although there are existing challenges that must be killed to meet the global trends otherwise the consequences can lead to the downfall. Digital technology can deeply influence the promotion of integrated learning and its application can be helpful in in the desired goals. The findings are a sufficient contribution to the greater discussion in the globalized ELT education system that can emphasize the significance of balanced strategy implementation. It can also be the safeguard for cultural heritage simultaneously incorporating global changes in education. Policy makers and educationists must also consider the option that these tailored interventions will break all the barriers in global trends of adoption, making educational opportunities inclusive and available to all and sundry. Effective boost in diplomatic exchange provides way-at-hand academic results for the betterment of academic relations. Moreover, the exchange of knowledge and collaborative affiliations between Pakistani and overseas academic institutions inculcate the improved policy measures.

References.

- Al-Adwan, A. S., Nofal, M., Akram, H., Albelbisi, N. A., & Al-Okaily, M. (2022). Towards a Sustainable Adoption of E-Learning Systems: The Role of Self-Directed Learning. *Journal of Information Technology Education: Research*, 21.
- Ali, A.A., Mahmood, K., Javaid, Z.K., & Athar, M. (2024). Conflict Resolution, Psychological Well-Being and Marital Satisfaction among Spouses of Working People. *Pakistan Journal of Law, Analysis and Wisdom*, 3(2), 183–191.
- Ali, A. L., Javaid, Z. K., Mahmood, K., & Batool, A. (2024). Perceived Parenting Styles in Relation with Coping Strategies among the Children of Single Parents in Pakistan. *Journal of Health and Rehabilitation Research*, 4(1), 1773-1781. <https://doi.org/10.61919/jhrr.v4i1.721>
- Antwi-Boateng, O., & Al Mazrouei, K. A. M. (2021). The challenges of digital diplomacy in the era of globalization: The case of the United Arab Emirates. *International Journal of Communication*, 15, 19.
- Bjola, C. (2018). Digital Diplomacy 2.0: Trends and Counter-Trends. *Revista Mexicana de Política Exterior*, (113), 1-14.

- Bourdieu, P. (2011). The forms of capital.(1986). *Cultural theory: An anthology*, 1(81-93), 949.
- Collins, N., & Bekenova, K. (2019). Digital diplomacy: Success at your fingertips. *Place branding and public diplomacy*, 15, 1-11.
- Goldthorpe, J. H. (2007). " Cultural Capital": Some Critical observations. *Sociologica*, 1(2), 0-0.
- Haidar, S., Malik, S., & Samiullah. (2022). Neoliberalism, Globalisation and Englishism: Exploring ideological assumptions attached with the English language in Pakistan. In *Neoliberalization of English language policy in the Global South* (pp. 195-213). Cham: Springer International Publishing.
- Hasan, K. A. (2021). Leadership challenges in creating inclusive and equitable quality education for all: the possibilities in public schools in Chitral, Pakistan (Doctoral dissertation, Flinders University).
- Hassan, S. T., Batool, B., Zhu, B., & Khan, I. (2022). Environmental complexity of globalization, education, and income inequalities: New insights of energy poverty. *Journal of Cleaner Production*, 340, 130735.
- Hayden, C. (2017). Technology platforms for public diplomacy: Affordances for education. *International education exchanges and intercultural understanding: Promoting peace and global relations*, 59-78.
- Huang, X. (2019). Understanding Bourdieu-cultural capital and habitus. *Rev. Eur. Stud.*, 11, 45.
- Ikramullah, Ramzan, M. & Javaid, Z. K. (2023). Psychological Factors Influencing Pashto Speaking ESL Students' Pronunciation of English Vowels. *Pakistan Journal of Society, Education and Language (PJSEL)*, 9(2), 52–63.
- Ismail, M., Shah, A. A., Saleem, K., & Khan, A. (2022). Why educated youth inclined toward extremism: A case of higher education institutes of Pakistan. *Asian Journal of Comparative Politics*, 7(3), 419-434.
- Jabeen, R., Mehmood, S., Ahmed, M., Ghani, T., Javaid, Z. K., & Popp, J. (2024). The Role of Green HRM on Environmental Performance: Mediating Role of Green Ambidexterity and Green Behavior and Moderating Role of Responsible Leadership. *Journal of Chinese Human Resources Management*, 15(2), 70-90. <https://dx.doi.org/10.47297/wspchrmWSP2040-800504.20241502>
- Javaid, Z. K., & Mahmood, K. (2023a). Efficacy of Expressive Writing Therapy in Reducing Embitterment among University Students. *Pakistan Journal of Law, Analysis and Wisdom*, 2(02), 136-145.
- Javaid, Z.K. & Mahmood, K. (2023b). Exploration of Embitterment among University Students: A Qualitative Study. *Journal of Policy Research*. 9 (3), 124–129. DOI: <https://doi.org/10.61506/02.00005>
- Javaid, Z. K., Andleeb, N., & Rana, S. (2023a). Psychological Perspective on Advanced Learners' Foreign Language-related Emotions across the Four Skills. *Voyage Journal of Educational Studies*, 3 (2), 191-207. DOI: <https://doi.org/10.58622/vjes.v3i2.57>
- Javaid, Z. K., Khan, K., & Anjum, A. R. (2023b). Antecedents of Employee Wellbeing: Review of Organizations in Pakistan. *ESIC Market*, 54(3), e313-e313.
- Javaid, Z. K., Mahmood, K., & Ali, A. A. (2023c). Mediating Role of Mindfulness between Quality of Life and Workplace Stress among Working Women. *Journal of Workplace Behavior*, 4(1), 68-80.
- Kamran, M., Iqbal, K., Zahra, S. B., & Javaid, Z. K. (2023). Influence of Parenting Style on Children's Behavior in Southern Punjab, Pakistan. *IUB Journal of Social Sciences*, 5(2), 292-305.
- Khan, K., & Javaid, Z. K. (2023). Analyzing Employee Performance through Workforce Diversity Management: Role of Workforce Diversity Characteristics. *Foundation University Journal of Business & Economics*, 8(2), 85-101.
- Khan, M. M., Ahmad, R., & Fernald, L. W. (2020). Diplomacy and Education: A Systematic Review of Literature. *Global Social Sciences Review*, 3, 1-9.
- Li, S., & Akram, H. (2023). Do emotional regulation behaviors matter in the professional development of EFL teachers? A process model approach. *Porta Linguarum Interuniversity Journal of Foreign Language Didactics*, (2023c), 273–291. <https://doi.org/10.30827/portalin.vi2023c.29654>

- Maqbool, H., Mahmood, D. K., Zaidi, S. M. I. H., Ajid, A., Javaid, Z. K., Mazhar, R. (2021). The Predictive Role of Social Support in Social Adjustment and Academic Achievement among University Students. *Psychology and Education*, 58 (5), 2745-2753.
- Mazumdar, B. T. (2021). Digital diplomacy: Internet-based public diplomacy activities or novel forms of public engagement?. *Place Branding and Public Diplomacy*, 1-20.
- Moore, R. (2004). Cultural capital: objective probability and the cultural arbitrary. *British Journal of Sociology of Education*, 25(4), 445-456.
- Qutoshi, S. B. (2015). Financing of Higher Education in Pakistan: Initiatives, challenges, and outcomes. *Hope Journal of Research*, 2(4), 1-15.
- Ramzan, M., Javaid, Z. K., & Fatima, M. (2023a). Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education. *Global Digital & Print Media Review*, VI (II), 224-237. [https://doi.org/10.31703/gdpmr.2023\(VI-II\).15](https://doi.org/10.31703/gdpmr.2023(VI-II).15)
- Ramzan, M., Javaid, Z. K., & Khan, M. A. (2023b). Psychological Discursiveness in Language Use of Imran Khan's Speech on National Issues. *Global Language Review*, VIII (II), 214-225. [https://doi.org/10.31703/glr.2023\(VIII-II\).19](https://doi.org/10.31703/glr.2023(VIII-II).19)
- Ramzan, M., Javaid, Z. K., Kareem, A., & Mobeen, S. (2023c). Amplifying Classroom Enjoyment and Cultivating Positive Learning Attitudes among ESL Learners. *Pakistan Journal of Humanities and Social Sciences*, 11 (2), 2298-2308. <https://doi.org/10.52131/pjhss.2023.1102.0522>
- Ramzan, M., Javaid, Z. K., & Ali, A. A. (2023d). Perception of Students about Collaborative Strategies Employed by Teachers for Enhancing English Vocabulary and Learning Motivation. *Pakistan Journal of Law, Analysis and Wisdom*, 2(02), 146-158.
- Suhail, K. (2021). Re-defining and re-designing public education in Pakistan: The case of critical thinking. In *Educational Reform and International Baccalaureate in the Asia-Pacific* (pp. 291-315). IGI Global.
- Sullivan, A. (2001). Cultural capital and educational attainment. *Sociology*, 35(4), 893-912.
- Tahir, J., & Farooq, F. A. (2023). Globalization and Pakistan Educational System in 21st Century: Challenges and Proposed Action Plan. *Al-Mithaq (Research Journal of Islamic Theology)*, 2(02), 18-33.
- Tamim, T. (2021). Language, class, and education: Deconstructing the centre to rethink inclusivity in education in Pakistan. *Cogent Education*, 8(1), 1897933.
- Tittenbrun, J. (2016). Concepts of capital in Pierre Bourdieu's theory. *Miscellanea Anthropologica et Sociologica*, 17(1), 81-103.
- Zafar, Z., & Ali, S. (2018). Education system of Pakistan: Social functions and challenges. *Journal of Indian Studies*, 4(01), 31-51.
- Zakar, P. D. M. Z., Qureshi, D. S., Ullah, D. R., Zakar, D. R., Aqil, N., & Manawar, D. R. (2020). Universal Primary Education in Pakistan: constraints and challenges. *South Asian Studies*, 28(2).
- Zubairi, A., Khalayleh, A., Baloch, I., Mazari, H., Kaye, T., & Groeneveld, C. (2022). Pakistan digital learning landscape analysis. EdTech Hub.