The Role of Language and Identity and its Impact on Teaching of English in Multan, Pakistan

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Abstract

This study aimed to explore the association between language and identity and how far the teaching of English is affecting the identity of Pakistani languages. Second language learners have different purposes for learning English and different socio-political backgrounds and having English language teaching and learning practices. The data were collected from one hundred and fifty graduate participants from Bahauddin Zakariya University, Multan, Pakistan. However, ten English Language teachers' interviews were also conducted for this study and all teachers were from BZU Multan. The researcher used a mixed methodology for this study. In order to collect data, the researcher used two survey questionnaires designed for students and teachers as an instrumental tool. The result of this study demonstrates that language has a major part in showing one's personal or social identity as a single feature of language used to identify. It is also explored that the English language is affecting Pakistani languages. After learning the English language, one's perception of his or her competence, communicative style, and value systems may undergo some changes. The English Language has originated the phenomenon of code-mixing in publics' daily communication because people in Pakistan are too conscious regarding their social status and in showing themselves as educated people.

Keyword*s: Language and Identity, ELT, L2, Pakistani Languages*

Introduction

Language and identity are associated with each other. Without language and identity, learners are unable to learn any language of the world. However, language influences our way of thinking, our identity and culture and language develop under the impact of constant deviations in our environment. The study examines the association between language and identity; the influences of these two over each other have always caught the attention of language learners. English language learners have various purposes in learning a language. They belong to different socio-political backgrounds and learning practices. However, it shows that L2 learners enter the language classroom with previously achieved linguistic and cultural repertoires from different backgrounds. L2 acquisition and practice involve not only

conventions and acquisition of new linguistic skills but also adaptable ways of utilizing languages and of valuing, behaving of a new discourse community. While L2 acquisition comprises multi-layered identities (Norton Pierce, 1995; Eckert, 1500; Marsh 1502; Norton 2010). It is also a fact that L2 learners involve physically to learn about the linguistic and cultural communities in various backgrounds of identity, i.e. negotiation, renegotiation, and transformation throughout their language learning course. Kramsch (1500) discusses that learners' identity in a second language contains social role, cultural identity, and discursive voice that illuminate their choice of which identity or role they would like to demonstrate across various contexts. On the other hand, Norton (1500) describes identities as "expressing individuals' own understandings of their association to a world that is socially constructed and constantly negotiated". Norton (2010) also defines individuals' identities as a site of struggle in that "every time we speak, we are negotiating and renegotiating our sense of self in relation to the larger social world and reorganizing that relationship across time and space" (p. 2). Moreover, Pavlenko and Blackledge (1504) depict that L2 learners' identities and negotiation of identities are linked with language ideologies, political arrangements and power relations. Bhabha (1994) exposed the complex nature of L2 learners' identities which indicate the characteristics of poststructuralist identities. However, language and identity mean and what is the link between them and then finally how the teaching of English influences Pakistani language identity. The main objective is to establish the trends in the associations among languages and identities. The role of language and identity are significant in second language learning backgrounds where language learners bring their attained identities into the class.

Effect of Teaching of English Language in Pakistan
Language is naturally acquired all over the world and can be learned as an L2 and both natural acquisition and learning create, strengthen or weaken the associations between languages and identities. An important language/ identity connection is the one between 'national identity and 'national language'. This link may be created, strengthened, or weakened by formal teaching in schools as in the case of Pakistan, where Urdu is the native language, but in a number of areas, it has been replaced by English as the most common language used in the conversations. Since our media have started exposing the Western culture at a very higher scale and made us think our education system which supports learning in Urdu is good for nothing our youth looks embarrassed speaking Urdu at a public place or otherwise. There is a conflict in our education system in terms of English medium and Urdu medium and the former enjoys privilege whilst the latter is no more than inferior. We have started using English

as a tool to distinguish between the classes, high and low class. Due to this factor language learning process particularly L2 became complicated.

Literature Review

Language articulates the way of individuals in relationship to others, as the manners in which they grouped themselves, the strength to claim others as well as the might they consign to others. To spread the identities of language learners' beyond socially contextualized positionalities, the poststructuralist idea of fancy engaged in the research of SLA to clarify the compound relations among learners of the language, needs, asset, as well as individualities. The early conversation of thoughts in an educational setting stopped. Vygotsky (1978) stated that there is a powerful role of imagination in a child's and later an adult's development in language learning. However, recently, Simon (1992) reports the detail that imagination can be a dominant constituent of language learning because it the learner is determined by it what kinds of performs are worth stressed for as well as impulses them to place forth struggles to attain their wanted or expected dreams of public life in the future. Emerging his privilege, it is highlighted by Wenger (1998) the vital relationship between imagination as well as individuality, theorizing imagination as "a process of expanding our self by transcending our time and space and creating new images of the world and ourselves" (p. 176). Norton (1500) describes the complex relationship between language and identities, stating that "language and power can serve to enable or constrain the range of identities that language learners can negotiate in their classrooms and communities" (p. 9). Encouraged through some serious opinions, other studies connecting second language learning as well as characteristics inspected individualities of language second learning while captivating into pondering control in relations, socio-political preparations, as well as immediate thoughts.

Current studies involving language learners' individualities as well as second language learning magnificently erased the main emphasis of language second research from a reasoning as well as a linguistic- oriented method to a socio-cultural as well as an acute style that permits researchers to comprehend second language learning in relation to socio-political preparations, the various contextual of language learners as well as their agentive parts, as well as relations of power. In order to hypothesize the multi-layered personalities of SL learners in a continually altering as well as developing world, future research requests to report as well as censoriously deliberate the matters. Numerous scholars applied the view of manifold individualities to define SL learners' multi-memberships as well as possessions through diverse societies. Maximum research conclusions effectively intellectualized dissimilar characteristics that learners of the second language grow, exchange, as well as concept in their

language learning procedure. For example, it clarifies that Martina's asset in English stems from her social uniqueness as a mother as well as a central caregiver in her family amongst her multiple individualities. If SL learners are in endless cooperation of multiple distinctiveness, as before suggested, how can we make a clear-cut difference between individuality A and individuality B.

Between the people of numerous nations language is the big source of communication. A precise significant aim for reading English as a world language is that the world's information is preserved in English. It is information of English that assistances these countries uphold the high level of their intelligence as well as scientific drill and attainment. Pavlenko (1503) identified that the seminar, as well as classroom deliberations, provided students the fortuitous to reframe their own individualities as well as reimaging themselves as memberships of an imaginary SL user community where their multi capability, as well as multilingualism, measured the benefit. Apart from it, in other words, language learners' fictional communities, as well as characteristics, are extended and transformed by interrelating with nearby discourses, which can carry about a procedure of alteration. Other researchers also implemented concepts of imagination as well as imaginary communities to discover the characteristics of SL learners through diverse educational settings, comprising computer-mediated announcement, multimodal communication pre-immigrant programs as well as foreign study.

On the other hand, poor methodology of teaching English is not close to the natural process of learning a language and this clearly is shown in language students as they haven't English competence and fail in showing performance in it. Languages have two principal functions as an instrument of communication and a marker of social identity. Identity and language are not secure ideas, but both are vibrant, contingent upon time as well as place. Both globalization, as well as the extension of colonial language policies by the governments of Pakistan, augmented the compression of English on all other languages but there are numerous flaws in the organization of teaching English which wanted to recover country preserve the high level of their academic as well as scientific preparation and accomplishment.

Research Design
This paper proposes to know the relationship between language and identity and how far the teaching of English in Pakistan is affecting the identity of Pakistani languages. This study also explores an understanding of how a language influences ones' identity. The research methodology is qualitative in nature. The population of the study was selected from all the English Language teachers and students from the Multan region. The data were collected from one hundred and fifty graduates from Bahauddin Zakariya University, Multan, Pakistan. However, ten English Language teachers' interviews were also

conducted for this study and all teachers were from BZU, Multan. The researcher used a mixed methodology for this study. In order to collect data, the researcher used two survey questionnaires designed for students and teachers as an instrumental tool. The convenient sampling technique was used for the study due to limited time and resources. There were two sections in the questionnaire one for the graduate students and the other for the teachers. The closed-ended questionnaire was composed for the students and the open-ended questionnaire for the teachers. Thirteen questions were focused on language and identity in the perspective of Language teaching in Pakistan for the students and 5 open-ended questions were written for the English Language teachers to conduct the interview. The data were evaluated in the form of mean value and frequency of the responses. The questionnaire was designed for students based on a five-point Likert scale.

This study presents the result of the analysis of the questionnaire designed to know the relationship between language and identity and the effect of teaching English on the identity of Pakistani languages. In the first section learners' responses were evaluated.

Discussion and Finding

The study sought to explore how far the teaching of English in Pakistan is affecting the identity of Pakistani languages in the perspective of language and identity.

The elucidation of data in response to language plays a role in a person's identity covering from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 108 (54%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that language plays a vital role in a person's identity. Out of 150 participants, 108 were strongly agreed and 4 disagreed.

The second question describes the optimistic influence. The elucidation of data in response to the English Language represents your identity (personal, national) covering from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 103 (51.5%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that the English Language represents your identity (personal, national). Out of 150 participants, 103 were agreed and 13 disagreed.

The third question elaborates on the positive inspiration. The elucidation of data in response to they are confident to speak well in front of class covering from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 75 (39%) of participants. However, the impact of the

finding reveals that the majority of participants were agreed that they are confident to speak well in front of the class. Out of 150 participants, 75 were agreed and 55 disagreed.

The fourth response was about language and identity is not dynamic, it's complex processes. The elucidation of data in response to language and identity is not dynamic, its complex processes cover from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 78 (39%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that language and identity is not dynamic, its complex processes. Out of 150 participants, 78 were agreed and 22 disagreed.

The fifth response was about the English language is used as a status symbol. The elucidation of data in response to the English language is used as a status symbol covering from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 100 (50%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that the English language is used as a status symbol. Out of 150 participants, 100 were agreed and 10 disagreed.

The sixth response was about the links between your L1 and identity is weakened by Learning English. The elucidation of data in response to the links between your L1 and identity is weakened by Learning English from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 84 (42%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that the links between your L1 and identity is weakened by Learning English. Out of 150 participants, 84 were agreed and 25 disagreed.

The seventh response was about they are satisfied with the Pakistani system of English language teaching. The elucidation of data in response to they are satisfied with the Pakistani system of English language teaching from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 96 (47%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that they are satisfied with the Pakistani system of English language teaching. Out of 150 participants, 96 were agreed and 12 disagreed.

The eighth response was about they have a habit of mixing the languages. The elucidation of data in response to having a habit of mixing the languages from strongly agree to the option of strongly disagree with the majority shows strongly agreed as 76 (41%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that have a habit of mixing languages. Out of 150 participants, 76 were agreed and 41 disagreed.

The ninth response was about cultural variance impact a lot in learning L2. The elucidation of data in response to cultural variance impacts a lot in learning L2 from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 104 (51%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that cultural variance impact a lot in learning L2. Out of 150 participants, 104 were agreed and 19 disagreed.

The tenth response was about speaking English representing your identity as an educated person. The elucidation of data in response to speaking English represents your identity as an educated person from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 98 (48%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that speaking English represents your identity as an educated person. Out of 150 participants, 98 were agreed and 9 disagreed.

The 11th response was about they become nervous and forget the things which are asked in the English class. The elucidation of data in response to they become nervous and forget the things which are asked in the English class from strongly agree to the option of strongly disagree with the majority which shows strongly agreed as 98 (48%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that they become nervous and forget the things which are asked in the English class. Out of 150 participants, 98 were agreed and 11 disagreed.

The 12th response was about they are satisfied with the Pakistani system of English language teaching. The elucidation of data in response to they are satisfied with the Pakistani system of English language teaching from strongly agree to the option of strongly disagree with the majority which shows strongly disagreed as 76 (41%) of participants. However, the impact of the finding reveals that the majority of participants disagreed that they are satisfied with the Pakistani system of English language teaching. Out of 150 participants, 76 disagreed and 28 were agreed.

The last response of the questionnaire was about learning L2 affects L1. The elucidation of data in response to learning L2 affecting L1 from strongly agree to the option of strongly disagree with the majority shows strongly agreed as 71 (41%) of participants. However, the impact of the finding reveals that the majority of participants were agreed that learning L2 affects L1. Out of 150 participants, 71 were agreed and 27 disagreed.

Analysis of Teachers' Response

The interview was conducted with English language teachers. The following is the response of English Language teachers:

The teachers' response:

- | People belong to many social groups and have many social identities. When they interact with each other, they adopt their languages to some extent and then start using them the resulting in affecting their own first language so as their identities. In this way, language influences one's identity.

- | Language has a major part in showing one's identity and is used to signal by those who speak to them as a first language. People are also categorized by other people, according to the language they speak.

- | Language symbolizes identity and is used to signal by those who speak to them as a first language. People are also categorized by other people according to the language they speak.

- | Yes, of course, it is right. There is particularly a strong link between language and identity. If there is a loss of language association then we may say there is a loss of identity as well. When a person fully acquires a second language, he loses his own first language so as his identity.

- | To some extent teaching English can affect the identity of the Pakistani language. People are more conscious regarding their social status that's why they use more words of English in their conversations.

- | Language influences one's identity because people belong to many social groups and have many social identities. When they interact with each other, they adopt their languages to some extent and when start using them the result in affecting their own first language so as their identities.

- | Definitely, in the presence of the English language, the importance of local languages will decrease with their identity. The English language is L2 in our country and it has its own status, and the majority of learners copy the western culture that harms our identity. The students are more familiar with Halloween, Bonfire, Balls, Valentine's Day, etc., than their own national festival.

- | When a person fully acquires a second language, he loses his own first language so as his identity, so it is concluded that language loss causes identity loss.

- | In the presence of the English language, the importance of local languages will decrease with their identity. English highlights its own culture which is doing great harm to our own that's why the purity of our nation is losing its status so the same case with other local languages in Pakistan.

- | People are more conscious regarding their social status that's why they use more words of English in their conversations that's mean to some extent the English language is affecting Pakistani languages.

Conclusion

It needs to acknowledge L2 learners' various backgrounds and identities rather than treating these differences as a source of interference in language acquisition. Additionally, educators need to manage appropriate classroom instruction and language teaching practices that could embrace L2 learners' diverse backgrounds and help them develop their unique voices and identities. On a macro level, language policymakers and practitioners should be aware of the significance of second language learners' identities in their language literacy acquisition and practice and make principled decisions about how to promote multilingualism. In addition, future studies need to address how educators and researchers could help second language learners not become trapped in institutionally or socio-politically imposed identities, how they could better support second language learners in finding their positional ties and identities in second language learning contexts so that their voices can be heard, and how they bring about a true appreciation of L2 learners' diverse backgrounds and identities.

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