

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**PAKISTANI STUDENTS' PERSPECTIVES ON LEARNING AND
SPEAKING ENGLISH**

THESIS

Naba DAWAR

Department of English Language and Literature

Thesis Advisor:.. Dr. Hülya YUMRU

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İSTANBUL AYDIN ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ MÜDÜRLÜĞÜ



YÜKSEK LİSANS TEZ ONAY FORMU

İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı Y1712.020054 numaralı öğrencisi Naba DAWAR'ın "Pakistani Students' Perspectives of Learning and Speaking English" adlı tez çalışması Enstitümüz Yönetim Kurulunun 31.01.2020 tarihli ve 2020/02 sayılı kararıyla oluşturulan jüri tarafından oybirliği/oyçokluğu ile Tezli Yüksek Lisans tezi 13.02.2020 tarihinde kabul edilmiştir.

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DECLARATION

I conform that the information given in this thesis presented according to the rules and the ethical conduct. Master's thesis that, I presented as "Pakistani Students' perspectives on learning and speaking English" is written without recourse to contradict the tradition that consists of those shown in the Bibliography; it indicates that it has been used with reference to them, and I declare with pride. (17/01/2020)

Naba DAWAR



FOREWORD

This thesis is the final work for my Master's degree at Istanbul Aydin University. It presents my research on the perspectives of Pakistani students' towards learning and speaking English. It has been a fantastic experience, It was interesting to dig into many many pieces of research and books, but I also had to overcome many obstacles to pave the road smoothly. I couldn't have done this without help, a direction towards what is essential and most prominently trust. First off, all my gratitude is for Allah, for bestowing upon me wisdom, strength, peace of mind and good health to complete this research. Secondly, I would like to extend my gratefulness to my academic supervisor Dr. Hulya Yumru for her advice, her guidance, her patience, and her faith in me. I couldn't have done this without you. Thank you for mentoring me wonderfully until the end. Words cannot describe how truly grateful I am to have you as my supervisor. To the English Language and Literature Department at Istanbul Aydin University, I am obliged to have had the privilege of studying under such accomplished and knowledgeable professors who have made an everlasting impact on my life. Truth be told, I could not have achieved this without a strong support group. I want to acknowledge my parents and my sister, who supported me with their love and unwavering support – and my friends, thank you for making me numerous cups of tea throughout, and for your sincere love, some of you were far but always there through text and in my heart. Lastly, and most importantly, my husband for his patient advice and guidance, you came in at a time where I was just starting my thesis and supported throughout. Thank you. You all kept me going and pushed me farther than I thought I could go.

January 2020

Naba Dawar

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PAKISTANI STUDENTS' PERSPECTIVES ON LEARNING AND SPEAKING ENGLISH

ABSTRACT

Urdu is the national language of Pakistan, however, English enjoys splendor as the official language as well as a significant position in the educational system of Pakistan. The intricate lingual, educational and cultural diversification in Pakistan in relation with the former and existing position of English in the country might make it difficult for people to identify with a particular group and language. This supposition connects with the current research in sense of how learners' perceive themselves in accordance with the language they favor. The problems entailing learner willingness to learn and speak English as well as their perceptions about its use are what the educational reforms in Pakistan have ignored since long. Beliefs of the learner are very decisive in language learning as they are essential in defining his performance towards learning. Taking into consideration the magnitude of these factors, investigation of learner perceptions together with their decisions about language becomes fundamental in order to understand better the viewpoint and perceptive of learners', this can in return bring about a change in the educational systems running in Pakistan. This research aimed at inspecting perceptions of undergraduate learners at Forman Christian College in Lahore, Pakistan. The research shed light on various themes ranging from learners' reasons for learning and speaking English to their perceptions about the effect of English on their identity. It then inquired about their decision in order to learn and speak English. The research also tried to find the answers to the questions related to their feelings towards any apparent intimidations faced by traditions, sects, and first languages in reference with other socio-psychological factors. Moreover, the research explores anxiety in students in relation with learning and speaking English Language. The current study followed mixed methods approach. It made use of a questionnaire based on a Likert-type rating scale, which was filled by 60 students and also semi-structured interviews that were conducted with 10 randomly selected participants. All the participants were undergraduate students studying at Forman Christian College, Lahore, Pakistan. In so doing, descriptive statistics as well as content analysis were utilized to analyze the data. Results displayed hopeful as well as positive feelings towards English. It also became clear that the participants don't recognize any intimidations or hazards falling on their traditions, religions and native languages through the use of English, however they believe using English can bring about positive changes in these areas.

Key Words: *Learning English; Speaking English; Pakistani Students' Perceptions*

PAKİSTANLI ÖĞRENCİLERİN İNGİLİZCE ÖĞRENME VE KONUŞMA KONUSUNDAKİ GÖRÜŞLERİ

ÖZET

Urduca Pakistan'ın ulusal dilidir. Urduca birçok alanda kullanılmasına rağmen İngilizcenin çok önemli bir yere sahip olduğu inkar edilemez. Pakistan'da İngilizce hem eğitim dili olarak hem de resmi dil olarak kullanıldığından önemli bir yere sahiptir. Pakistan'daki dil, eğitim ve kültür çeşitliliği insanların belirli bir grup veya dil ile özdeşleşmesini zorlaştırmaktadır. Öğrencilerin iç görüşlerini anlamak için onların dil algı ve tercihlerini incelemek çok önemlidir, çünkü böyle bir inceleme Pakistan'daki eğitim sistemlerine bir değişiklik getirebilir. Bu bağlamda, bu çalışmanın amacı öğrencilerin İngilizceyi öğrenme ve konuşma konusundaki görüşlerini araştırmak ve böylece onların bu konuda olumlu veya olumsuz tutumlarını ortaya çıkarmaktır. Bu araştırma karma yöntemli bir çalışma olarak tasarlanmış ve 2019-2020 akademik yılında Forman Christian College, Lahor/Pakistan'da öğrenim görmekte olan 60 lisans öğrencisi ile yürütülmüştür. Araştırma sorularının cevaplarını bulabilmek için hem nitel ve hem de nicel araştırma teknikleri kullanılmıştır. Çalışmanın nitel verileri öğrenci anketi yoluyla nicel verileri ise izlem görüşmeleriyle toplanmıştır. Sonuçlar İngilizce 'ye karşı umutlu ve olumlu düşüncülerin var olduğunu göstermiştir. Katılımcılar İngilizce kullanımının geleneklerine, dinlerine ve anadillerine tehdit veya tehlike oluşturmadığını hatta İngilizce kullanmanın bu alanlarda olumlu değişiklikler yapabileceğine inanmaktadırlar.

Anahtar kelimeler: *İngilizce öğrenmek, İngilizce konuşmak, Pakistanlı öğrenci görüşleri.*

1. INTRODUCTION

The background of the study, statement of problem, statement of significance and the research questions are presented in this chapter. Furthermore, operational definitions of the study are also stated and explained in this chapter.

1.1 Background of the study

Pakistan is a multilingual country, where English holds equal importance as Urdu (Rahman, 1998). Urdu holding status of being the national language of Pakistan is used for every-day communication, whereas English is the official language of the country. The Pakistani elites speak English frequently in education and employment and casually in their daily routine chats. English is a considerable part of the Pakistani society and is known to be an exceedingly popular language amongst the majority. Consequently, English today is being widely used not only in education but in government, law, and technology as well. It is fascinating to note that even with the dominant and prestigious position English holds in Pakistan, it is still considered the second language in the country because of the widespread use of Urdu and other regional languages, which are termed as the “mother-tongue” of the people. The majority’s communication utilizes the mother tongue as much as English. However, the medium of instruction in most institutions is English and English is the medium of communication used by the majority of youth for their communication (Rahman, 1998); because of this, the importance English language holds is undeniable.

In this period, where education is growing and being internationalized, the country has initiated actions in developing the standards of higher education, aligned with the global demands. Be that as it may, it does not appear to take into account the historical background associated with colonialism and linguistic domination as a result of it. The language diversity in Pakistan and the

linguistic and ethnic rights movements that have marked the history of the country have been ignored.

Canagarajah (1999) pointed out that second language learning and building an identity around it are major research areas, Norton (2000) further added that language is not only used by learners for communication but they also work out their identity and their relationship with the world around them with its help. This concept relates to the present study as Pierce (1995) has pointed out - to find out the sense of learners' self-realization depending on what language they use.

Kramsch (1998) and Hornsey (2008) pointed out that the speakers relate themselves to a language in terms of belongingness or for associating themselves to a particular batch. They further proposed that a common man may derive strength, pride, and social esteem by sharing a common language with the group they are from.

Taking into consideration the importance of these factors, it becomes compulsory to investigate learner attitudes, together with their language choices, to achieve a comprehensive viewpoint of students' willingness to learn and speak English and, therefore, to develop an appropriate agenda. Hence, this research work aimed to investigate the present perceptions of the students in terms of learning and speaking English.

1.2 Statement of Problem

Pakistan is one of the countries where English is taught as an obligatory subject in schools and used as an official language with Urdu. English gains more supremacy at university level since it is the only language in which universities teach their programs. All of the degrees are approved after an exam that the students pass from English language proficiency. Rahman (1997) argued that the ruling elite has given English an extremely bureaucratic, commercial and dignifying status in society which makes it a significant language as it gives a distinguishing footing to its speakers. The ruling and the rich people of the society have reinforced the use of Urdu as it holds representational significance for the majority of Pakistanis in order to earn the respect of the middle class.

These apparent policies empower them to hold their positions and ranks (Rahman 2004). The way to enter into the elite by getting into administrative jobs is through the use of English. This also marks their way into the job market internationally. But unfortunately, this maintenance is concealed. Hence, the children of a common Pakistani man study in Urdu schools which are maintained by the government while the children of the rich go to private English schools in the country.

Therefore, the investment and funding given to government schools which teach English is less as compared to English schools in the country (Rahman, 1997). Knowing English has an impact on the identity of the learner as it paves a way to success for them (Mansoor, 2002). Ashraf (2007) conducted a research in Karachi, Pakistan which showed and proved the connection of English to power.

All these factors impose the urgency to understand the learners' views in learning and speaking English. Moreover, research on the learners' beliefs about learning English and to find out if it affects their identity, culture and their first languages is very crucial. The current study aimed to reflect on these matters as well as exploring the reasons for the learners to learn English, how they make this choice and if they feel anxiety in doing so.

1.3 Statement of Significance

English has been used in the subcontinent way before Pakistan came into being. Mahboob (2009) suggested that the British initiated the use of English in the 16th century during their rule. Throughout their rule, English became the official language and held a high status in society. Rahman (1996) and Mahboob (2009) further suggested that English spread wide due to the value attached to the use of it. It soon became the language of education replacing Persian as well. Even after 1947, the independence of Pakistan from the British, English has held its power.

Mahboob (2009) further added that even after the independence in 1947, the use of English in Pakistan has played a pivotal role in all scopes of life including formal, academic and commercial areas even though Urdu holds the title of national language. He further stated that the use of English was so deeply

engrained in the society during partition that it was decided to be kept as an official language. The constitution of Pakistan that was formed in 1973, clearly states that within the next fifteen years, arrangements for the use of Urdu throughout the nation will be made and English will be replaced. However, almost three decades have passed since and the use of English has remained steadfast and might have even increased now. Ashraf (2007) and Mansoor (2002) carried out research using English language in association with their research topics but a research exclusively on the identity of the speaker when using English has yet to be conducted in Pakistan especially during these times. There is a scarcity of national research on the topic of English language, its teaching and learning as well as its influence on learners (Mahboob 2009).

Subsequently, the current study tried not only to work on this vacancy available in the field on research but it also was interested in the examination of attitudes the learners possess towards the use of English. The present research's motivation was to form an account on how the students feel about English and what factors play a role in assembling their feelings and attitudes.

1.4 Research Questions

In association with the background and the general presumptions discussed, the research was concerned with comprehending the perceptions of Pakistani students towards learning and speaking English through the following questions:

- What are the students' reasons for learning and speaking English?
- What decisions would the students make for learning and speaking English, if given a choice?
- Do the students perceive any threats to their culture, religion and mother tongue when they learn and speak English?
- What are the students' perceptions about the effects of learning and speaking English on their identity?
- Do the students experience language anxiety in learning and speaking English? If so, under what conditions?

1.5 Operational Definitions

Medium of instruction (defined). It is the language used by the teacher to teach. Teaching English Org. Retrieved: May 12, 2019 from <https://www.teachingEnglish.org.uk/article/medium-instruction> -

Positive Attitude: Learners who have constructive attitudes towards a language, its speakers and their culture tend to be more triumphant in their learning than those who have negative attitudes. Karahan (2007) says in this respect “a successful learner is the one who possesses positive attitudes towards the target language” (p. 84)

Motivation: Motivation is “an internal energy that leads someone to pursue a goal”, which means something we wish to achieve, if the goal is very professional; in this case we are strongly motivated to reach that goal (Harmer, 2012, p. 6).

2. LITERATURE REVIEW

2.1 Introduction

Chapter 2 sheds light on the research that deals with English language learning and speaking as a second language. In this regard, the chapter explores the spread and use of English in Pakistan. Then shifting the focus on students, the research that deal with factors that affect identity, culture, motivation, learner agency, and anxiety that are related to language learning are analyzed. These are important in order to understand the positive and negative perceptions of the learners regarding speaking and learning English in Pakistan.

2.2 Status of English in Pakistan

Evans (2002) pointed out that the British colonialists inaugurated English in the Indian subcontinent in 1835, when it replaced Persian that was previously used for education. The same use of English proceeds today in Pakistan even after her independence in 1947. Phillipson (1992) called this supremacy as linguistic colonialism. He proposed that to hold control over the colonized communities, the colonizing authorities spread their language. Kirkpatrick(2007and 2009) and Paul (2003) compared this to exactly how English replaced languages in India. This leads a language to threaten the language, culture, and identity of people (Canagarajah, 1999). Since English was a new and unfamiliar language in many societies (Rodriguez and Fortier, 2007), its extensive use is related to colonialism, status and power (Jenkins, 2007).

Rahman(2005) indicated how English in Pakistan, even today, has a representative authority even after independence. English marks an excellent social status and represents power in Pakistan and presents its speakers with many opportunities in every sphere of life. Haque(1982) argued that English in Pakistan is required by the governments, law, everyday communication, research of science and technology, and in industrial and business sectors in

Pakistan is carried out in is English. He also stated that the authority of English has also helped Pakistan get recognition in the sectors of foreign affairs. Abbas (1993) stated that media utilizes English to the full extent as well, such as in newspapers, news channels, and so on.

Moreover, Pakistan has different schools for every class of the country, which originates, without a doubt, from the colonial policies adopted by the British (Gardezi,1991). Mahboob(2002) further stated that English is considered an easy way to enter the global market. English medium education is considered quality education in Pakistan (Shamim, 2008). English has always been considered superior in comparison with other regional languages of Pakistan. Use of English signals a person's social status, their well-off background, urban lifestyle, and gives social supremacy, as said by Rahman(1997).Hence, speaking English symbolizes more than mere education of a person; it terms them as superior or inferior in all spheres of life in Pakistan (Shamim, 2011). English has engulfed the state and people in Pakistan in its aura.

2.3 Language and Identity

Day (2002), Edwards (2009) and Wortham (2006) suggested that language also represents the identity of speakers because it becomes an essential part of a culture. Any study of language should examine the role of identity to be complete, ample, and purposeful (Joseph, 2004).

According to Kramsch (1998), language is an essential asset of humans; it makes up the way we think and our perception of the world around us. This is why language makes up the identities of societies as well as those of speakers. Consequently, Cashman (2005) said that people are connected by the language they use. The idea is that a language portrays not only the identities of people but their society as well(Joseph, 2004). On the other hand, a language that is foreign to the identities of people and their culture may be considered as a threat; hence resistance can arise. Craith (2007) argued that some languages are preferred, and some are kept away from, Cummins (1996) added that this contradiction arises because of how individuals perceive their identities.

Canagarajah (2005) and Shannon (1995) put forth that the superiority of English over other regional languages is how linguistic colonialism works, it changes the perspective of the users even when they do not register it. When a language affects identity, it can also cast shadows over how people recognize themselves in accordance with a particular language (Spears, 2011). This information will help the current study to decipher how learners view themselves in relation to their preferred language.

According to Kramsch (1998) people regard their identity in terms of the language they use, it helps them identify and recognize themselves with a group. She further suggested that they also feel pride and achieve a sense of social acknowledgment from using the same language as the group they belong to. At the same time, Kramsch put forth the idea that people view themselves in terms of the language spoken in their society.

Motivation theory by Kraemer and Birenaum (1993) suggested that people may start viewing themselves from the community of the target language as well because of its worth and practicality. An inclination towards the target language appears when the learners perceive their future self commonly known as L2 self-belonging from the same community (Dörnyei, 2010).

2.4 Language Motivation

How the learner's view the language they are learning, the culture it depicts, and the people it presents combined with their personal reasons to learn it, depict the success of the learner in attaining that second language (Gardner and Lambert, 1972 as cited in Jin, 2014). In the research concerning second language learning motivation and attitudes have been considered essential since Gardner and Lambert (1972 as cited in Jin, 2014) pointed out their theories in SLA.

Ushida (2005) suggested that the reasons behind learning a language are considered a multifaceted idea and has had several definitions. Gardner (1985 as cited in Soomro, 2016) pointed out that the scale to which a learner attempts to learn a language depends on his determination and the pride he feels in learning it. Moreover, he pointed out that the reasons behind learning English are what motivates the learners to use it as a second language. Brown (1980) further

suggested that to learn English the learner must have forces inside that motivate him. According to Gardner (1985 as cited in Soomro, 2016), this motivation arises in a learner when he has something to look forward to, for example, his goal in terms of learning the second language. There has to be an achievement attached to learning the language, that is what will drive the learner. The reasons for learning English can range from achieving success to fulfilling parent's expectations to getting a better salary and for a better academic record.

While studying motivation for learning English, an aspiration to be like the English society was found. In this connection, Lambert (1963) points out that to acquire a language properly; the learners' attitude towards other community matters the most. Gardner and Lambert (1972 as cited in Jin, 2014) further noted that the trends in the success of learning a language are related to motivation and not on the capability and skill of the learner.

Motivation is mostly described in two ways. The first type is *natural* motivation, and the second is *artificial* motivation. While natural motivation is associated with the inner feelings of the learners, the latter suggests practical values and advantages of the language. According to Collier (1988 as cited in Saranraj & Zafar, 2016), these factors depend on the learner's cognition, his background, his society, and his schooling. The important point is to note that in earlier explanations of motivation, only an ambition to be a part of the community and culture of target language was considered. However, Mercer (2011) further suggested that this ambition is combined with self-awareness of learners in combination with learning English. Hence, love and admiration for English culture and to be a valued part of the community drives second language motivation. On the other hand, when a proper L2 environment is not present, for example in a school's context, this recognition can be associated societal and intellectual values of English as Gardner and Lambert (1972 as cited in Jin, 2014) suggested and due to this, a strong motive is found in people learning languages where native speakers are not present. Consequently, these reasons can be interpreted viewing learners' perceptions of themselves in the future with respect to learning the second language. Keeping the Pakistani learners of English in mind, the most appropriate reason for motivation seems to be this influential point of view of English (Yashima, 2002).

2.5 Language and Culture

There are countless definitions of culture. Rocher (2004) who is an anthropologist believes that culture is an amalgamation of ideas and notions that are accepted and practiced by a majority that lives in one community. These ideas, in combination with attitudes, faith, principals, and awareness, form the foundations of society. Many sociolinguists like Riley (2007), Nortan and Kamal (2003) and Nortan (2000) question whether language is neutral and not affected by other institutions.

Canagarajah (1999)suggested that most of us believe that language is not in charge of beliefs and morals; because of this, what we learn in the class is something artificial and does not depict social life (Joseph, 2004). These ideas manipulated language teaching, and so many languages get compromised.Duff and Talmy(2011) claimed that language represents culture because it is used in a society. Kramsch(1998)suggested some outlines of culture as follows:

- culture is the outcome of humans and nature working in harmony.
- culture gives freedom but also keeps the person tied to the ground.
- culture is formed as a result of socially and historically found discourse groups that are shaped by language.
- a group's language and culture constitute a social heritage it carries. They establish domination and differentiate themselves from other groups.
- cultures are diverse and constantly shift, one is continually finding themselves in it.

These points clarify that culture is made up of people and grows through social interaction, changes with time, and so a language cannot be left behind and changes with it.Joseph (2004) explained that no speech act is discrete. Everything we say has an audience.Hence, Corbett, McClure and Stuart-Smith (2003) said that it is not possible for language and culture to be separated and that language is not a separate entity; instead, it plays a major role in keeping up traditions (Kramsch, 1998). This being said, it is debated by Canagarajah (2005) that learners of English may withstand learning English if they feel it

threatening their culture and identity. As Corbett et. al (2003) also put forward foreign language learners are like people peeking in from outside the target language group.

All this being said, language aids communication, both written and verbal, and because of this, the learners need to learn the cultures of the target groups to help with their communication with them (Weng-Cheng, Chien-Hung and Yin Chien 2011) and so language helps to understand a foreign culture better (Golshan and Ranjbar, 2017). By knowing the culture better, the learners can be familiar with the practices of the group of the target language (Nakane, Otsuji and Armour, 2015).

And so, for learners, a classroom should not only be for learning another language but also for gaining a broader understanding of their own cultures as compared to other cultures (Scarino and Liddicoat, 2009). Journey (n.d.) points out that while teaching a language, the difference between cultural and intercultural must be kept in mind. Cultural perspective states the knowledge of a culture that is not intended to change the identity, values, and practices of the learner. On the other hand, the intercultural perspectives depict the changes that learner experiences while learning English. It can be said that language learning and traditions are linked inevitably, as culture plays a massive role in how a language is taught.

Jiang (2000) stated that language and culture are co-related, and if we separate them, there is a huge chance that the learner may lose the importance of one of these both. Thus (Rafieyan et al, 2014) argued that when you learn a language you also attain the culture it is associated with. Sirkeci (2015) pointed out that learners are part of many social groups like family, they have professional and religious connections, they also hold their personal opinions about the world, other cultures, and standards of lifestyle. In the formation of these opinions, the other members of the group contribute a big deal. These perceptions strengthen over time because these socializations also grow. Learners do not necessarily plan to inherit the traditions of the target language's society, however, they are open to comprehend the new practices and beliefs, if they want to understand the target language to a full extent. This is very challenging for Pakistani learners.

2.6 English Language and Islam

The literature on how English is perceived in the Muslim world describes Muslims' attitudes towards this language. Hyde (1994) talked about his research in Morocco, and pointed out that an urge to separate English from the culture of the west and taught purely on linguistic grounds is rising. This is because English in Morocco is considered a colonial by-product. A person grows up following a structure in a particular society, when he learns another language, that carries with itself a different culture and worldview, his identity can shift (Al-Attas as cited in Mohd-Ashraf, 2005). In general, Islam defines the identity of its followers, and sets their customs and beliefs which suggests codes of conduct. Iqbal (1965 as cited in Mohd-Ashraf, 2005) further suggested that Islam also tells Muslims what is allowed, and what not, and so many Muslims look at everything through its lens.

Coming to English, some believers who have conflicting views might believe the culture English is associated with and Islamic values don't go together. Another reason for the Muslims to despise English is because of their stay under colonial rule, which may have resulted in forming negative assumptions associated with learning the language of their rulers (Abudhahir, et al., 2018). To resolve this clash, Al Attas (1978 as cited in Mohd-Ashraf, 2005) and Wan Daud(1998&1989as cited in Mohd- Ashraf 2005) argued that Muslims can separate the values they do not like and conjoin them with Islamic values. What is significant to note is that even though the conflict exists, many Muslims understand how the Islamic worldview consists of attaining knowledge.

2.7 Human agency and Language Choice

The ability of learners in which they make their own decisions is commonly referred to as human agency. Van Lier (2008) pointed out that for an individual to learn a language, their decision about it is crucial. According to Bandura (2006), any individual holds the capability to determine their objectives and life events. Deters (2011) further suggested that individuals are not a product of their conduct, but they, in many ways, affect their circumstances and live with the choices they make. These ideas according to Clement, Baker, and MacIntyre

(2003) and Gunawardena, Angelova and Volk(2006) also relate to making decisions about learning a language and using it, because learners can choose which language to learn and in which circumstances to use it in.

The following are assets that make up human agency according to Bandura (2006):

- Intentionality: individuals have the purpose of forming an action.
- Forethought: individuals set objectives to achieve and work to achieve them; hence they stay motivated.
- Self-reactiveness: they organize their actions per their objectives and so perform accordingly.
- Self-reflectiveness: individuals observe their success and effectiveness. (Bandura, 2006, p. 164).

From these properties of human agency, we can assume that learners can intend to use English in Pakistan. However, having a fixed curriculum with little or no chance of innovation, they rarely have positive feelings towards learning a language.

Mercer (2011& 2012 as cited in Soomro, 2016) shows through research that if a student trusts that the learning is under their control, it presents them with a personal sense of agency. If they are learning to achieve something, they can learn better when determined towards it. Bandura (2006) also suggests that, even if students have agency, they still not be completely independent. Instead, it is socially constructed. So, if the learners see others in society getting benefit from learning English, they would also feel encouraged and motivated to learn it. In contrast to point of linguistic colonialism by Philipson (1992), in which learning English might be hindered because it is presumed to be forced, learner agency sheds light on the importance of the choice made entirely by the learner. Learners from a country who were previously colonized may also learn English as they view it as *lingua franca* (Holliday, 2009).

2.8 Language Anxiety

MacIntyre and Thivierge (1995) suggested that in learning another language anxiety plays a significant role. According to Clément, Gardner & Smythe (1980), there is a negative relationship between anxiety and learning a new language, while Scovel (1978) Backman (1976) and Pimseleur, Mosberg, & Morrison (1962 as cited in Ganschow, Sparks, Javor, Patton 1993) suggested that anxiety does play a role in language learning.

Dewaele (2007) argued that students who are not taught enough and are asked to communicate in a target language can build up psychological issues such as foreign language anxiety. Hashemi (2011) and Woodrow (2006) note that many students feel intimidated while giving classroom presentations in English and hence experience from this anxiety, which obstructs their learning. And so, Sarason (1984) and Price (1991) reported that learners experience anxiety as a mental strain during their acquisition of a new language which affects their performance.

Foreign language anxiety involves fear to communicate, negative evaluation and speak publically. According to Arnold and Brown (1999), these fears in communication arise when learners' have a negative impression about themselves. The stress that comes with saying sentences wrongly or assuming others are observing them leads to feelings of unease for the speaker.

MacIntyre and Thivierge (1995) described this feeling as communication apprehension, which is a person's feeling fearful of a possible intimidating situation which might not even be real but only imagined while speaking. Horwitz, Horwitz and Cope (1986) further suggested that feeling anxious or worried while speaking a target language are branches of apprehension during communication.

Furthermore, learners who feel exceedingly anxious might have obstructions in fluency and while making proper sentence structures in comparison to learners who experience less anxiety (Pimseleur, Mosberg, & Morrison, 1962 as cited in Ganschow, Sparks, Javor, Patton 1993).

Another fear that arises in foreign language anxiety is that of public speaking, where a learner experiences anxiety while talking in front of an audience (Ayres

and Hopf, 1993 as cited in Bodie 2010). Stage fright is another name for this experience. Pribyl, Keaten, and Sakamoto (2001) looked at factors such as unfamiliarity with listeners and lack in fluency and attributed them to anxiety during public speaking. Kitano (2001) believed that when learners feel they are being evaluated and may get a reward in the end, then their lack of target language may result in lower grades. This feeling increases anxiety in them and is known as the fear of negative evaluation, where they make more errors, especially when they do not want to (Gregersen, 2003). He further stated that learners who are aware of presenting in front of an audience fear to participate in activities and learn passively. Fearing negative evaluation is just like test anxiety. Test anxiety sparks general anxiety (Daly, 1991). Apart from this, other factors contributing to anxiety can be the lack of teachers' involvement in the class and limited skills of the students in English (Cummins, 1984). A competitive environment may also trigger anxiety in learners, which results in negativity, and so they become disturbed and may consider others superior to them (Hancock, 2001).

In the context of Pakistan, Adeel (2011) and Mari, Omrani and Omrani (2012) pointed out that the students from less-privileged backgrounds feel very anxious while learning English. Zahid and Ghani (2014) further approve this by stating that students from less-developed cities feel more anxious while learning English. However, Gopang, Umrani, Bughio and Lohar (2015) have seen mostly negative relation between anxiety and undergraduate learners of English in Pakistan. However, some cases of nervousness while speaking occur in the classroom.

2.9 Summary

Keeping these theoretical researches in mind, students' perceptions towards learning and speaking English will be evaluated. The results will be in accordance with how learner perceive themselves about English's effect on their identity, their reasons and motivation for learning it, imagined threats to their culture, their choice in respect to learning English and language anxiety.

3. METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the current research. It points out the research design, the participants, the procedure implemented to collect the data and its analysis.

3.2 Research Design

Arguments and opinions have been coming up in order to justify which research design and approach is more “appropriate” - qualitative or quantitative - to be used for a social research. The data that is collected following qualitative tools such as open-ended questions in interviews followed by observation of participants in their ordinary surroundings, gives complete description of the candidates of the research. Following qualitative research in this manner creates a better understanding of behavior. Hence, Leedy and Ormrod (2014) and De Vaus (2014) suggested that to achieve plentiful information about actual situations of people qualitative data collection should be undertaken. However, Christensen and Johnson (2012) argued qualitative data views the world as being vigorous and not fixed. Due to this, De Vaus (2014) pointed out that the findings are constrained to the participants instead of generalized views. Contrary to this, Bryman (2001) suggested the analysis of data can be generalized because of the use of scientific methods since statistics are significant in data collection for quantitative research. In contrast, Williams and May (1998) stated that the analysis of findings cannot be seen as just another coincidence using quantitative methods. Nevertheless, researcher detachment, which suggests author as being merely an “observer” is viewed as a huge hurdle in quantitative research.

The goal of the present study was to better understand the participants’ perceptions in a set context. Furthermore, the current research looked for

multiple answers to questions that might have one possible solution in somebody else's research. Hence, the method used for the data collection for this research employed an emerging research methodology that is commonly known as mixed method research. Researchers who viewed the significance of mixed method research for business argued that the research found a more profound and comprehensive understanding of the issue instead of the ones who applied one of the two methods only (Hurmerinta-Peltomaki and Nummela, 2006). Moreover, O'Cathain, Murphy and Nicholl (2010) suggested that mixed method helps researchers attain ideas for future research. Besides, Sieber (1973) and Morse and Chung (2003) found that mixed research mostly attain positive results as well as explanations. This helped in deciding that a mixed method would be appropriate to employ considering the aims of the study, which was to find out the students' intention to learn and speak English, their motives to choose or avoid the use of English in a variety of situations, and their justifications for their choices. For this research, it was necessary to have multiple dimensions to one truth and hence it was thought adapting a mixed method approach would help attain these goals. Following this line of argument, we used a questionnaire to collect quantitative data and follow-up semi-structured interviews to collect qualitative data.

3.3 Participants of the Study

This study was conducted with 60 randomly chosen students studying social sciences at Forman Christian College, Lahore, Pakistan in 2019-2020 academic year. The primary language of instruction used in the institute is English. This section presents background information about the participants of the study elicited through the first part of the questionnaire. The first part of the questionnaire consists of nine items related to the participants' gender, age, first language, major of their undergraduate program, year of study, additional information about their background education, medium of instruction, whether they have lived in a rural or urban area and their perceived level of English language proficiency.

Table 3.1: Gender distribution of the participants

Gender	Frequency	Percentage
Females	38	62.3
Males	22	37.7

As shown in Table 3.1 above, the total number of the participants was 60. Out of 60 participants, 38 (62.3%) of them were females and 22 (37.7%) of them were males. The participants of the study were in different age groups. There were 12 participants between the age range of 18 and 20, which made 19.7% of the total number of participants. Fourteen of the students (23.0%) were at the age of 21. There were 35 students between the age range of 22 and 26 which made 57.4 % of the total number of participants in the study. Table 3.2 below presents the age distribution of the students who participated in the study.

Table 3.2: Age distribution of the participants

Age	Frequency	Percentage
18	2	3.3
19	7	11.5
20	3	4.9
21	14	23.0
22	8	13.1
23	7	11.5
24	8	13.1
25	9	14.8
26	3	4.9

Table 3.3 shows the first language distribution among the participants. The first most frequently used language was Urdu which is the first language of the majority 45 participants (73.8%). The next one was Siraiki, which 6 participants spoke (9.8%). Punjabi was the first language of 4 students (6.6%) while English was the first language of 4 participants (6.6%). Burushashki was spoken by one participant (1.6%) and lastly Pashto was spoken by one student (1.6%).

Table 3.3: First language distribution of the participants

First Language	Frequency	Percentage
Urdu	45	73.8
Siraiki	6	9.8
Punjabi	4	6.6
Burushashki	1	1.6
English	4	6.6
Pashto	1	1.6

Table 3.4 below shows, the subject area distribution of the participants at the university. The participants' area of study varied as well. Fifteen of the participants (24.6%) were from the department of English Language and Literature and 11 of them (18.0%) were from the Mass Communication department. While nine of the students were Bio Technology majors (14.8%), eight of them were Business majors (13.1%). Seven students (11.5%) were from the department of Accounting while six of them were from the Sociology program (9.8%), and four from the department of Computer Science (6.6%). Only one student was from the Political science department (1.6%).

Table 3.4: Subject area distribution of the participants

Subject	Frequency	Percentage
Business	8	13.1
Accounting	7	11.5
Mass Communication	11	18.0
English Language & Literature	15	24.6
Bio Technology	9	14.8
Sociology	6	9.8
Computer Science	4	6.6
Political Science	1	1.6

Table 3.5 shows the distribution of the participants' year at university. The largest group of the participants (52.5%) were fourth year students while 7 of them (11.5%) were in their first year at the university. Out of the rest of 22 participants, 11 of them were in their second year (18.0%), 11 were in their third year (18.0) at university.

Table 3.5: Year of program at the university

Year	Frequency	Percentage
First	7	11.5
Second	11	18.0
Third	11	18.0
Fourth	32	52.5

Table 3.6: Type of school distribution

School	Frequency	Percentage
Government	3	4.9
Private	58	95.1

Pakistan has two main types of school systems running, private and public/government schools. Table 3.6 shows the background education of the participants. As shown in the above table, while 58 students had studied in private schools (95.1%), three students were graduates of government schools (4.9%).

Table 3.7: Medium of instruction distribution

Medium of Instruction	Frequency	Percentage
Urdu/Punjabi	10	16.4
English	50	83.6

As shown in Table 3.6, ten participants (16.4%) studied in Urdu medium schools while 50 students (83.6%) studied in English medium schools.

Table 3.8: Residence distributions of the participants

Residence	Frequency	Percentage
Rural Area	13	21.3
Urban Area	47	77.0

As revealed in Table 3.7, 13 students (21.3%) have resided in rural areas while 47 students (77.0%) come from urban areas.

Table 3.9: English proficiency level distribution of the participants

English Proficiency Level	Frequency	Percentage
Near Bottom	1	1.6
Below Average	5	8.2
About Average	8	13.1
Better than Average	26	42.6
Over the Top	21	34.4

Table 3.8 shows the English language proficiency level of the participants according to where they believe they stand. One student (1.6%) stated that s/he thinks his/her English level is near bottom, while 5 students (8.2%) mentioned they believe their proficiency is below average. Eight students (13.1%) pointed out that they believe their proficiency level is average. Furthermore, 26 students (42.6%) stated they believe they are better than average and 21 students (34.4%) mentioned they believe their level is over the top.

3.4 Data Collection Instruments

The data of the study was collected through two instruments. These were a questionnaire (Appendix 1) and follow-up semi-structured interviews (Appendix 2).

3.4.1 Questionnaire

The quantitative data of the current study was collected through the use of a questionnaire developed by Soomro (2016). The questionnaire included two parts. Part A consists of 9 items to elicit demographic information about the participants of the study such as their gender, age, first language, major of their undergraduate program, year of study, additional information about their background education, medium of instruction, whether they have lived in a rural or urban area and their perceived level of English language proficiency. Part B consists of a total of 80 items based on a 4-point Likert type-rating scale from *strongly agree* to *strongly disagree*. Part B consists of five sections aiming to identify the students' motives for learning and speaking English (items 11,17,18, 24, 27, 31, 32, 36,39, 41, 42, 43, 62, 67 and 76); the students' choice for learning and speaking English (items 10, 14, 15, 19, 25, 26, 30, 40, 46, 49, 51, 53, 54, 60, 63, 66, 69, 71 and 72); the students' perceived threats to their culture, religion and mother tongue when they learn and speak English (items 22, 34, 44, 55, 56, 57, 61, 64, 65, 70, 74, 77 and 79); the students' perceptions about the effects of learning and speaking English on their identity (items 20, 21, 23, 28, 35, 38, 45, 47, 48, 52, 58, 75 and 78) and language anxiety the students' experience in learning and speaking English (items 12, 13, 16, 29, 33, 37,50, 59, 73, 68 and 80), respectively.

3.4.2 Semi-structured Interviews

The qualitative data of the current study was collected through follow-up semi-structured interviews with 10 randomly chosen participants. The reason behind conducting an interview was to understand the learners' perceptions at a deeper and intimate level. During the interviews, we used open-ended questions that were developed by Soomro (2016).The interviews lasted for 20 minutes maximum each and were recorded carefully.

3.5 Data Collection Procedures

Data collection procedures began with receiving a letter of approval from the Social Sciences Institute of İstanbul Aydın University to conduct this research. On receiving the approval, a thorough explanation was written to the participants of the study to help them to learn the purpose of the research, and the possible outcomes of it. Then, the participants were sent an online link to the questionnaire. After the successful completion of the questionnaire data collection, the interview sessions began. After having 60 results, the responses were analyzed to understand any patterns that showed up to get better understandings of the participants' perceptions regarding learning and speaking English before moving onto the interview stage. Ten random participants were chosen for this. After general questions that were the initial plan a series of prompt questions were added in order to continue the conversation and understand better if what the participants had written in the questionnaire matched the answers to the interview's general set of questions.

3.6 Data Analysis

Descriptive statistics, specifically percentages were used to analyze questionnaire data along with SPSS version 25, which helped not only to understand the answers but also have a solid evidence to show the results of this research. For the data from the interview, descriptive analysis was utilized to better apprehend their answers.

4. FINDINGS

4.1 Introduction

The present study seeks to investigate undergraduate students' attitudes towards learning and speaking English, together with their language choices, and their willingness to learn and to use English. This chapter presents the findings of the study gathered through the questionnaire (Appendix 1) and the interviews (Appendix 2). The findings of the study are presented using the research questions of the study as a basis.

4.2 Findings Related To The Students' Reasons For Learning And Speaking English

The first research question of the study aimed to identify the students' reasons for learning and speaking English. The questionnaire items 18, 24, 32, 36, 42, 43, 62 and 76 aimed to elicit the student's reasons for learning English while items 11, 17, 27, 31, 39, 41 and 67 focused on the identification of their reasons for speaking English. This section first reveals the findings in relation to the student's reasons for learning English and then moves on to the analysis of their reasons for speaking English. Table 4.1 presents the students' responses given to the items related to their reasons for learning English. The items are 18, 24, 32, 36, 42, 43, 62 and 76.

Table 4.1:The findings on the student's reasons for learning English

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
18: Learning English can help me get admission to a foreign university.	44	72.1	15	24.6	1	1.6	1	1.6
24: I learn English so that I can use it for everyday communication with my colleagues in and out of the classroom.	12	19.7	32	52.5	16	26.2	1	1.6
32: Learning English brings me closer to the international community.	27	44.3	31	50.8	2	3.3	1	1.6
36: I learn English only to pass the examinations	2	3.3	8	13.1	30	49.2	21	34.4
42: I plan to learn as much English as possible for my professional success	18	29.5	35	57.4	8	13.1	0	0
43: I learn English so that I can read books and articles in original language rather than a translation.	21	34.4	31	50.8	9	14.8	0	0
62: Learning English can help me gain access to a wider range of information	26	42.6	26	42.6	7	11.5	2	3.3
76: Learning English is a waste of time.	2	3.3	7	11.5	19	31.1	33	54.1

As shown in Table 4.1, 96.7 % of the students agreed that English language proficiency is important to get admission to a foreign university (Item 18), and hence they believe learning English is beneficial for their academic life. If a student has a foreign university degree, it increases their chances of getting a better job in Pakistan and so it is preferred by many to go abroad for higher studies. The responses given to Item 24 showed that English is used commonly for everyday communication, it can be used separately or intermingle with a regional language but speaking in English is so common that knowing it increases persons chances of having a conversation and understanding it (72.2%).

The responses given to Item 32 showed that 95.1% of the participants think learning English bring them closer to the international community; based on this finding we might assume that those students would establish a sense of

tolerance for other cultures. On analyzing the responses given to Item 36, it becomes clear that for most of the students (83.6%) English is not only learned for academic purposes. This finding indicates that the learners believe knowing English in Pakistan has great benefits for them in their social, professional and personal lives. This finding supports the responses given to Item 42. That is, most of the students (86.9%) agree with the idea that learning English helps them to become successful not only academic life but in professional life as well.

The student responses given to Item 43 and Item 62 showed that most of the students (85.2%) are aware of the fact that learning English opens new perspectives and makes wide range of information available to a person. In addition, most probably for this reason, 85.2 % of the participants stated that they disagree with the idea that learning English is a waste of time (Item 76). Hence, we might assume that the students know learning English has way more benefits than not knowing it and the participants are aware of this and use it to their benefit.

An analysis of the responses given to the questionnaire items 11, 17, 27, 31, 39, 41 and 67 showed the students' reasons for speaking English. Table 4.2 presents the students' responses given to the questionnaire items 11, 17, 27, 31, 39, 41 and 67.

Table 4.2: The findings on the students' reasons for speaking English

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
11: I can impress my friends by speaking English.	16	26.2	25	41.0	18	29.5	2	3.3
17: I can get a better job if I am able to speak English	37	60.7	19	31.1	3	4.9	2	3.3
27: I try to speak English to everyone so that I can improve my English speaking skills.	7	11.5	29	47.5	23	37.7	2	3.3
31: My friends will praise me if I speak English	4	6.6	20	32.8	27	44.3	10	16.4
39: I can impress my relatives by speaking English.	7	11.5	23	37.7	20	32.8	11	18.0
41: My family will praise me if I speak English	5	8.2	26	42.6	23	37.7	7	11.5
67: Speaking English will help me meet and converse with more and varied people	11	18.0	38	62.3	10	16.4	2	3.3

As can be seen in Table 4.2, more than half of the participants (67.2%) agreed that by speaking English they can impress their friends (Item 11), although 60.7% stated that their friends would not praise them for speaking English (Item 31). We achieved similar findings from the responses given to Item 39, when half of the participants (50.8%) stated that their relatives are not impressed when they talk in English. However, the responses given to Item 41 showed that half of the participants (50.8%) believe their family members appreciate them when they speak English, while 49.2% of the participants' responses indicated that their family members don't show any appreciation when they speak English. Drawing on this finding, we might state that the family appreciates in half of the case scenarios because those families know of the prestige that comes along with speaking English and that they are happy their children will be amongst the "better" people. We observed the same line of thought on analyzing the responses given to Item 67. That is, 80.3% of the participants agreed with the idea that speaking English helps becoming a member of a social circle, which shows that a person is accepted and appreciated by the majority. Moreover, to Item 27, more than half of the participants (59%) agreed that

speaking English leads to better English-speaking skills and so, by speaking it more often; they increase their chances of having a better life. Likewise, almost all of the participants (91.8%) agreed with the idea that speaking better English will increase their chances at getting a better job and eventually a better life (Item 17).

The analysis of the students' responses to the interview questions support the above- mentioned findings in relation to the students' reasons for learning and speaking English. During the interviews, it became clear that the students believe English is a lingua franca and this is why they feel they need to learn and speak English. The following quotations taken from the interviews support this finding:

“I want to learn English because of all the benefits learning a global language brings”

“I want to excel in academics as well as professional life”

“I want to interact with different people from different cultures as it will broaden my horizon”

“Songs and movies motivated me to learn it”

“For better opportunities”

Interestingly, we found a loophole in the questionnaire; a question asked whether friends and relatives are impressed when they speak English and the majority said yes. A few questions later, we asked another question to identify whether friends and family appreciate when they talk in English. The majority of the students said no. This response left us with a huge question as to why friends and relatives are impressed but they do not appreciate. On analyzing the responses given to the interview questions, it became clear that the responses pointed to a “*competition*” that exists in Pakistan. A competition that involves being better than the others are. Words like “*envy*”, “*jealousy*”, “*criticism*” “*fear*” “*inferiority complex*” were used pointing out how much importance Pakistani society puts on learning and speaking English.

4.3 Findings Related To The Students' Choice For Learning And Speaking English

The second research question of the study aimed to find out what decisions the students would make for learning and speaking English, if they have a choice. Questionnaire items 10, 14, 26, 46, 54, 60, 66 and 72 focus on the students' choice for learning English and items 15, 19, 25, 30, 40, 49, 51, 53, 63, 69 and 71 aim at the finding their choices for speaking English. Table 4.3 presents the students' responses given to the items related to their decisions in learning English.

Table 4.3: The findings on the students' choice for learning English

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
10: I like learning English	38	62.3	21	34.4	1	1.6	1	1.6
14: People discourage me from learning English.	4	6.6	14	23.0	29	47.5	14	23.0
26: I learn English because my parents force me to do so.	2	3.3	0	0	33	54.1	26	42.6
46: I feel sorry for people who do not learn English.	4	6.6	14	23.0	29	47.5	14	23.0
54: I would learn English even if it was not a compulsory subject	17	27.9	33	54.1	9	14.8	2	3.3
60: I would rather spend my time on learning subjects other than English	5	8.2	21	34.4	31	50.8	4	6.6
66: English should be the only language of education from primary to university level in Pakistan	5	8.2	19	31.1	26	42.6	11	18.0
72: When I leave university, I shall give up the study of English entirely	1	1.6	8	13.1	29	47.5	23	37.7

As presented in Table 4.3, 96.7 % of the participants agreed to Item 10 and 82% of them agreed to Item 54 depicting that learning English is a personal choice for most of the students and that they don't learn English because it is obligatory. 70.5 % students disagreed to Item 46 indicating that no judgments are passed onto those who do not learn English. While 57.6 % of the participants disagreed to Item 66 showing that however important English maybe, regional languages should still be taught alongside, 95.1% of the students disagreed to

Item 14, depicting that learning English is something that is encouraged in students and people do not look down upon it. Almost all of the participants (96.7 %) disagreed to Item 26, which indicates that the participants think learning English is a personal choice and the parents do not impose it. To Item 60, 57.4% of the participants disagreed. Hence, we might assume either English holds much more importance than the other subjects does or that there are no negative feelings when it comes to learning English. To Item 72, most of the participants (85.2 %) stated they disagree with the idea that learning English holds importance and that it is not only education driven, but also helps learners in other fields of life.

Hence, we might conclude that the participants believe learning English is a personal choice made by the students; it is not imposed but it is appreciated if known. However, for the participants regional languages hold importance as well when it comes to education.

The responses given to the questionnaire items 15, 19, 25, 30, 40, 49, 51, 53, 63, 69 and 71 show the students' choice for speaking English. Table 4.4 presents the students' responses given to those questionnaire items.

Table 4.4: The findings on the students' choice for speaking English

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
15:I like speaking English.	21	34.4	36	55.0	3	4.9	1	1.6
19: I do not like mixing English words or sentences when speaking my mother tongue.	8	13.1	22	36.1	25	41	6	9.8
25:My family discourages me from speaking English.	0	0	4	6.6	21	34.4	36	59
30: Mixing English words with my first language helps me express my thoughts clearly.	23	37.7	28	45.9	5	8.2	5	8.2
40: I encourage my friends to use English for communication with me on academic topics	8	13.1	25	41	22	36.1	6	9.8
49:English is a neutral language to use in the multilingual context of Pakistan.	12	19.7	34	55.7	10	16.4	5	8.2
51: I prefer to speak English with people other than my family	4	6.6	28	45.9	20	32.8	9	14.8
53:I prefer speaking English rather than mother tongue while I am at the university.	3	4.9	19	31.1	32	52.5	6	9.8
63: We need to develop our mother tongue rather than speaking English for everyday communication.	9	14.8	26	42.6	23	37.7	3	4.9
69: I do not speak English out of the classroom because people dislike English.	3	4.9	10	16.4	38	62.3	10	16.4
71: My family does not feel awkward when I speak English in front of them.	14	23.0	32	52.5	12	19.7	3	4.9

As presented in Table 4.4, most of the students (93.4 %) like learning English as depicted by the responses given to Item 15. While almost half of the participants (59%) disagreed to Item 25, indicating that there is no pressure from the family when it comes to the choice of speaking in English, the rest of the participants (52.5%) agreed to Item 51, indicating that mother tongues are preferred with family while English is preferred when it comes to other interactions. In addition, 54.1% of the participants agreed to Item 40 showing that English is preferred in speaking when it comes to education as it is more formal. However, the responses given to Item 71 showed that 75.5% of the participants agreed that

the family does not feel awkward while speaking in English, depicting that even though English is spoken around, mother tongue is preferred for intimate relationships. Moreover, half of the participants' (50.8%) responses given to Item 19 revealed that mixing mother tongue and English language is a common and preferred practice while speaking. This might be due to the bilingual nature of most people in Pakistan and reveal how they utilize both the languages instead of focusing on only one. This is further justified by the 83.6 % of the participants who agreed to Item 30 saying mixing words from both languages helps expressing thoughts clearly. More than half of the participants (75.4 %) agreement to Item 49 further supports this finding. However, the responses given to Item 53 depict that even at university, the students do prefer speaking in mother tongue but they are also neutral with speaking in English (62.3%). The reason for this preference might be the fact that mother tongue makes people feel relaxed and its use increases interaction as English is considered more formal amongst many. The responses given to Item 63 further proves this finding when 57.4% of the participants agreed to the statement that they need to develop mother tongue through its use in everyday conversations. Interestingly, the responses given to Item 69 showed that the participants' preference for the mother tongue use is abstract like the affection towards mother tongue and the feeling of being more comfortable while speaking it (78.7%).

The analysis of the students' responses to the interview questions support the above- mentioned findings. During the interviews, the most common point of view that came up was "*the students should actually be given a choice to learn a language and not just English, but as many languages as they want*" – since in Pakistan and especially in Punjab – English is taught at school level as a compulsory subject. It is not a choice but is imposed and is focused on more than Urdu – in terms of grammar, vocabulary, pronunciation, etc. However, all of them said they would "*choose to learn English*". The reasons for this choice were as in the following:

“Academic excellence”

“English is a global language, knowing it makes me more equipped”

“English literature is beautiful; I wouldn't want to miss out on that”

“It is a lingua franca”

“I will get better jobs at multi-national corporations”

It also became clear that, even though they want to learn English, most of them want the same attention to be given to Urdu, so that they can learn it better too and be equally equipped in it. When it comes to making conscious decisions about when not to speak English, all of them said they would not prefer to speak in English during family gatherings and with friends for the following reasons:

“Most of them understand Urdu, I want to talk to everyone and make sure they all understand me”

“I am more comfortable in Urdu”

“My friends and relatives might assume I am showing off”.

Additionally, they mentioned that they do not choose to speak in English when they go to a market or talk to the helpers around the house. The following are some of the reasons as stated by the participants of the study:

“They don’t understand English, why should I speak it”

“I feel bad if they will feel underprivileged because of me speaking in English”

“I don’t want them to feel inferior”

“I want to connect to them on a level where we are both comfortable”.

Overall, these findings confirm the fact that the choice of speaking any language in Pakistan is situation-driven. People choose a language depending on what situation they are in, and this way get the best results.

4.4 Findings Related To The Students’ Perceived Threats To Their Culture, Religion And Mother Tongue When They Learn And Speak English

The third research question of the study aimed to find out whether the students perceive any threats to their culture, religion and mother tongue when learning and speaking English. The questionnaire items 22, 34, 44, 56, 64, 70 and 74 aimed to find the student perceived threats in terms of learning English while items 55, 57, 61, 65, 77 and 79 focused on the identification of their perceived threats for speaking English. This section first reveals the findings in relation to

the student's perceived threats in learning English and then moves on to the analysis of their perceived threats for speaking English. Table 4.1 presents the students' responses given to the items 22, 34, 44, 56, 64, 70 and 74 in relation to their opinion of perceived threats while learning English.

Table 4.5: The findings on student perceived threats in learning English

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
22: Learning English creates tolerance and respect for other cultures.	7	11.5	26	42.6	21	34.4	7	11.5
34: I think that by learning English I shall be able to better explain my culture to those who know English.	26	42.6	32	52.5	3	4.9	0	0
44: I do not like learning English because I am proud of my own language and culture.	4	6.6	11	18.0	31	50.8	15	24.6
56: Learning English enables me to understand the culture of English speaking people.	15	24.6	30	49.2	11	18	5	8.2
64: Learning English is harmful for our cultural values	2	3.3	7	11.5	29	47.5	23	37.7
70: Learning English would affect my mother tongue negatively.	0	0	10	16.4	33	54.1	18	29.5
74: Learning English gives me double vision – the vision of my own culture and the vision of other cultures	16	26.2	28	45.9	11	18.0	6	9.8

These questions focus on the relationship between Pakistani culture, religion, mother tongue and English. The responses given to Item 22 showed that 54.1% of the participants agree that learning English creates tolerance and respect for other cultures; this indicates clearly that the students think English does not represent their culture; but it shows that by learning English they learn and accept other cultures. In addition, almost all of the students (95.1%) agree that learning English is a good way to attract people to their culture by explaining it in a language they understand (Item 34). More than half of the students (75.4%) disagreed to Item 44 showing that learning English and being proud of Pakistani culture are not connected. The love and respect for the native culture remains, and knowing English does not indicate that they are not proud of it. This is

further proven by the responses given to Item 64, where 85.2 % of the students disagreed and indicated that learning English does not give harm to their cultural values, it only allows them to interact with other cultures and elaborates their vision, which is further indicated by the responses given to Item 74 (72.1%). In addition, most of the students (83.6%) disagreed to Item 70, which indicates that the students believe learning English would not affect their mother tongue negatively. Table 4.6 presents the analysis of the responses given to the questionnaire items 55, 57, 61, 65, 77 and 79.

Table 4.6: The findings on student perceived threats in speaking English

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
55: I do not like speaking English because I want to be closer to my own culture.	5	8.2	8	13.1	33	54.1	15	24.6
57: Using English in everyday communication is against my religious values	3	4.9	6	9.8	22	36.1	30	49.2
61: I do not think it is against our culture to speak English in front of our elders.	15	24.6	28	45.9	15	24.6	3	4.9
65: I like speaking English because English is no longer viewed as associated only with Christianity (Christian religion).	7	11.5	20	32.8	26	42.6	8	13.1
77: By using English I shall be exposed to a variety of cultures.	14	23	35	57.4	7	11.5	5	8.2
79: I prefer speaking my mother tongue rather than English in my community because our mother tongue is a symbol of unity for us	10	16.4	24	39.3	20	32.8	7	11.5

As revealed in Table 4.6, 78.7% of the students disagreed to Item 55, indicating that speaking English does not affect being close to the culture. Regarding the religious affiliations with learning English, it became clear that the students think religion has nothing to do with the language of the west. That is, the responses given to Item 57 and Item 65 show that the students think speaking English isn't against the values of Islam, which is the religion of the majority in Pakistan (85.3%) and the notion that associates English with Christianity does not exist (55.3%). Hence, it might be appropriate to state that the participants of

this study think religion has no role when it comes to their preference in speaking English. The responses given to Item 61 showed that more than half of the students (70.5%) agree with the idea that speaking in English with the elders is not against their culture. However, the responses given to Item 79 showed that 55.7 % of the students prefer speaking in mother tongue in the community, indicating speaking in the mother tongue is a sign of unity mostly because the majority understands mother tongues and as mentioned before mother tongue comes with more ease for most people when it comes to personal relations.

During the interviews, most of the students mentioned that schools promote the use of English. They also pointed out that use of English is considered important in professional life especially when taking interviews and giving presentations. However, the students also mentioned that they are to be careful in certain situations. One example for those situations is the “*family gatherings*.” The students stated that they prefer to speak in Urdu, as everyone and especially the elders understand Urdu, so the communication is easy. Most of the participants mentioned that they believe “*Culture isn’t affected by a language*” but they believe people change the culture. They also stated that the media and the changing mindsets of people results in a change in the culture. However, one of the participants indicated an instance which reveals how culture has been affected by English, she said, “*we had a lot of patriotic songs when we were young, with more Hollywood coming in, even our media has “revived” in terms of what sells – which is far from Pakistani culture.*” Hence, this might be one of the reasons a common person in Pakistan might blame the language for changing culture and traditions. Another interesting point that raised was “*some traditions need to be broken anyway, if they blame the language which gave us exposure so be it.*” Another question asked the students’ opinions on Islam being affected by English and making the Muslims more “western”. The responses went from “*reading a bible in English won’t make me a Christian, instead I will understand it and be able to tell what is what, and maybe move towards living in harmony*” to “*how can they think a language can affect their religious teachings, instead of hating on English, they should instead learn Arabic.*” Another interesting point emerged when a participant stated, “*English doesn’t make us westernized, and it is the thoughts. The Turks*

don't speak much English, neither do Germans or the French yet they are western, hence English is just another language – we need to stop associating stigmas to it.”

In conclusion, the findings gathered from the interviews further strengthened the questionnaire findings. Based on these findings, we might state that the participants do not think English destroys Pakistani culture in contrast they believe other factors contribute to this infiltration such as getting more exposure to the ideas, philosophies and literature around the world and/or finding something impressive in another culture and adopting it.

4.5 Findings Related To Students' Perceptions About The Effects Of Learning And Speaking English On Identity

The fourth research question of the study aimed to identify the students' perceptions about the effects of learning and speaking English on their identity. The questionnaire items 20, 28, 38, 48, 52, 58 and 78 aimed to elicit the students' perceptions about the effects of learning English on identity while items 21, 23, 35, 45, 47 and 75 focused on the identification of their perceptions about the effects of speaking English on their identity. This section first reveals the findings in relation to the student's perceptions about effects of learning English on identity and then moves on to the analysis of their perceived effects of speaking English on their identity.

Table 4.7 presents the students' responses given to the items related to their perceptions about effects on identity in terms of learning English. The items are 20, 28, 38, 48, 52, 58 and 78.

Table 4.7: The findings on the effects of learning English on identity

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
20: I think learning English will enhance my professional identity	26	42.6	28	45.9	5	8.2	1	1.6
28: I learn English so that I can be considered a modern person.	1	1.6	23	37.7	26	42.6	11	18
38: By learning English I shall achieve social prestige.	5	8.2	30	49.2	21	34.4	5	8.2
48: By learning English I shall achieve social prestige.	5	8.2	15	24.6	28	45.9	13	21.3
52: By learning English, I shall be more open-minded.	5	8.2	21	34.4	30	49.2	5	8.2
58: By learning English, I shall be more open-minded.	2	3.3	7	11.5	28	45.9	2	4
78: Learning English would Westernize me	3	4.9	15	24.6	24	39.3	19	31.1

As shown in Table 4.7, the majority of the participants (88.5%) agreed to Item 20, indicating that English serves as an agent that improves chances at having a better professional identity, hence to have a better profession. For this reason, we might conclude that the students believe knowing English is a must in Pakistani context. Surprisingly, the responses given to Item 28 showed that more than half of the participants (60.6%) think learning English is not equivalent to modernity, but it is a separate entity and that most people do not learn English to enhance their “personal” identity. The responses to items 52 and 58 also indicate that the majority does not associate English with being more modern and open minded (67.2% and 57.4% respectively). This finding re-assures the findings from the responses given Item 20. That is, the students think however important English may be in order to gain social and professional prestige it does not indicate being more “modern” than the others. However, 57.4% of the students agreed to Item 38 saying that learning English helps them gain social prestige. It is interesting to note that, this question came twice, with different answers. The same question was asked in Item 48 where 67.2% of the participants disagreed to this. Therefore, we might assume for some people learning English holds the stairs to gaining social acceptance while for some, it doesn't. The difference in opinions can have various reasons from their first

language to their schooling and to the area they live in. The indication that people may refuse to learn English in the fear of becoming “western” or “modern” is supported by the responses given to Item 78, where 70.4% of the participants disagreed to the statement that English would westernize them. In conclusion, we can conclude that the basic assumption that English is more modern doesn’t exist, however, it is still very important to gain prestige in important areas of life. These findings are further investigated during the interviews.

An analysis of the responses given to the questionnaire items 21, 23, 35, 45, 47 and 75 showed the students’ perceptions about the effects of speaking English on their identity.

Table 4.8: The findings on the effects of speaking English on identity

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
21: Speaking English in everyday life shows that I am well educated.	10	16.4	33	54.1	9	14.8	9	14.8
23: I shall be considered a low class person if I do not speak English	7	11.5	22	36.1	21	34.4	11	18
35: If I speak English, people will think I am showing off.	2	3.3	32	52.5	22	36.1	5	8.2
47: It annoys me when any local person speaks English to me	2	3.3	7	11.5	29	47.5	23	37.7
75: I worry that if I speak English, people will think I am unpatriotic	4	6.6	9	14.8	32	52.5	16	26.2

The responses given to Item 21 show that 70.5 % of the participants believe speaking English automatically tells people about a person’s education, hence making sure that others think that you have had a “good” education because English-medium schools in Pakistan are more expensive and are commonly considered better than the regional language ones. However, while 52.4% of the participants indicated that speaking English does not indicate high or low class (Item 23), less than half of the participants (47.6%) agreed that if they don’t speak English, they will be considered from a low class. Out of the responses given to Item 35, we found out that 56% of the participants agreed with the idea that speaking English comes off as showing off, it can be showing off your

wealth, education, upbringing and your status. It is also interesting to note that speaking English does not endorse being unpatriotic as shown by 85.2% to Item 45 and by 83.6% to Item 75.

During the interviews, it became clear that most of the students do not think their identity has changed because of learning English; however, they stated they believe they have become more “*sophisticated*”, “*polished*”, and “*well-behaved*.” They added that not all this is entirely because of the language, it is also about their exposure, how it has “*broadened their horizons of learning*” and “*expanded their vision*” as they learned another language and are able to access more information the world has to offer.

In relation to how the society perceives those who speak English, many societal problems came up. The students pointed out that people think the ones who speak in English are considered “*better off*”, they are “*looked upon*”, they are “*paid more attention*” and they “*intimidate*” the listener who presume the speaker as “*privileged*”, “*well-educated*”, “*elite*”, “*rich*”, “*show off*” and so on. The participants also mentioned that the most common question people ask the participants when they speak in English is, “*Have you lived abroad?*” or “*Where did you learn such good English from?*” What is interesting to note is the students receive positive comments from the people when they are in academic and professional settings, where their language skills are highly appreciated. However, when they are with friends or talking to other people, most of the listeners tend to get intimidated and perceive the listener is from an elite background. When asked about the reasons as to why these presumptions come up, the participants had many opinions starting with how “*Pakistan is infatuated with English due to its post-colonial mindset – just because this was the language of our rulers, so it became a decorum of speaking and being elite*”. Other reasons included “*since the elite in Pakistan speak English, there is a stigma attached to it and for others to be a part of a progressive society, one has to learn English*” and “*whatever people think depends on their perspective and their mindset*” as well as “*this has been further influenced by social media and movies*”.

When we asked an interviewee about what she thinks when people consider her showing off by speaking in English, she replied, “*I feel sad, they don’t see my*

hard work and dedication behind learning a new language and how it empowers me now because I can explain myself better. Everyone in Pakistan learns Basic English, they can speak in it too if they work as hard as I did” The participants did agree to how having better grip at English leads to “*better jobs and better academic opportunities*” but not because it is an elite language but because it is a global one. Knowing it has opened their thinking process and has led them to explore options all around the world.

On reflection, the interview responses have further strengthened the questionnaire findings. It is now clear that those who do not speak English perceive the ones who speak English as privileged and elite even though it is nothing like that in real life. The first reason for this is education and the divide in public and private schools, since the private schools pay more attention to teaching proper English and are more expensive, if someone speaks good English the other automatically assumes them as better off than them. Secondly, the influence of media in Pakistan has played a huge role and has led people to believe how English is an “*elite language*” by depicting the owner of the house speaking in English while the maid conversing in Urdu such as in Pakistani TV dramas and movies. Thirdly because better academic and professional opportunities await the ones who are fluent in writing and speaking English.

4.6 Findings Related To The Language Anxiety The Students Experience In Learning And Speaking English

The last and the fifth research question of the study aimed to identify if the students experience anxiety in learning and speaking English. The questionnaire items 12, 16, 50, 68 and 80 aimed to elicit the students’ experiences of anxiety when learning English while items 13, 29, 33, 37, 59 and 73 focused on their experiences of anxiety when speaking English. This section first reveals the findings in relation to the anxiety in learning English and then moves on to the analysis of their anxiety in speaking English. Table 4.9 presents the students’ responses given to the items related to their experiences of anxiety when learning English.

Table 4.9: The findings on the language anxiety the students experience in learning English

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
12: It is easy for me to learn English.	25	41.0	34	55.7	1	1.6	1	1.6
16: Learning English is an interesting activity.	24	39.3	35	57.4	2	3.3	0	0
50: English is a difficult language for me to learn.	4	6.6	6	9.8	35	57.4	16	26.2
68: Learning English allows me to be at ease with the people who speak English	16	26.2	39	63.9	5	8.2	1	1.6
80: I get nervous when I think about learning English.	2	3.3	8	13.1	25	41	26	42.6

As presented in Table 4.9, almost all of the participants (96.7%) agreed to Item 12, suggesting that learning English is not a difficult task but is very easy. The reasons for this can be how English is incorporated into curriculums from the start of education. Indeed, the majority of children in Pakistan can understand and speak basic English. English language is not a foreign language. Almost all of the participants (96.7%) also agreed to Item 16 which further indicates that learning English is interesting and not tiring or boring. This finding shows that the students are eager to learn English. The majority of the participants (83.6%) also disagreed to Item 50 indicating that English isn't a difficult language for them to learn. In addition, 90.1% of the participants agreed to Item 68 indicating knowing a similar language as with other people, they feel at ease and not anxious or scared to speak it. If they know English they stated they feel comfortable speaking it. Furthermore, 83.6 % of the participants disagreed to Item 80 showing they experience no anxiety in learning English. Reflecting on these findings, it might be appropriate to state that feelings of nervousness and uneasiness do not surround learning English.

Table 4.10 presents the responses given to the questionnaire items 13, 29, 33, 37, 59 and 73.

Table 4.10:The findings on the language anxiety the students experience in speaking English

Statements	SA		A		DA		SD	
	F	%	F	%	F	%	F	%
13:I feel comfortable when speaking English.	15	24.6	35	57.4	9	14.8	2	3.3
29:I think I speak English better than other students do	5	8.2	38	62.3	13	21.3	5	8.2
33:It is easy for me to speak English	15	24.6	41	67.2	4	6.6	1	1.6
37: I lack confidence when speaking English	5	8.2	12	19.7	26	42.6	18	29.5
59:I feel that the other students speak English better than I do	8	13.1	25	41.0	23	37.7	5	8.2
73:I do not speak English because I feel embarrassed when I do so.	3	4.9	8	13.1	29	47.5	21	34.4

Table 4.10 reveals that 82% of the participants think they are comfortable while speaking in English (Item 13), the reason for this can be seen from the responses given to Item 29, where 70.6% of the participants think that they speak better English than the other students. This feeling of superiority leads them to speak the language without any anxious feelings. Moreover, 91.8% of the participants agreed to Item 33 suggesting that speaking English is an easy thing while clearly it doesn't make them uncomfortable or unconfident as indicated through the responses given to Item 37, where 72.1% of the participants disagreed. Interestingly though, 54.1% of the students think that other students speak English better than them (Item 59). On reflection, we might assume that even though they know they speak English well and lack no confidence, this fear of speaking emerges because of the fear of others being better. This is the competition that goes around in the youth when it comes to speaking English. Is the other better than me? Why is the other better? These questions are something that the students in the current study suffer from. However, even when they think others speak better than they do; they do not feel embarrassed when speaking English. This finding is supported with the responses given to Item 73, where 81.9% of the participants disagreed with the feeling of embarrassment when speaking in English.

The responses given to the interview questions further proved the findings gathered through the questionnaire. However, during the interviews some of the students pointed out that while in school, they experienced the feeling of anxiety in reading and writing because of the “*intense competition*” in their classes. When asked about the feeling of anxiety in speaking, most of them said that they do get anxious while speaking to a larger group but that is not because of their perceived English language proficiency but mostly related to “*stage fright*”. Those students added they do not feel any anxiety when talking to someone one-on-one. However, two of the participants pointed out that they feel anxious when they think the language proficiency level of the person who they talk to is better than their language. The following quotation reflects the students’ opinion:

“While talking to someone I know has better English than me, I might fumble or stutter, but it is temporary”

Moreover, one student mentioned, *“I used to feel anxious speaking to someone from a native country, but now I know everyone has different accents, I am comfortable with mine and so it doesn’t matter me anymore”*.

Hence, this provides us with the data that even with the “*judging*” going on regarding speaking English, not many are anxious about it in Pakistan.

5. CONCLUSION

5.1 Introduction

This chapter first presents a brief summary and the conclusions of the current study. And then, it highlights the limitations of the study and suggestions for further studies.

5.2 Summary Of The Study

The aim of the study was to investigate the perspectives of undergraduates towards learning and speaking English and to better comprehend whether a majority of the students would account positive or negative attitudes towards learning and speaking English. The participants of the study were 60 randomly chosen students from Forman Christian College, Lahore, Pakistan, who were in their undergraduate programs. Since the research followed a mixed method approach, both qualitative and quantitative methods were utilized. The data was collected in two steps. The first was to get the questionnaire answers through the questionnaire developed by Soomro (2016) and the second was the follow-up semi-structured interviews conducted with 10 students. The data collected through the questionnaires was analyzed through descriptive statistics, while the data collected through the interviews was analyzed through descriptive analysis. The following research questions guided the research:

- What are the students' reasons for learning and speaking English?
- What decisions would the students make for learning and speaking English, if given a choice?
- Do the students perceive any threats to their culture, religion and mother tongue when they learn and speak English?
- What are the students' perceptions about the effects of learning and speaking English on their identity?

- Do the students experience language anxiety in learning and speaking English? If so, under what conditions?

5.3 Conclusion

The first research question was about finding out the students' reasons for learning and speaking English. The findings showed that the students learn English not only for academic purposes but to create better opportunities in their personal, social and professional life. The findings suggest that the students think speaking English leads to better English-speaking skills and so, by speaking it more often, they are increasing their chances of having a better life in Pakistan and abroad. This finding is in line with Thirumulai's(2002) argument. According to Thirumulai (2002),English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. The interview of the present study further investigated this ideology and found out that everyone has a motivation in learning English which is to get better opportunities and to explore more of what the world has to offer for their personal, professional and academic development. The conclusion is in line with other some other research. According to Rahman (1997), English has become an important language because of the political, economic and the cultural requirements as well as the social rank attached to the language by the ruling elite of the country.

Rahman (2004) states that the ruling elites have apparently reinforced Urdu because of its integrative representational significance to the ideology of Pakistan to earn the support of the urban middle class and this policy empowers them to preserve their rule in the provinces. English presents the role of a gate keeper in the entry of younger elite generation into the executive positions and also increases the possibility of elite youth to enter the international job market (ibid). A study conducted by Ashraf (2007) in Karachi, Pakistan shows that English language is attached to power and status in Pakistan. Mansoor (2002) also discusses that English language learning in Pakistan is often seen as a means of upward social mobility. According to Rahman (2002), it is very important to know English to get a good job in military, bureaucracy, and in the

private sector. The present study further proves these research as through it we might assume that the students know learning English has way more benefits than not knowing it and people here, in Pakistan, realize it and use it to their benefit. The current study also sheds light on how English helps with an increase in a bigger social circle meaning more social life which shows a person is accepted and appreciated by the majority. Finally, it can be concluded that all these factors are the exact reasons that drive the individual to learn and speak English.

The second aim of the study was to find out what decision the students will make for learning and speaking English, if given a choice. The findings pointed out that learning English is a personal choice for most of the students and is not an implication. English is not only preferred for educational purposes but is also important for practical life. Gardner (1985a as cited in Soomro 2016) and Dörnyei (2005) proposed that, from the social psychological perspective, people may pursue objectives for reward and avoid the things which they believe might result in punishment. The findings imply that the participants know that learning and speaking English is rewarding for them, hence they pursue learning it. However, regional languages hold importance as well when it comes to education. The results also indicated that there is no pressure from the family when it comes to the choice of speaking in English however; mother tongues are preferred with family while English is preferred when it comes to other interactions. The reason for preferring mother tongue with family interactions is mainly because the majority understands it and also that it is close to the participants' hearts in terms of affection. However, recent developments in mixing English and mother tongues and code-switching have increased where people now speak using both languages together. This helps them express their thoughts more clearly – depicting the bilingual nature of Pakistanis. This discussion supports the view that even though Pakistani students don't always choose to speak in English, they have positive feelings for it overall. There is no animosity or negative attitudes towards learning and speaking it as they choose either their mother tongue or English depending on the situation they are in and the people around them.

The third aim of the study was to find out if the students perceive any threats to their culture, religion and mother tongue while learning and speaking English. The findings from the questionnaire revealed that the participants believe learning English creates tolerance and respect for other cultures. This indicates that English does not represent our (Pakistani) culture, but learning English we are accepting other cultures. Moreover, the majority of the students believe that learning English and being proud of Pakistani culture are not connected. The love and respect for the culture remains, and knowing English does not indicate they are not proud of it and exactly the same way speaking English does not affect being close to the culture neither does it show that you are not culturally connected to Pakistan. Moving onto the religious affiliations with English, we found out that the students think religion has nothing to do with the language of the west as they are separate. However, the students stated they prefer speaking in mother tongue in the community, indicating it as a sign of unity mostly because the majority understands mother tongues and as mentioned before mother tongue comes with more ease for most people when it comes to personal relations. It has nothing to do with animosity against English.

Moving onto the interview responses, the data indicates that the majority of the students believe that culture isn't affected by a language as it is not the language that change the culture but the people, and language is not to be blamed. In addition, the students stated that English does bring diversity in terms of open-mindedness and learning more than their national language has to offer. Interestingly, it was pointed out that English is not the only factor that affects their culture; but other factors such as the media and the changing mindsets of the people. In terms of what sells more, the media has been influenced by the west, infiltrating the society with their cultural values, and hence bringing a shift to Pakistani culture. English is not to be blamed but the abuse of it. Moreover, some students stated that they believe Pakistani culture does need to adapt to changing times especially with a few strict rules in it and if some traditions are being broken, there is nothing wrong with that. These findings are in line with how "English can be learned and then used to empower the local communities, or to further their own cultural, social, and educational interests" (Canagarajah, 1999, p. 42). However, other factors contribute to this

infiltration that might originate in learning a foreign language such as getting more exposure to the ideas, philosophies and literature around the world and/or finding something impressive in another culture and adopting it. It is not the fault of the language but the mindsets of people entirely.

As for the possible concerns in relation to learning English and religion, the findings revealed that the students think religion and English have no connection. The participants stated that they believe Islam doesn't forbid them from learning languages. They believe however, that by learning English they will be able to explain their religion better to anyone else outside the realms of their mother tongue. In conclusion, it becomes clear that speaking English is not viewed as a threat to the mother tongue either because the participants are confident that their mother tongue holds its own importance, whereas English is considered as an 'additional language' for them. Therefore, learning and speaking English is viewed as an asset and an advantage. They also consider English is needed in these times to cope with the modern-day world.

The fourth research question of the study aimed at finding the student's perceptions about the effects of learning and speaking English on their identity. The findings of the current study revealed that the assumption that those who speak English are more modern than those who do not doesn't exist in the society anymore. However, speaking English is still very important to gain prestige in some important areas of life such as professional and academic spheres. The feelings towards English affecting their identity are all positive as pointed out by Dörnyei's (2010) theory of the L2 motivational self, in which learners perceive themselves positively with regard to learning and using English in the future. The interview findings, however, clearly show that speaking English automatically leads people to think that people who speak English are privileged and elite. The first reason for this is education and the divide in public and private schools, since the private schools pay more attention to teaching proper English and are more expensive, if someone speaks good English the other automatically assumes them as better off than them. Thus, English and Urdu medium indicate not only a difference in proficiency level, but also determine the participants' perceptions of both their own self-worth and their worth as perceived by others in different spheres of life (Norton, 1997). Secondly, the

influence of media in Pakistan has played a huge role and has led people to believe how English is an “elite language” by depicting the owner of the house speaking English while the maid conversing in Urdu such as in Pakistani TV dramas and movies – and thirdly because better academic and professional opportunities await the ones who are fluent in writing and speaking. Hence, these reasons do not change the people’s personal identity but they do bring a shift in their perceived identities by the listeners. The findings are in line with other studies that showed similar results, for instance: Norton (1997) asserts that “Every time language learners speak, they are not only exchanging information with their interlocutors; they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world. They are, in other words, engaged in identity construction and negotiation” (p. 410).

Thus, identity is not static but can change with a person’s varying social and economic conditions. These identities can also be seen as being influenced by what Bourdieu (1991) calls linguistic capital, in easy words pointing out that these are linguistic assets possessed by individuals and passed on through informal and formal systems that establish the development that they can make in life. Linguistic capital can be seen as a decisive feature of the identities of learners in educational institutions especially in the context of Pakistan where English and Urdu medium divide extends from families and informal interaction into more formal learning systems. Hence, we can conclude that learning and speaking English does not change the identity but helps in the depiction of a well-formed identity of the speakers.

The last research question focused on the experience of anxiety among students while learning and speaking English. The theory of foreign language anxiety (Horwitz, Horwitz, and Cope, 1986) suggests that language anxiety may be a source of avoidance from learning and speaking a language. However, it can also be a force behind harder work in pursuit of achieving one’s goals. The current research is concerned with exploring the participants’ perceived language anxiety in learning and speaking English. The findings suggest that the students do not experience anxiety in learning English, which might be due to integration of English language teaching into school curriculum from the start. Reflecting on the data collected through the questionnaires, it becomes

clear that the students think learning English is interesting and not tiring or boring which shows they are eager to learn it. The data proves that feelings of nervousness and uneasiness do not surround learning English. When it comes to speaking English, there are two feelings – inferiority and superiority. Some of the students pointed out that although they know they speak English well and lack no confidence, the fear of speaking emerges because of the fear of others being better. While some suggested that they know that they speak better English than other students. This feeling of superiority leads them speaking the language without any anxious feelings. During the interviews, when the students were asked about anxiety in speaking, most of them said that they do get anxious while speaking to a larger group but that is not because of English mostly related to “stage fright”. However, when talking to someone one-on-one basis, there is no anxiety involved. Hence, we can conclude that English learning and speaking does not cast any anxiety onto the participants of the study, however, other factors like fear of being judged or stage fright may contribute to the anxiety they sometimes suffer.

In conclusion, the participants in the current study are not against learning and using English. They hold positive attitudes towards learning and speaking English. Secondly, the study also rejects the assumptions related to the theory of linguistic imperialism away, according to which learners from a postcolonial country might see English as a threat to their identity, religion, culture, and local language and might withstand it. This study suggests that this may not entirely be so. Thirdly, the findings of this study suggest that almost all of the participants are motivated and favoured by family and friends to learn and speak English with or in front of them. In some cases, there might be instances of jealousy but that isn't because of enmity against English but simply because of failure to understand the language. Fourthly, the findings underline the significance of learner roles – the students make their choice rather than being forced to learn and speak English.

Limitations Of The Study

The findings on understanding Pakistani students' perspectives of learning and speaking English are limited to the participants from one university in one

province in Pakistan. Besides, the limited number of the participants is not enough to generalize the findings of the study. The findings may not match those learners from other regions and may not be relevant to the whole country. Furthermore, the questionnaire and the interviews were conducted solely in English, had I used Urdu in it, I might have been able to extract more data from the participants.

Suggestions For Further Study

For further studies, the number of the participants could be increased as well as the area where the study was conducted can be changed to gain broader understanding of the learners from all over Pakistan. Moreover, the data of the study can be collected from participants studying variety of subject areas. Since my participants were from a university that offers almost all sorts of programs, the next study might bring filters like participants from either business or media studies or English literature and their perceptions about learning and speaking English.

Furthermore, a study that explores the perspectives of teachers and parents in addition to the learner's perceptions might yield interesting results. These suggestions may help the researchers to get a wider perspective on the issue.

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APPENDIX

APPENDIX A :QUESTIONNARE

APPENDIX B :INTERVIEW QUESTIONS



**APPENDIX A
QUESTIONNAIRE**

QUESTIONNAIRE

Dear participant,

I would like to thank you for agreeing to participate in my research project ‘Pakistani Students’ Perspectives on Learning and Speaking English’. This project is a part of my Masters at Istanbul Aydin University, Istanbul, Turkey.

I can assure you that all your responses will be kept confidential. Please give your answers honestly without consulting others – there are no ‘right’ or ‘wrong’ answers. You may choose to leave any statement unanswered. If you wish, you may exercise your right to withdraw from this study any time before, during or after the research process. The questionnaire should take about 20 minutes to complete. Thank you in advance.

Part A

Please complete the following.

01. I am: male female
02. My age is: years
03. My first language is:
04. My major subject (department) is:
05. My year of study is: 1st 2nd 3rd 4th
06. My school education was in a: government school private school
07. The medium of instruction was: Urdu/Sindhi medium English medium
08. My permanent residence is in: a rural area an urban area
09. How well do you think you compare with other students of your age in your class in being able to speak English?
- near the top
- better than average
- about average
- below the average
- near the bottom

Part B

Please choose (tick mark) one of the four options that best reflects your views for each statement

		Strongly Agree	Agree	Disagree	strongly Disagree
10.	I like learning English.				
11.	I can impress my friends by speaking English.				
12.	It is easy for me to learn English.				
13.	I feel comfortable when speaking English.				
14.	People discourage me from learning English.				
15.	I like speaking English.				
16.	Learning English is an interesting activity.				
17.	I can get a better job if I am able to speak English.				

		strongly Agree	Agree	Disagree	Strongly Disagree
18.	Learning English can help me get admission to a foreign university.				
19.	I do not like mixing English words or sentences when speaking my mother tongue.				
20.	I think learning English will enhance my professional identity.				
21	Speaking English in everyday life shows that I am well educated.				
22	Learning English creates tolerance and respect for other cultures.				
23	I shall be considered a low class person if I do not speak English.				
24	I learn English so that I can use it for everyday communication with my colleagues in and out of the classroom.				
25	My family discourages me from speaking English.				
26	I learn English because my parents force me to do so.				

		Strongly Agree	Agree	Disagree	Strongly Disagree
27	I try to speak English to everyone so that I can improve my English speaking skills.				
28	I learn English so that I can be considered a modern person.				
29	I think I speak English better than other students do.				
30	Mixing English words with my first language helps me express my thoughts clearly.				
31	My friends will praise me if I speak English.				
32	Learning English brings me closer to the international community.				

33	It is easy for me to speak English.				
34	I think that by learning English I shall be able to better explain my culture to those who know English.				

		Strongly Agree	Agree	Disagree	Strongly Disagree
35	If I speak English, people will think I am showing off.				
36	I learn English only to pass the examinations.				
37	I lack confidence when speaking English.				
38	By learning English I shall achieve social prestige.				
39	I can impress my relatives by speaking English.				
40	I encourage my friends to use English for communication with me on academic topics.				
41	My family will praise me if I speak English.				
42	I plan to learn as much English as possible for my professional success.				

APPENDIX B
INTERVIEW QUESTIONS

INTERVIEW

Note to Ethics Committee:

The semi-structured interviews will be based on the main themes of the study and also themes that emerge from the questionnaire data. The questions may not always be asked in the same order. The themes will be used as a guide to ask the questions with follow-up probes in response to the interviewee's answers.

I would like to thank you for agreeing to participate in the interview for my research project. This project is a part of my Masters at Istanbul Aydin University, Istanbul, Turkey.

I can guarantee that all your responses will be confidential. Please be honest while answering, there are no 'right' or 'wrong' answers. The interview is primarily in English but if you want you can answer in your local language as well. If you don't want to answer a specific question, it will be alright. The interview will take about 20 to 30 minutes to finish.

Main themes of the interview:

- **Views about learning and speaking English in relation to ‘Identity’**

For example:

Do you think you are changed by learning or speaking English? How?

What do people think of you when you speak English? What comments do you hear or expect hearing about yourself?

- **Views about learning and speaking English in relation to ‘Culture’**

For example:

Are there any occasions when people encourage or discourage you to speak English?

Do you think your cultural values may be changed if you learn or speak English? How?

- **Views about learning and speaking English in relation to ‘Choice’**

For example:

If you are given a choice to choose between learning and not learning English, what would you prefer? Why?

Are there any situations/circumstances in which you wouldn't choose to speak English? Why?

- **Views about learning and speaking English in relation to ‘Motivation’**

For example:

What are the main reasons for your decision when you think whether or not to learn English?

What are the main reasons for your decision in any situations whether or not to speak English?

- **Views about learning and speaking English in relation to ‘Anxiety’**

For example:

Do you feel anxious/nervous about learning English? Can you share any experiences?

Do you feel anxious/nervous about speaking English? Can you share any experiences?

RESUME

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Objective

Looking for a Job in the field of Education or English where I can implement my knowledge and develop a long-term career.

Education

- **2018 – 2020 M.A in English Language and Literature**
Istanbul Aydin University
- **2013 -17 Bachelor of Science (Hons)**
Forman Christian College
Major 1: Education
Major 2: English Literature
Cgpa: 3.74
- **2013 Intermediate in Pre-Engineering**
The Punjab College, Sargodha
- **2011 O'levels in Sciences**
The City School, Sargodha Campus, Sargodha

Work Experience

The City School

January 2015 — February 2015 Library

Teacher. Asst.

I have worked at The City School, Sargodha Campus as a library teacher on a 4- week long internship. My internship was about three major threads - reading, writing and speaking. I helped students in these fields there during their library class.

The City School

September 2013 — October, 2013 Science

Teacher Substitute

The City School

August 2016 — September 2016 English

Teacher Substitute

Forman Christian College

September 2015 — May 2017 Community

Service - Social Study/ English Teacher

The City School

September 2017 – February 2018 Geography

teacher for grade 7th, 8th and 9th

English Time Istanbul November 2018 – January 2020 English Language teacher

Awards

- **2005 – 2009** Head Girl at the City School, Sargodha
- **2015** Winner Debates competition in Education
- **2017** Magna Cum Laude (Forman Christian College)

Volunteer Work

- **2014** Asst. Director Marketing at The Art Junction Society, FCC
- **2015** Content Writer at The Art Junction Society, FCC
- **2015** Content Writer at The Education Society, FCC
- **2016** Director Logistics at The Women Empowerment Society, FCC

Skills

- Computers: Word, PowerPoint, Windows Movie Maker
- Languages : English, Urdu, Punjabi
- Interests and Hobbies: Reading, Writing, Watching Movies

References

Dr Cusrow Dubash – Vice rector Forman Christian College -
cjdubash2004@fccollege.edu.pk -

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