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RESEARCH PAPER

Language and Identity: Affects of the Teaching of English in Pakistan on Identity of Pakistani Languages

¹ Muhammad Asif *   ² Prof Deng Zhiyong

1. Ph. D Scholar, School of Foreign Languages, Shanghai University, China
2. Dean, School of Foreign Languages, Shanghai University, China

PAPER INFO	ABSTRACT
	This paper proposes to know the relationship between language and identity and how far the teaching of English in Pakistan is affecting identity of Pakistani languages. Even though English 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 two hundred graduate participants from the two universities hundred each, i.e. Minhaj University and University of Education, Lahore, campus. However, five English Language teachers' interview also conducted for this study and all teachers were from University of Education. The researcher used qualitative methodology for this study. In order to collect data, the researcher used two survey questionnaire designed for students and teachers as an instrumental tool. The result of this study reveals that language has a major part in showing one's personal or social identity as a single feature of language use to identify. It is also explored that 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. English Language has originated the phenomenon of code-mixing in publics' daily communication because people in Pakistan are too much conscious regarding their social status and in showing themselves as educated people.

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 develops 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 attention of language learners. Even though English language learners have different purposes for learning English and different socio-political backgrounds and having English language teaching and learning practices. It is clear that English as second language learners enter the classroom with previously attained cultural and linguistic repertoires from dissimilar backgrounds. Because second language acquisition and practice entail not only the acquisition of new linguistic skills and conventions but also

acceptable ways of using languages and of behaving, valuing, and thinking to be an effective member of the new discourse community, L2 acquisition often includes a multi-layered and on-going negotiation of identities (Eckert,2000; Marsh 2002; Norton, 2000, 2010; Norton Pierce, 1995). Not only L2 learners physically exposed to the new cultural and linguistic community but also gradually learning new cultural and linguistic norms experience a process of identity negotiation, renegotiation, and transformation throughout their language learning course.

Kramsch (2000) argues that the language and learner's identity in L2 includes language learners' cultural identity, social role, and discursive voice, which explain their selective choice of which role or identity they would like to display and claim across different contexts. Norton (2000) defines identities as expressing individuals' own understandings of their association to a world that is socially constructed and constantly negotiated. Elsewhere, Norton (2010) also describes individuals' identities as a site of struggle in that "[e]very 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). Similarly, Pavlenko and Blackledge (2004) argue that language learners' identities and negotiation of identities are closely interwoven with power relations, political arrangements, and language ideologies. In elaborating these characteristics of poststructuralist identities, notions of a floating identity (Canagarajah, 2010), identity politics (Woodward, 2002), and a third space (Bhabha, 1994)1 have newly emerged to explain the complex nature of second language learners' identities. However, language and identity mean and what is the link between them and then finally how 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 particularly important in L2 learning contexts where language learners bring their previously acquired identities into the class. Because language learners' previously acquired identities and repertoires may conflict with dominant norms or not be recognized in a new discourse community, language learners tend to go through a process of negotiation and renegotiation of their identities, which sometimes causes a process of resistance.

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 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 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 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 expresses the way individuals place themselves in relationship to others, the way they group themselves, the powers they claim for themselves and the powers they assign to others. To extend language learners' identities beyond socially contextualized positionalities, the poststructuralist notion of imagination has been taken up in second language research to explain the complex relationships among language learners' desires, investment, and identities. The initial discussion of imagination in an educational setting stemmed from Vygotsky's (1978) insight that imagination as a high mental function plays a significant role in children's and later adults' language development. More recently, Simon (1992) addresses the fact that imagination can be a central component of language learning because it makes learners determine what kinds of practices are worth struggling for and urges them to put forth efforts to achieve their desired or anticipated visions of community life in the future. Developing his claim, Wenger (1998) highlights the crucial relationship between imagination and identity, conceptualizing 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 (2000) 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). Inspired by these critical views, recent studies linking L2 learning and identities have examined L2 learners' identities while taking into consideration power relations, socio-political arrangements, and surrounding ideologies.

Recent studies linking language learners' identities and second language learning have successfully shifted a major focus of L2 research from a cognitive and linguistic-oriented approach to a sociocultural and critical approach that allows researchers to understand second language learning in relation to socio-political arrangements, the diverse background of language learners and their agentive roles, and power relations. In order to conceptualize the multi-layered identities of second language learners in a constantly changing and evolving world, future research needs to address and critically discuss the issues. Many scholars have used the notion of multiple identities to describe second language learners' multi-memberships and belongings across different communities. Most research findings have successfully conceptualized different identities that L2 learners develop, negotiate, and construct in their language learning process. Norton (1995), for example, explains that Martina's (one participant's) investment in English stems from her social identity as a mother and main caregiver in her family among her multiple identities. If language learners are in constant negotiation of multiple identities, as previously posited, how can we make a clear-cut distinction between identity A and identity B.

Language is the common means of communication between the peoples of different nations. A very important reason for reading English as a world language is that the world's knowledge is enshrined in English. It is knowledge of English that helps these countries maintain the high level of their intellectual and scientific training and achievement. Pavlenko (2003) stated that the seminar and classroom discussions gave

students the chance to reframe their own identities and reimaging themselves as members of an imagined multilingual/second language user community where their multi competence and multilingualism were considered an asset. In other words, language learners' imagined communities and identities can be expanded and altered by interacting with surrounding discourses, which can bring about a process of transformation. Other scholars have also adopted notions of imagination and imagined communities to explore second language learners' identities across different educational settings, including computer-mediated communication (e.g., Spiliotopoulous& Carey, 2005), multimodal communication (e.g., Dagenais et al., 2009), pre-immigrant programs (e.g., Barkhuizen& de Klerk, 2006), and study abroad (e.g., Kinginger, 2004).

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 marker of social identity. Neither identity nor language use is a fixed notion, but both are dynamic, depending upon time and place. Both globalization and the continuation of colonial language policies by the governments of Pakistan have increased the pressure of English on all other languages but there are many weaknesses in the system of teaching English which are needed to improve country maintain the high level of their intellectual and scientific training and achievement.

Material and Methods

This paper proposes to know the relationship between language and identity and how far the teaching of English in Pakistan is affecting 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 Lahore. The data were collected from two hundred graduate participants from the two universities hundred each, i.e. Minhaj University and University of Education, Lahore, campus. However, five English Language teachers' interview also conducted for this study and all teachers were from University of Education. The researcher used qualitative methodology for this study. In order to collect data, the researcher used two survey questionnaire 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 other for the teachers. The closed ended questionnaire was composed for the students and 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. For this purpose SPSS (20 version) was used to measure the data. The questionnaire designed for students based on a five point Likert scale.

Results and Discussion

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' response were evaluated.

Table 1
Analysis of students' questionnaire

Description	Strongly Disagree	Disagree	Not Decided	Agree	Strongly Agree	Mean Value
Language plays a role of a person's identity	3	4	1	108	84	4.49
English Language represents your identity (personal, national)	0	13	5	103	79	4.24
You are confident to speak well in front of class.	4	55	15	51	75	3.66
Language and identity is not dynamic, its complex processes	20	22	22	78	58	3.69
English language is used as a status symbol	1	10	11	78	100	4.33
The links between your L1 and identity is weakened by Learning English	3	25	14	74	84	4.06
You are satisfied with the Pakistani system of English language teaching	2	12	8	96	82	4.22
You have a habit of mixing the languages	5	41	14	64	76	3.82
Cultural variance impact a lot in learning L2	8	19	27	104	42	3.77
Speaking English represents your identity as educated person	0	9	10	83	98	4.35
You become nervous and forget the things which are asked in the English class	8	11	7	76	98	4.23
You are satisfied with the Pakistani system of English language teaching	57	76	11	28	28	2.47
Learning L2 affecting L1.	9	27	27	71	66	3.79

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 above table demonstrates the result of current study. The elucidation of data in response to language plays a role of 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 person's identity. Out of 200 participants 108 were strongly agreed and 4 were disagreed.

The second question describes the optimistic influence. The elucidation of data in response to 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 English Language represents your identity (personal, national). Out of 200 participants 103 were agreed and 13 were disagreed.

The third question elaborates 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 class. Out of 200 participants 75 were agreed and 55 were disagreed.

The fourth response was about language and identity is not dynamic, its complex processes. The elucidation of data in response to language and identity is not dynamic, its complex processes covering 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 200 participants 78 were agreed and 22 were disagreed.

The fifth response was about English language is used as a status symbol. The elucidation of data in response to English language is used as a status symbol covering from strongly agree to the option of strongly disagagree 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 English language is used as a status symbol. Out of 200 participants 100 were agreed and 10 were 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 200 participants 84 were agreed and 25 were 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 200 participants 96 were agreed and 12 were disagreed.

The eighth response was about they have a habit of mixing the languages. The elucidation of data in response to have a habit of mixing the languages from strongly agree to the option of strongly disagree with the majority which 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 the languages. Out of 200 participants 76 were agreed and 41 were disagreed.

The ninth response was about cultural variance impact a lot in learning L2. The elucidation of data in response to cultural variance impact 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 200 participants 104 were agreed and 19 were disagreed.

The tenth response was about speaking English represents your identity as educated person. The elucidation of data in response to speaking English represents your identity as educated person from strongly agree to the option of strongly disagagree 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 educated person. Out of 200 participants 98 were agreed and 9 were 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 200 participants 98 were agreed and 11 were 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 were disagreed that they are satisfied with the Pakistani system of English language teaching. Out of 200 participants 76 were disagreed and 28 were agreed.

The last response of the questionnaire was about learning L2 affecting L1. The elucidation of data in response to learning L2 affecting L1 from strongly agree to the option of strongly disagree with the majority which 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 affecting L1. Out of 200 participants 71 were agreed and 27 were disagreed.

The mean value of the questionnaire is elaborated in the following image:

Mean
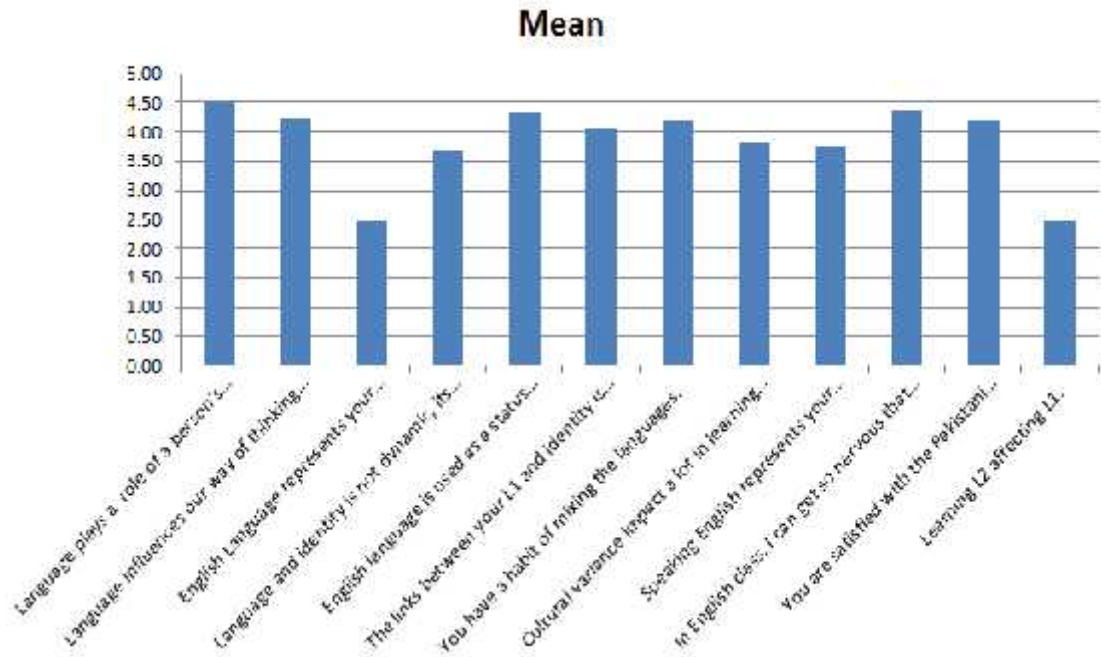
Analysis of Teachers' Response

The interview was conducted with English language teachers. The following questions were asked:

S. No	Question Description
1	In your viewpoint, does a language define identity? If yes, how would you elaborate the connection between your first language and identity?
2	How a language influences one's identity?
3	Is loss of language associated with loss of identity?
4	How far the teaching of English is affecting the identity of Pakistani languages?
5	In the presence of English, is Urdu, Punjabi and other local languages losing their importance in modern society? If yes how?

The teachers' response:

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

- 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 effecting their own first language so as their identities. In this way, language influences on one's identity.

- Yes, of course, it is right. There is particularly a strong link between language and identity. If there is 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.

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

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

- Language influences on 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 effecting their own first language so as their identities.

- 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.

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

- 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 English language is affecting Pakistani languages.

- In the presence of 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 national is losing its status so the same case with other local languages in Pakistan.

Conclusion

It needs to acknowledge L2 learners' different backgrounds, voices and identities rather than treating these differences as a source of interference in language acquisition. Further, educators and administrators need to develop 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 policy makers 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 the ways in which 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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