

# English As A Trend Language In Pakistan: A Study Of Practices Of The Literate

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## Abstract

The emergence of globalization and global trends has given new shape to the trending aspects of life. English, being the Global and Foreign Language, is changing its status towards “adoption as culture (trend)”. Being the language of advancements and higher education, its usage has been spread more than the past few decades. Being multilingual society, Pakistani educated people take English as the language of “necessity of time, advancement, progressivism, and personality development. The present study looks deeper into the phenomenon of English language usage in Pakistani society. The study is quantitative in its nature and partially qualitative, conducted through a WhatsApp contacts survey from all over the country. A sample of 67 people was taken as convenient sampling. The obtained data were analyzed through MS Excel 2016 and SPSS version 23 to understand the level of English language usability as the trend and for the sake of convenience. The results revealed that there were high intentions of people towards English language usage. Comparatively, female educated people were found more concerned in using complete sentences while communication, than the males while males used code-mixing mostly. The results also describe that English language is adopted as the trend (culture) which denotes that educated people keep this language as the language of advancement in life and personality. The study has recommended certain type of aspects related to the English language challenges and possible opportunities in the sense of obliging an English language learned person.

**Keywords:** English as a Global Language, English as a Trend Language, English in Higher Studies, Code Mixing and Code Switching.

## 1. Introduction

After the East Indian Company establishment in the subcontinent, the motto of civilization and new trends was given by British. The British Government launched new trends in education, according to Crystal (2003), made English language as the language of Higher Education and established universities which were taken as a new trend in education. English language learned persons were given prestige and honour on official and as well as on public level. After 1960s, cold war gave new trends of Globalization to the world (Ferguson, 2007). US started working on technology more effectively, so English language became the trend of learning because of the language of advanced technology. Pakistani public which was formally called the Indian under the British Raj had to follow the values and trends of the British as a colonized nation. Even adopting own constitution, Pakistan is still following British models in offices, education and many administrative issues. The flow and the trend of English medium education increased in 2008 in Pakistan. Under the flow, the natives started learning English Education. The trend of using English lexis in conversations and documentation developed a sense to use complete sentences and paragraphs in the discussion and the language. As the level of education developed, the trend of accent formulation and impression enhanced through including English lexis and sentences as English changed its status from EFL (English as a Foreign Language) to EGL (English as a Global Language).

However, when the education level developed, the trend of higher education made its roots in the society and every parent had a wish to educate the students up to post graduate level. Higher education in Pakistan has the English medium contents. The need of change in behavior has to be raised and the use of English increased at educational institutes as well as at public level. The trend of higher education required global level status in students. It caused the establishment of language institutes, which was fulfilled after British council, IELTS, TOFEL courses in Pakistan. People started taking admissions in those institutes which prefer English in written and spoken ways.

Pakistani society is a multiethnic society because it can absorb every type of culture. People started learning all those activities which may cause bright future for them. The new trends can always flourish the society, so English language has been become a trend language because a huge flow of people is recorded towards English language in the country. People use English language as a trend in Pakistan. People use English language for different purposes as to show stress and make other people understand the idea which is in the speaker's mind. As to make the discussion effective, the trend of code mixing and code switching has been flourishing in the country and English language is the best tool of people for code-mixing and code-switching. The present study, however, is going to highlight the English language usage trends, its effectiveness, issues and comparatively-existed trends in males and females as well. Specifically, the study sought answers to the following questions:

1. Why English language is gaining ground as a trend language in Pakistan?
2. How English language is used in daily life?

3. How English language is perceived in Pakistan?
4. Why English language is becoming popular in Pakistan as Second Language?

## **2. Statement of the Problem**

English language usage intentions and the perceptions are highly rooted in the people of Pakistan but the level of usability has been unseen more clearly, so the need is to understand English language as trend language, rather than as second language as well as the level of English Language usability among the educated people.

## **3. Significance of the study**

Many researches are there which can be helpful in understanding different perspectives of English language learning and teaching process but no study has filled this room of “English as a Trend Language and its level of Usability”. Present research is unique in that it helps understand the usability of English language learning as in form of code-mixing and code-switching. Even the study is going to help understand the comparative usage of English language usage as code-mixing, switching, perception of effectiveness, and comparative use of English language and perception by male and female educated people as well. The present study not only makes endeavor to understand the language usage level among the educated people, but it also tries to manipulate comparatively the trend of English language usage among male and female educated people. It also highlights the language usage challenges in multilingual society and opportunities to use code mixing and switching among the educated people of Pakistan. It also throws light on how our native languages are rapidly changing their identities due to code mixing and code switching by native speakers.

## **4. Literature Review**

### **Code Mixing**

Code mixing can be defined as “the process of using other language lexis while communication in one language”. This process makes the communication more effective which is a trend in bilingual and multilingual societies.

### **Code Switching**

Code Switching can be defined as the skill of bilingual or multilingual person by which a person uses more than one language or varieties of language in his conversation (Ansar,2017). Aranoff & Miller (2003) illustrates that code-switching is a communicative option between bilingual societies yet it is not the interference of the other languages as a style or dialect is an option for a monolingual speech society.

### **English as a Global language**

Crystal (2003) describes that a language normally achieves the status of global language not only in the power and dignity of its native speaker but because it can play the role of medium of higher education, knowledge, political power, language of technology and its extensive use worldwide.

### **English as a Medium of Higher Education in Pakistan**

English language is the medium of higher education, as it is a big storage of knowledge, information, language of technology, language of imperialists. Since the British Raj, it has been serving as the medium of Higher Education in the Sub-continent and even after separation of Pakistan (Crystal, 2003).

### **English as a Trend Language**

Trends refer to the new things having some attraction which flourish in a society and they do not belong to native culture. English as a trend language can be defined as the language towards the flow of people is increasing, considering it the new way of development. This development can include personality, social, economic and educational development.

Mesti (2020) in “Language Policy and the Use of English as the Medium of Instruction in Pakistan” said that Pakistan has a rich linguistic landscape. Successive governments' language policy has resembled a form of educational apartheid, in which local languages have been consistently ignored. The paper explores Pakistan's different language policies before critically analyzing the current language policy and its consequences for medium of instruction. According to the findings, linguistic cohesiveness and multilingual policies are required for Pakistan to adopt a multilingual approach to language planning policy. A more pluralist approach to language planning and policy (mother tongue and regional language for local/regional communication, Urdu for national use, and English for national and international communication) may pose a number of problems to implementation. The research is significant since it sheds information on Pakistan's linguistic predicament as well as the government's language policy. It will also look into how Pakistan may create an ecologically sound paradigm for bi/multiliteracy in such a complex linguistic environment.

Ershad et, al. (2020) conducted a study on “Language Learning Beliefs of Second Language Learners at Graduate Level in Pakistan”. The current study looked at Pakistani graduate students' attitudes about English language instruction and how stable such attitudes were after six weeks. Beliefs have a critical part in the language learning process. Students' attitudes toward second language acquisition should be investigated so that the best strategy may be taken. Purposive sampling was used to choose sixty graduate students for data collection. To collect the data, the BALLI (Beliefs about Language Learning Inventory, Horwitz, 1987) tool was used and administered twice. The findings revealed that the students are motivated and eager to learn English. The value of learning a foreign language was stressed to the responders, along with the need of accurately pronouncing words, learning new words' meanings, and the advantages of drills. The findings also showed that most students' beliefs remained stable after six weeks.

Asif, et, al. (2021) in “Evaluation of the English Curriculum on the Basis of Linguistics Skills Approved for Higher Secondary Level Public Institutions of Karachi” said that although English is not spoken by the majority of Pakistan's people, it is used in government and private institutions and has earned the distinction of the country's second language. As a result, learning

English is a need for obtaining better education and well-paying jobs. As a result, the purpose of this study was to look into Pakistan's National English Curriculum Booklet (2006), which is required for Higher Secondary Certificate Students (grade XI and XII). The study also looked at whether the Sindh Textbook Board, Jamshoro's intermediate textbooks (Textbook-I and Textbook-II) met the curriculum's requirements. The paper also attempted to determine if curriculum-based course materials meet the academic and professional needs of Pakistani students in the future. The content analysis and negative analysis methodologies outlined by (Schreier, 2012) and (Pauwels, 2012) were used to examine the qualitative data in the course books. The program was assessed using the framework of the (Dubin & Olshtain, 1986). The data reveal how restrictive and rigorous the curriculum is. Similarly, the course books were discovered to be restrictive, less productive, and fail to meet the stated targets outlined in the English curriculum for Higher Secondary Students. In general, the findings advised changes to both the course books and the curriculum.

Ashraf et, al. (2021) did a study on “Multilingual Language Practices in Education in Pakistan, The Conflict Between Policy and Practice”. This study looks at language habits in Pakistani educational contexts, taking into account the country's multilingual population. Each province in Pakistan is defined by the people's single or multiple identities, as well as the languages spoken by the majority. Urdu, the native language, is only used in educational contexts and as a lingua franca. English is used by those in positions of power, offices, and educational institutions. This study explores the individual and cooperative acts of policymakers and teachers using discourse-ethnographic analysis to better understand the function of language in educational policy and practice in educational environments. In regional, national, and international settings, the interview data revealed challenges relating to language, identity, nation, area, religion, power, and personal attainment. Furthermore, the regional discourses that politicians neglect impede the ability of national education policy to deliver appropriate results. The article continues by saying that language-in-education policy practices in multilingual societies necessitate careful planning that is guided by local conditions and requirements for effective implementation.

Shoukat, & Talat (2021) made a research on “A Linguistic Study of Lexical Borrowings from English In the Urdu Narratives of Early School Children”. The study looks on how English terminology gets internalized in the Urdu language in Pakistan. The data for the study was gathered by exhibiting a photograph to one hundred school students in the city of Multan, Pakistan, and recording their oral narratives in Urdu. The study was quantitative and qualitative in nature. The quantitative study found that 1360 English words were employed in children's Urdu narratives. In the absence of Urdu equivalents, the youngsters employed technical English vocabulary relating to medical or food, according to the qualitative study. However, the terminology was borrowed not only for medical notions, but also for regular common language. As a result, the study revealed an increasing internalization of English vocabulary, not just technical and medical terminology, but also daily common vocabulary, which may have its roots in English's standing as the language of power in Pakistan.

## 5. Research Methodology

The present study is quantitative in its nature and partially qualitative. Gay (2012) calls quantitative study as the study in which the aspects are described in the figures. The study is based on the survey which consisted of 20 close-ended and 5 open-ended questions to collect opinions from participants. The statements to collect data were well-tailored and purposeful, keeping in mind the sensitivity of the issue. The survey was the tool to observe the frequency and percentage of the people based on their intentions and attitude.

## 6. Data Collection

To get feedback on different statements related to the research topic, 67 educated people were taken as sample for data collection. The data were collected through convenient sampling technique. The data were collected through the WhatsApp contacts in which the people were included from all over Pakistan. These people were mostly graduates and post-graduates while undergraduates were from The University of Education (Multan Campus). The survey was conducted based on the knowing, the state of being, feelings, intentions, convenience and usability of English language. The collected data were processed through MS Excel 2016 through which the tables were prepared to find out the frequency, percentage, mean and standard deviation (SD). SPSS version 23, was also used to calculate Z value.

## 7. Data Analysis and Findings

Descriptive Analysis.

### 7.1 Gender-wise distribution of the sample

**Table. I** Detail of gender-wise distribution of the sample.

Gender	M	F	Total
Frequency	44	23	67

The sample of the study was 67 educated people in which 44 were males and 23 were females.

### 7.2 Area-wise distribution of the sample

**Table.2** Detail of area-wise distribution of the sample

Residential Status	Rural		Urban		Total
	M	F	M	F	
Frequency	18	8	26	15	
Total	26		41		67

Among, the selected sample, rural was 18 males, and 8 females, while urban were 26 males and 15 females. These were randomly selected through convenient sampling technique.

### 7.3 Marital status of the participants

**Table. 3** Detail of marital status of the participants.

Marital Status	Married		Unmarried		Divorced		Total	
	Gender	M	F	M	F	M		F
Frequency		20	8	24	15	0	0	
Total		28		39				67

Among the adopted sample, married and unmarried were 28 and 39 people respectively and no-divorced participant was there. There were 20 married males, and 8 married females who participated in the survey. On the other hand, unmarried male and females were 24 and 15 respectively.

### 7.4 Academic qualification of the participants

**Table. 4** Academic qualification of the participants.

Qualification	Undergraduate		Graduate		Post Graduate		Total	
	Gender	M	F	M	F	M		F
Frequency		12	5	9	5	23	13	
Total		17		14		36		67

In perspectives of education, undergraduate, graduate and post graduate people were in the survey as 17, 14 and 36 respectively. In the survey, undergraduate male and females were 12 and 5, graduate male and females were 9 and 5, and post graduate male and females were 23 and 13 respectively.

### 7.5 Residential status of the participants

**Table. 5** Residential status of the participants.

Residential Status	Rural		Urban		Total
	Gender	M	F	M	

Marital Status	U.M	M	D	U. M	M	D	U. M	M	D	U. M	M	D	
U. G	6	1	0	2	0	0	5	0	0	3	0	0	17
G	3	1	0	3	0	0	4	1	0	1	1	0	14
P. G	3	4	0	0	3	0	3	13	0	6	4	0	36
Total	12	6	0	5	3	0	12	14	0	10	5	0	67

Analysis of Statements:

**Statement. 1 What do you consider yourself?**

**Table. 6**

Gender Resp.	M			F			Total		Percentage	
	U.G	G	P.G	U.G	G	P.G	M	F	M	F
Monolingual	0	0	0	0	0	0	0	0	0.00%	0.00%
Bilingual	4	2	1	2	1	1	7	4	15.91%	17.39%
Multilingual	8	7	22	3	4	12	37	19	84.09%	82.61%
Total	12	9	23	5	5	13	44	23	100.00%	100.00%

The early first question was asked to the participants about their lingual status. The obtained and analyzed data as shown in the Table.6 shows that there are no male and female monolingual among undergraduate, graduate and post graduate people of Pakistan. The results also reveal that bilingualism is almost equivalent among male and female students of Pakistan as there are 15.91% male students bilingual and 17.39% female students are bilingual. Similarly, the percentage of multilingualism among students is also comparatively lies in same percentage as male 84.09% and female 82.61%. There are minute differences of the lingual percentage between male and female learners of Pakistan.

**Statement. 2 How do you have to learn English?**

**Table. 7**

Gender Resp.	M			F			Total		Percentage	
	U.G	G	P.G	U.G	G	P.G	M	F	M	F
As a Second Language	6	3	11	2	1	5	20	8	45.45%	34.78%
As a Third Language	5	2	9	2	2	3	16	7	36.36%	30.43%



As an optional Language	1	4	3	1	2	5	8	8	18.18%	34.78%
Total	12	9	23	5	5	13	44	23	100.00%	100.00%

The participants showed their response on statement 2 that they have to learn English language in their life. The obtained data and results show as presented in the Table. 7 show that 45.45% male learners have to learn English language as a second language and 34.78% female students have to learn English language as a second language. 36.36% male have to learn English language as a third language and similarly 30.43% students have to gain English language as a third language. The results also describe that 18.18% male and 34.78% female students have to learn English language as an optional or it may be said as foreign language. It also shows that learning English as an optional or foreign language phenomenon is more among females than males. The obtained data also describe that percentage of learning English as a second language is more than female's percentage because male is given more chances to learn English language. It can also be observed that learning English as a third language among male is 36.36% and among female is 30.43% but on the other hand, it can be observed that the learning of English language as an optional or foreign language is least in percentage among male and among female is more. As females have to marry and move from one place and culture to other, so the linguistics standards are changed among male and female. The obtained results also describe that learning English as second language can be more beneficial for education enhancement as the data shows that the post graduate male and female are more in numbers who have to learn English language as a second language. Such male and female are also continuing their studies and research as well. The study also reveals that the attitude of learning English as a second language is more in male than females.

**Statement. 3 What do you prefer to use English Language?**

**Table. 8**

Gender Resp.	M			F			Total		Percentage	
	U.G	G	P.G	U.G	G	P.G	M	F	M	F
As a Second Language	6	3	11	2	1	5	20	8	45.45%	34.78%
As a Third Language	5	2	9	2	2	3	16	7	36.36%	30.43%
As an optional Language	1	4	3	1	2	5	8	8	18.18%	34.78%
Total	12	9	23	5	5	13	44	23	100.00%	100.00%

The results of the questions describe that there is a lot of difference of the language usage of the male and female educated people. 45.45% males and 34.78% females think that they use English language as the second language which illustrates that they preferably use English language. On the other hand, being multilingual society, using of English as second language is 36.36% by males and 30.43% by females which denotes that there is no such difference among the masses. English as an optional language, which means with self-intentions, females usage is more in percentage than the males as 18.18% by males and 34.78 by females which denotes that volunteer and self-oriented language usage is more in females than males.

**Statement. 4 Where are you given opportunity to use English language?**

**Table.9**

Gender Resp.	M			F			Total		Percentage	
	U. G	G	P. G	U. G	G	P.G	M	F	M	F
Everywhere	4	1	9	2	1	4	14	7	31.82%	30.43%
Somewhere	6	5	13	3	4	8	24	15	54.55%	65.22%
Nowhere	2	3	1	0	0	1	6	1	13.64%	4.35%
Total	12	9	23	5	5	13	44	23	100.00%	100.00%

Statement 4 was about the place where the participants are given more opportunity to use English language. The obtained data and results show that 31.82% male and 30.43% females are given opportunity to use English language everywhere. The most ratio and percentage of using English language everywhere is of postgraduate student of male and female. The results shown in Table. 9 also reveal that 54.55% male and 65.22% female students are given opportunity of English language use at some places. The ratio and the percentage are higher because the most of the students are enrolled in many professional institutes and they have to be in touch with the English language subjects as well. Among such students, the ratio is higher among postgraduate students as well because such students are habitual to English language use in the institutes and they are forced to use English language in thy institutes and the field. Besides these, 13.64% male and 4.35% female students are not given so much opportunity of English language use and such students are not given opportunity of English language use anywhere. The results show that the percentage of male and female students to use English at everyplace is almost equal but the percentage of English language use somewhere of female is more than male, and the percentage of opportunity to use English language nowhere is higher of male than female.

**Statement. 5 Are you encouraged to use English Language in your daily life?**

**Table .10**

Gender	M	F	Total	Percentage
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<b>Resp.</b>	U.G	G	P.G	U.G	G	P.G	M	F	M	F
Many Times	4	2	9	0	2	4	15	6	34.09%	26.09%
Sometimes	4	4	12	3	2	7	20	12	45.45%	52.17%
Very Least Times	4	3	2	2	1	2	9	5	20.45%	21.74%
Total	12	9	23	5	5	13	44	23	100.00%	100.00%

Question No. 5 was about the use of English language in daily life. The results shown in the Table No. 10 illustrate that among male and female students, 34.09% male students and 26.09% female students are encouraged to use English language many times, 45.45% male and 52.17% female are sometimes encouraged to use English language in the daily life. On the other hand, 20.45% male and 21.74% female are encouraged very least time by their in-link persons. The results also describe that the percentage of encouragement of male at many times is more than female. And the sometimes encouragement percentage is more among female than male. It can also be observed that the percentage of male and female who are least time encouraged to use English language is almost the same. The data also describe that the percentage of sometimes encouragement to use English language is higher than many times. As in Pakistan, the status of English language in Pakistan is second, English language learner is mostly somewhere in Pakistan i.e. educational and vocational institutes etc.

**Statement. 6 Who encourages you the most to use English language?**

**Table.11**

<b>Gender</b>	<b>M</b>			<b>F</b>			<b>Total</b>		<b>Percentage</b>	
<b>Resp.</b>	U.G	G	P.G	U.G	G	P.G	M	F	M	F
Teachers	9	4	17	5	4	12	30	21	68.18%	91.30%
Parents	3	2	1	0	0	0	6	0	13.64%	0.00%
Friends	0	3	5	0	1	1	8	2	18.18%	8.70%
Total	12	9	23	5	5	13	44	23	100.00%	100.00%

Question No. 6 was about the persons who encourage the people most to use English language. The obtained data and after analysis shown in the Table11 illustrate that mostly teachers encourage the students and learners to use English language. 68.18% male and 91.30% female are mostly encouraged by the teachers. As the teachers are more qualified and advance in studies so the perception and the advice by teachers are high as compared to parents and friends. The results also describe that 13.64% male and 0% female students are mostly encouraged by their parents and friends. The results also show that 18.18% male and 8.70% female students are mostly encouraged by their friends. But the encouragement given by teachers to female is more than male

students because females pay special concerns in the studies than male, so the teachers are more interested to encourage female students than male.

**Statement. 7 What do you use in your discussion of English Language?**

**Table.12**

Gender	M			F			Total		Percentage	
	U. G	G	P.G	U.G	G	P.G	M	F	M	F
Complete Sentences	3	0	9	0	3	8	12	11	27.27%	47.83%
Nothing	2	0	1	0	0	1	3	1	6.82%	4.35%
Words	7	9	13	5	2	4	29	11	65.91%	47.83%
Total	12	9	23	5	5	13	44	23	100.00 %	100.00 %

On statement 7, which was about the uses of English language sentences, words or least use in daily life. The results as described in Table. 12 reveal that 27.27% and 47.83% male and female students use complete sentences in their daily discussion respectively. 6.82% male and 4.35% female students do not use English words or sentences in their daily life. On the other hand, 65.91% male and 47.83% female students use English words in their daily life. The more percentage is of English language words use is more than the use of complete English sentences. This phenomenon is more because in Pakistan, code-mixing is a trend to make other people understand. It is also shown in the study that the percentage of use of English complete sentences or code-switching is more among female than male as is 27.27% male and 47.83% female use it. On the other hand, the code-mixing is highly adopted by male than female. The phenomenon of using code-mixing and code-switching is more in postgraduates and undergraduates than graduates.

**Statement. 8 Does the use of English sentences and Lexis make the discussion more effective?**

**Table. 13**

Gender	M			F			Total		Percentage		Mean		S. D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	7	6	13	3	3	12	26	18	59.09 %	78.26 %	2.5	2.7	0.5	0.4	-	-
In Some	4	3	9	2	2	1	16	5	36.36 %	21.74 %	5	8	8	1	00	10
															08	21

Extends																				
No	1	0	1	0	0	0	2	0	4.55%	0.00%										
Total	12	9	23	5	5	13	4	2	100%	100%										
							4	3												

Statement 8 was about the effectiveness of discussion using English sentences and words. The results as shown in the Table. 13 reveal that 59.09% male and 78.26% female students think that by using English language words and sentences, discussion becomes more effective. 36.36% male and 21.74% female students consider that by using English language words and sentences, effectiveness of discussion is enhanced when and where required. On the other hand, 4.55% male and 0% female do not think so. The calculated mean value and standard deviation value describe the significance of the statement before participant. The attitude towards effectiveness of discussion is stronger among female than male as the mean value describing.

**Statement. 9 Do you think that by using more English Lexis in discussion, the discussion purpose is fulfilled?**

**Table. 14**

Gender	M			F			Total		Percentage		Mean		S.D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	6	3	11	3	4	7	2	1	45.45	60.8						
In Some Extends	3	5	10	2	1	6	1	9	40.91	39.1	2.3	2.6	0.7	0.4	-	-
No	3	1	2	0	0	0	6	0	13.64	0.00					0.00	0.07
Total	12	9	23	5	5	13	4	2	100%	100%					0.05	0.94
							4	3								

The data obtained on statement 9 and analysis shows that 45.45% male and 60.87% female think that by using English language words and sentences, the inner motif can be best described and English language fulfills this purpose very well. 40.91% male and 39.13% female were not in complete favour that English language fulfills the linguistics purpose and such people suggested that English language could fulfill the purpose not fully, but a little. On the other hand, 13.64%

male and 0% female did not agree to the statement that the only use of English language while discussion as code-mixing or code-switching fulfills the purpose of discussion. The mean values describe the positive and strong attitude of people towards English language. The results also describe that there is least percentage of opposition towards statement as compared to male. And the calculated mean, standard deviation and z-values describe that female have strong attitude than male and thinks that English language is an integral part of effectiveness of daily discussion.

**Statement 10 Do you think that "To be proficient in English Language" is very necessary now a days?**

**Table. 15**

Gender	M			F			Total		Percentage		Mean		S.D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	9	6	20	4	4	11	35	19	79.55%	82.61%	2.77	2.83	0.47	0.38	-0.001	-0.108
In Some Extends	2	3	3	1	1	2	8	4	18.18%	17.39%						
No	1	0	0	0	0	0	1	0	2.27%	0.00%						
Total	12	9	23	5	5	13	44	23	100%	100%						

Question 10 was about the requirement of the age of proficiency in English language. The obtained and evaluated data as presented in the Table 15 illustrate that 79.55% male and 82.61% female students considered it very important to be proficient in English language. Such people considered it to be the requirement of age to be proficient in English language. 18.18% male and 17.39% female students were not confirmed that to be proficient in English language was not so much important. On the other side, 2.27% male and 0% female did not consider it very much important and were in opposition to the statement. The calculated mean value describes the strong attitude towards English language proficiency now a day. Females' greater mean value, as shown in table 15, also describes the stronger attitude and wish towards English language proficiency.

**Statement: 11 Do you think that English Language learned person is given more preference in every field?**

**Table. 16**

Gender	M			F			Total		Percentage		Mean		S.D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	6	7	17	5	3	10	30	18	68.18%	78.26%	2.64	2.70	0.57	0.62	-0.001	-0.091
In Some Extensions	5	1	6	0	1	2	12	3	27.27%	13.04%						
No	1	1	0	0	1	1	2	2	4.55%	8.70%						
Total	12	9	23	5	5	13	44	23	100%	100%						

Statement 11 was about the preference which is given to English language learned person in every field of life. These days, English language proficiency and communication skill are required in many fields. The results show that 68.18% male and 78.26% female observed that English language learned enjoy more honour in fields of life than non-learned English person. 27.27% male and 13.04% female also suggested that in specific situations, English language learned person is given preference. In opposition, 4.55% male and 8.70% female did not think so. The mean value and calculated standard deviation describe the high attitude of participants. Similarly, the mean value 2.70 of female students describes the high attitude than male students as the mean value of male participants is 2.64.

**Statement: 12 Do you think that English language is exploring new world of Knowledge?**

**Table. 17**

Gender	M			F			Total		Percentage		Mean		S. D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	8	7	17	4	3	12	32	19	72.73%	82.61%	2.64	2.83	0.64	0.38	-0.001	-0.108
In Some Extensions	3	1	4	1	2	1	8	4	18.18%	17.39%						
No	1	1	2	0	0	0	4	0	9.09%	0.00%						
Total	12	9	23	5	5	13	44	23	100%	100%						

Total	12	9	23	5	5	13	4	2	100%	100%						
							4	3								

Statement 12 was about the belief regarding popularity of the English language that English language is exploring new world of knowledge. The obtained results describe that 72.73% male and 82.61% female students had firm belief that English language is the big source of knowledge and it is exploring new knowledge as well. 18.18% male and 17.39% female students opined that under specific terms, English language explores new horizons of knowledge. In contrast, 9.09% male and 0% female students had belief that English language is not a big source of knowledge. The calculated mean value 2.64 of male and 2.83 of female participants describe that there was strong attitude towards the belief that English language is exploring new world of knowledge.

**Statement 13 Is it good to give labels to the things in English?**

**Table. 18**

Gender	M			F			Total		Percentage		Mean		S.D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	8	6	14	3	4	7	2	1	63.64%	60.87%						
Neutral	2	1	8	2	1	5	1	8	25.00%	34.78%	2.5	2.5	0.6	0.5	0.00	0.07
No	2	2	1	0	0	1	5	1	11.36%	4.35%	2	7	9	8	1	4
Total	12	9	23	5	5	13	4	2	100%	100%						

Statement 13 was about the labeling of the things in English language. 63.64% male students believed that labeling the things in English language was a good thing and it could attract the attention of the customers. 60.87% female also believed that labeling things in English language was also acceptable. On the other hand, 11.36% male and 4.35% female students did not think that labeling the things in English language was not an authentic idea and was not taken as the good step. 25% male and 34.78% people remained neutral. The mean values illustrate that female students had firm attitude towards English language labeling on things and products as male students. Calculated mean was 2.52 for male and female was 2.57 as shown in table 18.

**Statement 14 Do you like to have English Language course?**

**Table. 19**



Gender	M			F			Total		Percentage		Mean		S. D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	6	7	22	5	4	9	3	1	79.55%	78.26%	2.68	2.74	0.67	0.53	-0.001	-0.096
Neutral	3	0	1	0	1	3	4	4	9.09%	17.39%						
No	3	2	0	0	0	1	5	1	11.36%	4.35%						
Total	12	9	23	5	5	13	4	2	100%	100%						

Statement 15 was about the role and use of learning English language course. The positive wish was described for having English language course by 79.55% male and 78.26% female students. In contrast, 11.36% male and 4.35% female students showed the attitude. On the other hand, the neutral behavior was observed by 9.09% male and 17.39% female students. The calculated mean value of male student 2.68 and 2.74 female mean value describe that the students had more positive attitude than the negative and wishes to have English language courses for career development. The mean value was also high of female students than male and the attitude must be kept in concern by the authorities to provide equal opportunities for both male and female as well.

**Statement 15 Do you think English Language is given preference in every field of life?**

**Table. 20**

Gender	M			F			Total		Percentage		Mean		S. D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	8	5	16	1	2	9	2	1	65.91%	52.17%	2.55	2.43	0.69	0.65	-0.001	-0.057
Neutral	3	2	5	4	3	2	1	9	22.73%	39.13%						
No	1	2	2	0	0	2	5	2	11.36%	8.70%						
Total	12	9	23	5	5	13	4	2	100%	100%						

Statement 15 was about to know the views of the participants about the preference of English language in different fields. The results describe that 65.91% male and 52.17% female students thought it good that English language is given preference in every field of life. On the other hand, 11.36% male and 8.70% female were not agreeing to the statement of the question as shown in table 20. 22.73% male and 39.13 % female remained neutral in this regard and had no specific idea. The mean value describes that people had positive attitude towards the phenomenon. The mean value of male is higher than female, so it can be observed that male have more attitude than female students.

**Statement 16 Do you suggest others to be fluent in English Language?**

**Table. 21**

Gender	M			F			Total		Percentage		Mean		S.D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	8	5	15	2	2	10	28	14	63.64%	60.87%	2.59	2.52	0.58	0.65	-0.001	-0.068
Neutral	2	4	8	3	2	2	14	7	31.82%	30.43%						
No	2	0	0	0	1	1	2	2	4.55%	8.70%						
Total	12	9	23	5	5	13	44	23	100%	100%						

Statement 16 was about giving suggestion to other people to become fluent in English language. The obtained results describe that 63.64% male and 60.87% female students liked to suggest other people to become fluent in English language but in opposition, 4.55% male and 8.70% female students did not want other people become fluent in English language. On the other hand, 31.82% male and 30.43% female students had no specific attitude. The obtained mean value describes the positive attitude of the students. Compared male and female students, the male students' mean is 2.59 and female is 2.52, as shown in table 21, which reveals that males have more attitude than females, but it can be seen in Pakistani context that the female students have least chance of communication with friends as compared to male, so the study reveals that females have to be more communicative with friends as well.

**Statement 17 Is it a good step that Higher Education is completely English Medium?**

**Table. 22**

Gender	M			F			Total		Percentage		Mean		S. D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	5	5	15	4	4	8	25	16	56.82%	69.57%	2.34	2.65	0.82	0.56	-0.001	-0.085
Neutral	2	2	5	1	1	4	9	6	20.45%	26.09%						
No	5	2	3	0	0	1	10	1	22.73%	4.35%						
Total	12	9	23	5	5	13	44	23	100%	100%						

Statement 17 was about the need of English Medium instructions in higher education, Pakistan. The positive attitude and thinking was seen as 56.82% male and 69.57% female students had keen and attractive attitude that the higher education in Pakistan is English medium based. The study reveals that 22.73% male and 4.35% female were not in favour. On the other hand, neutral behave was observed by 20.45% male and 26.09% female students. The obtained mean value suggests that female students had more positive attitude than male, as the mean value of male students is 2.34 and that of male is 2.65 as shown in table 22. The results also reveal that students have positive attitude and like that there would be English medium based instructions at higher level in Pakistan.

**Statement: 18 Is English Language helpful for concept completion?**

**Table. 23**

Gender	M			F			Total		Percentage		Mean		S. D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	5	3	12	2	4	7	20	13	45.45%	56.52%	2.25	2.43	0.77	0.71	-0.0004	-0.0567
Neutral	3	3	9	2	0	5	15	7	34.09%	30.43%						
No	4	3	2	1	1	1	9	3	20.45%	13.04%						
Total	12	9	23	5	5	13	44	23	100%	100%						

Statement 18 was about the role of English language in conceptual clarity in the classroom in academic domain. The obtained result illustrates that 45.45% male and 56.52% female students thought that English language is very helpful for the completion of the concept. In spite to the statement 20.45% male and 13.04% female students did not think so and 34.09% male and 13.04% female students remained neutral and did not show any consent to the statement of the question. The mean value describes that students consider English language better for conceptual clarity. The mean value of female is 2.43%, being higher than the mean value of male, which is 2.25, so the female students have more firm belief than the male students.

**Statement 19 Do you understand your study lectures are better delivered if delivered in English Language?**

**Table. 24**

Gender	M			F			Total		Percentage		Mean		S.D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	5	4	9	2	3	8	18	13	40.91%	56.52%	2.18	2.57	0.78	0.50	-0.0003	-0.0037
Neutral	4	1	11	3	2	5	16	10	36.36%	43.48%						
No	3	4	3	0	0	0	10	0	22.73%	0.00%						
Total	12	9	23	5	5	13	44	23	100%	100%						

Statement 19 was about the understanding of the lectures which are given in English language. The students had firm thinking that English language is very helpful while understanding the lectures. The positive attitude was shown by 40.91% male and 56.62% by female students. In contrast, 22.73% male and 0% female described that they could not better understand the lectures if only given in English language, while 36.91% male and 56.52% female students remained neutral. The obtained mean values 2.18 and 2.57 of both male and female as shown in table 23, describe the positive attitude. But the mean values of female describe that female students were more positive in thinking that English language is better source and the understanding develops by the lectures which are given in English language.

**Statement 20 Would every student be given more chance for English practices?**

**Table. 25**

Gender	M			F			Total		Percentage		Mean		S. D		Z-Test	
	U. G	G	P. G	U. G	G	P. G	M	F	M	F	M	F	M	F	M	F
Yes	9	5	16	5	4	10	30	19	68.18%	82.61%	2.61	2.83	0.61	0.38	-0.001	-0.108
Neutral	1	4	6	0	1	3	11	4	25.00%	17.39%						
No	2	0	1	0	0	0	3	0	6.82%	0.00%						
Total	12	9	23	5	5	13	44	23	100%	100%						

Statement 20 was about the opportunities and chances of English language practices as there is least opportunity in our society. The analyzed data illustrate that the Pakistani students have very positive attitude towards English language practices. 68.18% male and 82.61% female students had huge desire that there must be English language practice opportunities for student. In contrast, the view was given by 6.82% male and 0% female students while 25.00% male and 17.39% female students remained normal and had no specific opinion regarding English language opportunities. The mean values illustrate the positive attitude of the students while availing and provision of English language practices opportunities. The mean value of female student describes the more positive attitude than the male for the language opportunities.

**Statement 21 What are the Weak areas of English language learning process in Pakistan?**

Another part of the study was based on the qualitative type of questions, out of them, the first question was about the weak areas of English language. The obtained data describe that undergraduate and the mostly graduate students believed that the grammar, vocabulary and confidence issues are evident and these areas must be covered while language learning. On the other hand, post graduate students opined that there was a great issue of communicative competency of students. The male students mostly feel issue of the grammar and think the grammar area weaker than other one, while mostly female students tell that the lack of opportunity and confidence level is down, so there is need to improve it.

**Statement. 22 Why is there low level of English Language in Pakistan?**

As for the interview, the students were asked about the reason behind the low competency in English language in Pakistan. Most of the students including male and female illustrated that English has to be learn as the foreign language by Pakistanis, so there is no natural environment to groom English language in Pakistan, while some of the students said that practical use of English language is encouraged only in the educational institutes rather than at public places and in society. The reason behind this lack is not to encourage the students. Male students mostly concern that

students only learn for educational purposes rather than practical. On the other hand, female students think that the least opportunity to use English language is causing the low level in Pakistan.

**Statement 23 What steps should be taken to improve the English language usage in Pakistan?**

The next Question No. 23 was asked about the steps to be taken to improve the English language level in Pakistan. The most options received that there must be a strong focus on the basics of the grammar and students should be given practical opportunities in the society of for English language use. The better results can only be acquired when they are given the opportunity of English language practices. Most of the male students also told about the proper training of teachers while female student told about the use base of English language.

**Statement 24 What tools can be very helpful in improving English language level in Pakistan?**

Question No. 24 was related to the corresponding tools of English language for improvement of English language level. The majority of the students suggested that government should provide such syllabus that would be more supporting to improve language skills. It is also told by the students that teachers would focus on the listening and speaking skills as well, rather on the reading and writing. Moreover, the co curricular activities must be applied to enhance to language skills by giving more opportunity of language use.

**Statement 25 How do you perceive English Language after five years in its rapid use?**

The final question was asked about the view for English language after five years. Majority of the students thought that new trends of English language would certainly flourish our Pakistani society. There will be more focus on English grammar and communicative competency after five years. The trend of English language will be very common among the individuals of our society and the attitudinal behaviours of both teacher and learner will be more attractive and positive towards English language than now.

## **8. Discussions**

Pakistani society is multilingual and bilingual and no-one has been found as monolingual, as the percentage of monolingual is 0%, bilingual as 15.91% as male, 17.39% as female, while multilingual male and females are as 84.09% and 82.61% respectively. It denotes that Pakistani educated people have to learn more than one languages even based on the education, as well as cross-cultural communication in families and areas. English is learned as second language by 45.45% males and 34.78% as females, as a third language by 36.36% males and 30.43% males, and as an optional (self-choice) by 18.18% males and 34.78% females. This denies that learning as a second language is more trended in males than females, as a third language is among males

more than females while as a choice language, it is more in females than males which denotes that females have more interest in self-selection of English language. Almost same results are of their usage too.

Volunteer and self-oriented language usage is more in females than males. As for as the opportunity of English language usage is concerned, there are some specific places where usage of English language is taken place as the percentage of male and females is 54.55% and 65.22% views that they are given somewhere the usage of English language opportunity. Normally, based on the choice, they are given the opportunity everywhere as male and females respectively 31.82% and 3.43% respectively. It denotes that English language usage is preferred in our society now days.

Usage of English is not so much preferred but sometimes, so males and females are encouraged mostly as 45.45% and 52.17% respectively which deny that the cultural issues and many other factors still exist in our society which are necessary to be eradicated. In Pakistani society, the role of the teachers is much important, so it is found in the study that 68.18% male and 91.30% females are encouraged by teachers to use English language as compared to parents and friends. It denotes that the friends and parents would also encourage each other to use English language. English is used an official and foreign language in Pakistan, so mostly people use the “words” rather than of complete sentences, so it is found that the use of complete English sentences by females is more than males as 47.83% and 27.27% respectively. On the basis of analysis, it can be seen that male use “words” more than females” and females use “sentences” more than males, as sentences percentage is as 47.83% of females and males as 27.27%, while words are used as 65.91% by males and 47.83% by females. It denotes that complete usage of language is more trended in females. Females think that usage of English language makes discussion more effective as “yes” reply is by 78.26% and males thinks as 59.09%. It denotes that females have more tendencies as well. It is also shown in the study that the percentage of use of English complete sentences or code-switching is more among female than male as is 27.27% male and 47.83% female use it. On the other hand, the code-mixing is highly adopted by male than female. The phenomenon of using code-mixing and code-switching is more in postgraduates and undergraduates than graduates.

The attitude towards effectiveness of discussion is stronger among female than male as the mean value describing. Female have strong attitude than male and thinks that English language is an integral part of effectiveness of daily discussion. Females have stronger attitude and wish towards English language proficiency. Females have more keen belief that there is strong attitude towards belief that English language is exploring new world of knowledge. Female students have firm attitude towards English language labeling on things and products. Male and females both think that there is lot of opportunity for English language learned person. Male has more attitude than female, but it can be seen in Pakistani context that female students have least chance of communication with friends as compared to male, so the study reveals that females have to be more communicative with friends as well.

The students have positive attitude and like that there would be English medium based instructions at higher level in Pakistan. Those female students are more positive in thinking and their English language understanding develops by the lectures which are given in English language. Need of more practices is also asked and deserved by the male and female students as well. Grammar, communication opportunities and fear of public are some main aspects which are mostly abandoned in the students. The confidence level and the motivational level of participants are also high, yet they require the opportunity of English language usage and practice as well.

## **9. Strengths and Limitations**

The present study has been carried out to achieve the desired objectives mentioned by the researcher in the abstract. The findings of the study are quite relevant to and compatible with the aims and objectives expected to be achieved in the abstract. The researcher has very keenly and carefully chosen the test items and tools for the research. The statements to be answered were very carefully and logically tailored and were found factual and original, keeping in mind the sensitivity and importance of the topic under research.

As for the limitations concerned, the arduous task has been accomplished during Corona Pandemic Episode and the sample for the data collection was smaller due to prevalence of corona world-wide, as no face to face interaction with participants was possible. However, to get optimal results, the research could have been broader in the sense that more and more participants could be included as part of research to find out more opinions on the topic under research and gain more authentic and results on a broader span. Moreover, with the help of interviews, the findings could have been much more logical and authentic, being face to face interaction, that might have gone a long way to deeply probe into some further facts related to the topic under discussion which went neglected in the current data collection.

## **10. Recommendations**

- There is need of provision of opportunities for English language practices.
- As females are intended to use complete sentences, they have more practice of complete sentences usage, so they would be obliged in English language teaching training process.
- Official chat- rooms and the online platforms can be made to make the English language skills of speakers more effective.
- There is need of giving special attention to use words and short sentences at early stage of education in Pakistan and later, there would be compulsion of complete sentences usage at higher education level in Pakistan.
- Belief of opportunities, progressiveness and higher-level education in English, should be ensured to the maximum so the deserving people would be given more opportunities based on their English language communication skills to continue their studies.



- Authorities can give more opportunities based on English language communication skills for higher education, scholarships, and foreign educational trips, which may eventually promote English language competency among speakers of English language..

## 11. Concluding Remarks

The present study is conducted to understand the increasing English language speaking trends among the educated people in Pakistan, for the educated people are known as the cream of any society and also trend setters. The study is based on the survey and the following findings have been retrieved from the survey. Pakistan enjoys multilingual speakers. Besides Urdu as national language, it is the mother tongue of almost 7.57 percent people of Pakistan and is used at a wide range in the urban areas of Pakistan. English, however has been declared the official language of Pakistan. It is the language of law, military language, language of business contracts, signs of shops. Many street signs and other enterprises use English language to convey message. It is the language of the courts also. In Pakistani schools, medium of instruction is English and it is taught to all Pakistani students at school level, while at university and college level, medium of instruction is English. English is boasted by the media and press of Pakistan at large scale. It is the language of media advertisements. It is no more a foreign language; rather it has gained the status of second language in Pakistan. It is the language of media and politics. It is the language of offices. It has become lingua franca for Pakistani speakers, as mostly speakers know and use English vocabulary in their conversation. People at large try to speak in English language to find a better social status in society. People find it easier to convey their message or inner- self in English language. People use it for easy and better communication. It is considered the sign of victory, authority, and social supremacy. No one is alien if he or she can speak English language. People feel just comfortable speaking in English. People unable to speak or understand English language are considered conservative and illiterate. This is the reason that people use so much code-switching and code-mixing as a trend when they talk and this happens quite unintentionally or without conscious efforts on the part of the speaker. English language words just extemporarily come their way. There is no specific planning in the minds of the speakers to find out right words to speak on different occasions, rather the words or sentences just come naturally in their minds or on their way and they make the fullest use of it to convey message more impressively. English language is an integral part of effectiveness of daily discussion. English language learned enjoy more honour in fields of life than non-learned English person. As for its commercial value, labeling the things in English language is considered a good thing and it may attract the attention of the customers globally. In academia, English language is a better source of instruction and the understanding develops by the lectures which are given in English language.

Moreover, Language is something used and shaped by speakers in society. It's the selection or rejection of words and sentences on the part of speakers when they feel confident and easy. Language is not something forced on the speakers. It naturally comes in their way through different sources and they naturally use it and make part of their everyday vocabulary, and they feel

comfortable using it. The choice and selection of words are something adopted by the speakers by their own. Native or indigenous language vocabulary is being replaced very rapidly by English language vocabulary. Indigenous language speakers are on the decrease day by day, and these are the very signs of downfall of indigenous languages, as the new generation is making more and more use of English language as a trend language.

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