

## A SOCIOLINGUISTIC INVESTIGATION OF LANGUAGE USE AND IDENTITY AMONG PAKISTANI YOUTH

<sup>1</sup>Mahmoona Shahzadi, School of English, Minhaj University Lahore, Pakistan,

[mamoonashehzadi@gmail.com](mailto:mamoonashehzadi@gmail.com)

<sup>2</sup>Faisal Irfan, School of Languages, Civilization and Philosophy, University Utara Malaysia, Malaysia, [faisal.irfn@gmail.com](mailto:faisal.irfn@gmail.com)

<sup>3</sup>Samina Masood, Pakistan [amirsamina49@gmail.com](mailto:amirsamina49@gmail.com)

<sup>4</sup>Atia Taj, University of Sargodha, Pakistan, [attiataj@gmail.com](mailto:attiataj@gmail.com)

<sup>5</sup>Tasaddaq Hussain, Assistant Professor, Department of Mass Communication Minhaj University, Lahore

<sup>6</sup>M.Ikram Ul Haq Lecturer/ Coord.Dir\_Acad Lahore Garrison University, DHA Phase VI Lahore Pakistan

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### Abstract:

This study aimed to explore the differences of language use between science students and arts students. It was hypothesized that either arts students or science students place more emphasis on being identified as Pakistani by giving cultural and symbolic importance to its national language. Their attitudes and perceptions towards official, regional, national and Hindi language are explored and contexts in which they mix their codes. Data has been collected from the youngsters of different universities of Lahore. Both open ended and close ended questions are asked. Data has been analyzed on SPSS. Multiple t-tests are carried through to compare the language used by arts and science students. The result of t-tests accepted the null hypothesis that there is no difference between language used by arts students and science students. Youth prefer English language for educational purposes. Urdu language is widely used by them and they think that Urdu and their regional languages are their identity. English comes after Urdu and then regional languages come. They mix English with Urdu and their regional language. Hindi is also mixed by some of them for entertainment purposes. They mix their codes while talking to their friends and families. The research highlighted that English medium for instruction is preferred by youth so; it should be implemented by teachers while delivering their lectures. In a multilingual society code switching and code mixing are common phenomenon.

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## 1. Introduction

Language is an important part of any culture. A very close relationship manifests between language and identity. Identity is qualities or beliefs of a person or a group of people who share same beliefs and they are distinguished among others due to their beliefs and rituals. Identity is represented by our actions and negotiation during the interaction with others. One nation has many groups on the basis of profession, education, status and age etc. Each group has its identity. For example lawyers have their own argumentative discourse style that makes them distinguished from others. Population of a country can be divided into many groups on the basis of age factor. Prominent categories are children, teenagers, youth and old. All groups are equally important but as youth is taken as the future builders of a nation so they are most important. They have the power to change the circumstances of a nation. And they are mostly affected people due to the globalization and they are experiencing this globalization due to media and internet. Young people are culture consumer. It is very difficult to cover all groups how language is used by them. So, youth will be taken as respondent of this study. Language that is used by a group of people tells their identity. Many languages and language varieties of one language are spoken in a country and each variety is considered important by a group of its users. Language is considered the identity of a nation. Urdu is known as the national language of Pakistan so it is prestigious for us because it distinguishes us among other nations. Pakistan is a multilingual society where multiple regional languages are spoken like Punjabi, Sindhi, Hindko, Balouchi, Barohi,

Siraiki and Pashto. In Addition to it English is also spoken. Punjabi speakers make one speech community, Pashto another and so on. Usually people use regional languages at home and English and Urdu during their educational and professional life. As language makes our identity and it is vital element of a culture. Young people are nation builders and ones who make recognition of their country worldwide. So, identity, youth and their language are correlated and deeply rooted which cannot be separated easily. This study will explore language use among Pakistani youth.

### 1.1. Research Objectives

- This study will look in depth at the difference in language use and identity between two specific groups.
- The study will explore either science students or arts students place more emphasis on being identified as Pakistani by giving cultural and symbolic importance to its national language.
- It will help to find out either science students or arts students feel proud of their regional languages.
- The study will explore attitudes and perceptions of youth towards regional, national and official language.
- It will find out whether Hindi is a threat to our identity or not.
- To identify whether Science students place more emphasis on the identity portrayed and the economic and national value of English than do Arts students.
- It will look into the sociolinguistic culture of Pakistan.

## 1.2. Rational of the Study

Pakistan is a country where many languages are spoken. Some languages have more prestige than others. Normally it has been observed that youth prefer to speak Urdu and English. This study will explore their attitude towards regional languages and more prestigious languages English and Urdu. Code switching has been observed among youth. Present study will explore the extent youth mix English and Hindi during their discourse. It is the object of this thesis to explore the ways in which the link between language and identity manifests itself within the population of Pakistani speakers. Particular attention will be paid to the existence and use of language loyalty and disloyalty. Due to time and space limitations it would be impossible to study this topic in any great depth at all levels of society and amongst a wide range of social groupings. It has been decided, therefore, that the focus of this study will involve a group of speakers of one specific age-group and educational background. Not so much work has been done in this regard yet in this respect; this study will provide a base for future researchers in the light of research from collected data. Moreover, due to time and space limitation researcher cannot focus on many variables so further studies can be done.

## 1.3. Delimitation of the Study

Data represents a most vibrant group of society and it can be applicable only on Pakistani youth. Moreover, students of private universities may take language use an identity in a different way from public sector universities due to their class differences. It has been ignored by the researcher. Many researchers have proved

that males and females use language in a different way but gender difference has not been seen. Further studies could be done on these two aspects.

## 1.4. Null hypothesis

The null hypothesis of this thesis will therefore state that there is no significant difference in the language use of arts students and science students or their respective attitudes towards language.

## 2. Literature Review

Pakistan is a land where many languages are spoken to communicate and interact with one another like Urdu, English, Punjabi, Sindhi, Siraiki, Baluchi and pothohari etc. The people of Karachi think that they are true Urdu speakers. They think that they are the guardians of Urdu language in Pakistan. *According to Rehman (1993)* in 1980 Muhajirs entered in bureaucracy in Pakistan. Muhajirs youth was educated and was frustrated and they were attracted to MQM. MQM gave them a new identity of Urdu speakers. Language use is closely related to the histories of a nation. Identities can be defined by the national boundaries of a nation. *According to Backstrom and Redloff (1993)* language identity is different according to the context. Outside the country it is taken as one's national identity i.e. German and Pakistani and within the country regional identity is important.

*According to Rehman (1995)* there have been armed conflicts between Sindhis and Muhajirs who are Urdu speakers. *According to Rehman*, Pakhtoons have tried their utmost to develop Pashto language. They raised the "*Pashto Movement*" in 1920. King Amanullah who was unable to

converse in Pashto tried raising the status of it in 1920.

*According to Belmekki* as Hindus laid importance on Hindi and Muslims showed more attachment to Urdu. Urdu embodied a cultural symbol for the Muslim of sub-continent. It was a big step for the identity of Muslims. Muslims claimed for a separate identity and a separate nation from all other nations and communities. Quaid-e-Azam openly declared Urdu language as the national language of Pakistan. So, Urdu became the lingua franca of Pakistan after its establishment.

English was entered to sub-continent with the colonial system. After the independence *According to Kleinig and John (2013)* loyalty shows the commitment of a person towards his identity, how far a person or group of people are attached to their mother tongue. *According to Nazir and et al* Punjabi is second major language of Pakistan after Urdu. But in Sargodha Punjabi language has lost its prestige and a clear language shift can be seen there. The findings of this study tell that Punjabis are not loyal towards their language. In coming days Punjabi will be considered endangered language of Pakistan.

No doubt English has become lingua franca of world. It is spoken in Pakistan as well. Many words of English has penetrated into Urdu and in the same way many Urdu words has become a part of English that is spoken in Pakistan. *According to Bilal et al (2012)* many Urdu words have become a part of English in Pakistan. The main reason of change in vocabulary is the contact of English with the regional languages of Pakistan. Code mixing is a very prominent phenomenon of Pakistani

of Pakistan it was not easy to change bureaucratic mode of communication so, English was used to retain the system of government. *Rehman (2002)* defines the higher status of both Urdu and English in Pakistan and low status of regional languages like Punjabi, Sindhi and Pashto etc. regional languages are restricted to families and little communities only. Though regional languages have a huge number of speakers but they are considered as minority languages. Urdu and English enjoy high status and they are used for public and official purposes. According to *Abbas (1998)* in Pakistani courts writing is bilingual.

news channels. *According to Ehsan and Aziz (2014)* media is playing double role in Pakistani society firstly it projects the behavior of people and secondly it shapes the behavior of people. In a multilingual society dominant languages have more economic value rather than minority languages. *According to a report by Pynon and Hydon (2002)* multinational companies demands for English speakers in Pakistan. *According to Price (2010)* in bilingual or multilingual societies people can communicate in more than one language.

According to (Mansoor 1993) English is taken a door to success in Lahore but correct Urdu speaking has an aesthetic prestige that has no substitute at all. According to Sullivan in Pakistan most of the speakers use different languages in different contexts.

### **3. Research Methodology**

#### **3.1. Research Paradigm and Type**

The study is qualitative and quantitative in nature. Because researcher has used a

questionnaire with close ended questions and open ended questions to collect the data. Type of this study is descriptive as the study describes the data about population.

### **3.2. Sample Group**

Graduate students aged from 17 to 28 have been selected as a sample group. Due to time and space limitation it was impossible to study it in depth and amongst a wide range of social groups. It was decided, therefore, that the focus of this study will involve a group of speakers of one specific

1. Govt. College University, Lahore
2. University of Engineering and Technology
3. University of Education
4. Kinnaird College for Women Lahore
5. The University of Punjab

### **3.3. Stratified Sampling Technique**

Researcher has divided the sample into two strata that are science students and arts students. It is said that arts students are more concerned about their national and regional languages rather than science students. That's why researcher has divided the youth into two groups to check the validity of this stance. Data has been collected randomly from available students of above mentioned universities. Science group comprises of all students of traditional sciences, computer sciences and engineering, arts group consists of students of humanities and law. Half of the data have been collected from science students and half from arts students. As 20 students have been selected from each university so 10 of them are science students and 10 are arts students. These strata have

age-group and educational background. So, the results of this study are representing a small group of population. Sample size for this study is 100 youngsters of different universities of Lahore. Data has been collected from 50 science students and 50 arts students. Students from all over the Pakistan come in sampled universities for study purposes. In this way data could be more representative. 20 respondents have been selected from each university. Data has been collected from the students of these five universities:

been drawn just to compare and contrast the view points of two different groups.

### **3.4. Instrumentation**

Data has been collected by using a questionnaire that has been designed by the researcher. Previous researches helped a lot to design an appropriate questionnaire. As the researcher wanted to analyze the data statistically so questionnaire was best tool to collect the data. During the visits to different universities researchers have also made observations that have been discussed in discussion part.

### **3.5. Pilot Work and Questionnaire Design**

A pilot study was conducted to design a questionnaire. As questionnaire is the main core of any research so to design a questionnaire a pilot study was conducted by the researcher on facebook. Different comments and observations of friends helped the researcher to design a questionnaire. This survey helped the researcher to gauge the white space for open ended questions. A questionnaire was made and then researcher created an online survey as a pilot study to check the validity of final questionnaire. 25 friends were taken as



respondents of pilot study. This survey helped a lot to amend the questionnaire. Researcher made little changes in his questionnaire and distributed it among his respondents to collect the data regarding language use and identity.

### 3.6. Data Analysis Techniques

All statistical data has been analyzed on SPSS. Both descriptive and inferential statistics has been applied. As researcher wants to draw a comparison between the language used by arts and science students so, data has been compared by making graphs on SPSS. Researcher has drawn a comparison between the language used by arts and science students so, an independent T-test was the most appropriate test for this

situation. T-test measures the differences in averages so it was very helpful. T-test has been applied to test research hypothesis.

## 4. Results and Discussion

As the researcher wanted to explore the differences in language use between science students and arts students so questionnaires were equally distributed between these two groups. Mother tongue of 50% respondents is Punjabi and 33% of respondents' mother tongue is Urdu. 90% of respondents are fluent in using Urdu language, 41% are fluent in English and 50% are good in using English. It shows that youth has command on both of these two languages. Their command on regional languages could be seen in the table given below.

| LANGUAGE                     | FLUENT | GOOD | SATISFACTORY |
|------------------------------|--------|------|--------------|
| Punjabi                      | 48     | 20   | 24           |
| Pashto                       | 7      | 2    | 4            |
| Balouchi                     | 1      | 0    | 2            |
| Sindhi                       | 0      | 0    | 3            |
| Some other regional language | 18     | 0    | 3            |

Different activities were asked to know about their interest in regional languages. 54% of respondents are not interested in attending child language classes and same ratio is not interested in viewing regional language sites. Though most of the respondents are supporting the use of regional languages but in real situation ratio is decreased.

94% of respondents believe that traditional culture cannot survive without traditional

languages. So, language is very much important in survival of a culture. 87% youth believe that regional languages should pass on to the coming generations. 75% believe that regional languages should be taught in schools for the preservation of culture. 72% of respondents love to know the History of their regional languages. 89% respondents love to know the history of national language Urdu. It proves that regional languages are equally given importance along with Urdu and English.

94% respondents say that they have observed language shift among Pakistani youth. They are more tending towards Urdu and English. 84% of respondents believe that if a person communicates in English it does not mean that he is a disloyal Pakistani. 61% of respondents have positive attitude towards all languages and it is a must appreciated approach. Most of the respondents believe that both Urdu and English are good languages to write a piece of writing and only 1 respondent says that regional languages are good to write a piece of writing. Though youth supports the use of regional languages and they believe that traditional culture could not survive without traditional languages so, they should be taught in schools for the preservation of culture. A piece of writing can work a lot in this respect but youth is not in favor of regional languages to write a piece of writing. Another contradiction could be observed, they want their children to learn Urdu and English language and only 13% of respondents say that they want to learn their children some regional language. It means they are supporting regional languages wordily only. As neither they want to pass on these languages to their children nor do they think that regional languages could be

used to write some piece of writing. 67% of respondents say that do not like English to take the place of Urdu. It shows their loyalty towards their national language that is their identity. Most of the respondents are neutral in answering about their superiority in using English and regional languages. 59% respondents read literature in Urdu preferably. It shows their association with Urdu language. Prominent languages that are used by youth at home are (Urdu, English, Punjabi), (Urdu, Punjabi) and Urdu. In university, mostly (Urdu and English) are used by youth and after it (Urdu, English and Punjabi) are used. Most of the respondents use Urdu, English and Punjabi with friends and then Urdu and Punjabi. Languages that are used in minority are Balouchi, Siraiki, Pashto, Sindhi, French, Turkish, Arabic, Persian and Shina. It shows the diversity in language use by youth.

It is normally said that art students are more loyal in using national and regional languages rather than science students. So, sample size has been divided into two strata according to the subject they study or have recently graduated to check the validity of this stance.

**Table 4.2. Showing the language use by youth a Comparison of Science and Arts Students**

*S= Science students*

*A= Arts students*

| STATEMENT                 | Always |   | often |   | Sometimes |    | Never |    |
|---------------------------|--------|---|-------|---|-----------|----|-------|----|
|                           | S      | A | S     | A | S         | A  | S     | A  |
| 1. I mix Hindi with Urdu. | 2      | 0 | 1     | 2 | 13        | 20 | 35    | 30 |

|  |    |    |    |    |    |    |    |    |
|--|----|----|----|----|----|----|----|----|
| 2. I mix English with Urdu.  | 10 | 17 | 29 | 24 | 8  | 8  | 3  | 1  |
| 3. I mix English with your regional language (Punjabi, Sindhi, Siraiki, Pashto, and Balouchi). | 6  | 1  | 15 | 17 | 18 | 20 | 11 | 12 |
| 4. I support the use of regional languages (Punjabi, Sindhi, Siraiki, Pashto, and Balouchi).   | 22 | 21 | 11 | 13 | 10 | 9  | 7  | 7  |
| 5. I remain genuine and do not lose my identity during conversation.                           | 25 | 27 | 13 | 15 | 11 | 8  | 1  | 0  |
| 6. My community supports the use of regional languages.  | 29 | 29 | 6  | 12 | 6  | 2  | 3  | 1  |

65% respondents don not mix Hindi with Urdu. But most of the respondents mix English with Urdu and their regional language. Most of the respondents and their community support the use of regional language and they do not lose their own identity during conversation. Not a clear difference could be seen between science students and arts students.

**Table 4.3. Comparison of Science and Arts Students**

| STATEMENT  | Strongly Agree |    | Agree |    | Neutral |    | Strongly disagreed |   | Disagree |   |
|--|----------------|----|-------|----|---------|----|--------------------|---|----------|---|
|  | S              | A  | S     | A  | S       | A  | S                  | A | S        | A |
| 1- My regional language is my identity.  | 29             | 29 | 6     | 12 | 12      | 6  | 2                  | 3 | 1        | 0 |
| 2- Regional languages should be taught in schools for the preservation of culture. | 21             | 16 | 11    | 13 | 12      | 14 | 5                  | 5 | 1        | 2 |
| 3- It is more important to use educational and developed languages.                | 21             | 29 | 22    | 15 | 4       | 5  | 3                  | 0 | 0        | 0 |
| 4- Use of regional languages makes me feel good.                                   | 18             | 20 | 18    | 17 | 13      | 11 | 0                  | 1 | 3        | 0 |
| 5- I think speaking English with an Urdu accent is not bad.                        | 12             | 12 | 15    | 15 | 10      | 14 | 5                  | 2 | 8        | 7 |



|   |    |    |    |    |    |    |    |    |    |    |
|---|----|----|----|----|----|----|----|----|----|----|
| 6- I wish all my courses should be taught in my mother tongue.  | 8  | 4  | 4  | 6  | 11 | 14 | 15 | 15 | 12 | 11 |
| 7- I wish all my courses should be taught in Urdu.  | 8  | 10 | 5  | 10 | 17 | 15 | 14 | 12 | 6  | 3  |
| 8- I wish my all courses should be taught in English.   | 12 | 17 | 16 | 17 | 12 | 8  | 8  | 6  | 2  | 2  |
| 9- Use of regional language makes me feel proud.  | 16 | 16 | 17 | 15 | 14 | 17 | 1  | 1  | 3  | 1  |
| 10- I love to speak Urdu with those foreigners who know Urdu.   | 24 | 30 | 19 | 15 | 4  | 1  | 2  | 2  | 1  | 2  |
| 11- I love to communicate in English with those friends who know Urdu or some other regional language well. | 9  | 9  | 7  | 10 | 9  | 12 | 11 | 10 | 14 | 9  |
| 12- A person who can speak English well has a better status and respect.                                    | 10 | 17 | 21 | 15 | 13 | 7  | 2  | 6  | 4  | 5  |

Most of the respondents think that their regional language is their identity and they feel good in using regional languages so, it should be taught in schools. Many respondents believe that Urdu and English should be used. They believe that speaking English with an Urdu accent is not bad. 62% respondents say that all of their courses should be taught in English, 33% in Urdu and 22% in their mother tongue. It means English language is being preferred by Pakistani youth for study purposes. And a person who speaks in English has a better status and respect in Pakistani society. 88% of respondents communicate in Urdu with those foreigners who know Urdu.

**Table 4.4. Language Preference by Science and Arts Students**

| Language preference   | Urdu language |    | English language |    | Some regional language |    |
|---|---------------|----|------------------|----|------------------------|----|
|   | S             | A  | S                | A  | S                      | A  |
| 1. Language that I think is the best language to write for some piece of writing. | 31            | 26 | 18               | 24 | 1                      | 0  |
| 2. Language that I think is my identity.  | 37            | 37 | 1                | 2  | 12                     | 11 |

|  |    |    |    |    |    |    |
|--|----|----|----|----|----|----|
| 3. The young people around me communicate in                 | 33 | 28 | 13 | 14 | 4  | 8  |
| 4. Language that gives me an identity.                       | 36 | 38 | 4  | 1  | 10 | 11 |
| 5. Language that is used for religious teaching.             | 46 | 45 | 1  | 1  | 3  | 4  |
| 6. Language that makes me feel comfortable.                  | 42 | 41 | 2  | 4  | 6  | 5  |
| 7. Language which is preferred by me to listen radio.        | 40 | 38 | 6  | 11 | 4  | 1  |
| 8. I watch TV programs in                                    | 36 | 40 | 11 | 10 | 3  | 0  |
| 9. Language that is used during some quarrel by me.          | 29 | 27 | 8  | 11 | 13 | 12 |
| 10. Language that is used by me to advice others.            | 40 | 33 | 8  | 12 | 2  | 5  |
| 11. Language in which I enjoy music the most.                | 37 | 33 | 7  | 12 | 6  | 5  |
| 12. Language that I use during emotional moments.            | 32 | 31 | 9  | 11 | 9  | 8  |
| 13. I love to tell jokes to others in                        | 32 | 28 | 2  | 2  | 16 | 20 |
| 14. Language I use with grandparents.                        | 19 | 24 | 0  | 0  | 32 | 25 |
| 15. Language that is used during shopping by me.             | 43 | 41 | 2  | 4  | 5  | 5  |
| 16. Language that makes me feel confident.                   | 27 | 29 | 18 | 16 | 5  | 5  |
| 17. Language that is used by me to note down the lecture.    | 2  | 7  | 48 | 43 | 0  | 0  |
| 18. Language that is used by me to converse with a stranger. | 36 | 38 | 12 | 9  | 2  | 3  |

Most of the respondents think that Urdu and English are best languages to write some piece of writing. 74% of respondents say

that Urdu is their identity language and 23% say that their regional language is their identity. 61% respondents say that young

people around them use Urdu language and 27% say that English is used by young people around them. So, English and Urdu are major languages used by Pakistani youth. Urdu is used by most of the respondents to listen to radio programs and watch TV programs. 21% respondent watch TV programs in English. Urdu is the biggest language that is used by 91% of respondents for religious teachings. Both Urdu and English are widely used during a quarrel by Pakistani youth. Urdu is used to advise others and after Urdu English is used. 57% of respondents use their regional language with their grandparents. Urdu is used to tell jokes to others and then regional language is used. 70% of respondents enjoy music in Urdu and 21% in English. 84% of respondents use Urdu during shopping. Both

Urdu and English make respondents confident. 91% respondents use English language to note down lectures. And Urdu is widely used to converse with a stranger. Urdu and English are used more than regional languages that are used to tell jokes to others and with grandparents. English language is preferred for all academic activities. As researcher wanted to draw a comparison between the language used by arts and science students so, an independent T-test was the most appropriate test for this situation. T-test measures the differences in averages so it was very helpful. Researcher has done 43 t-tests to compare these two groups. .05 is  $\alpha$  value. In each test  $\alpha$  value is greater than .05 so, it is concluded that there is no significant difference in language use between science students and arts students

**Table 4.5. Output Sheet of T-Test**

| Independent Samples Test              |                                   |   |      |                              |            |                        |                        |                                 |  |        |
|---------------------------------------|-----------------------------------|---|------|------------------------------|------------|------------------------|------------------------|---------------------------------|--|--------|
|                                       |                                   | Levene's Test<br>for Equality of<br>Variances |      | t-test for Equality of Means |            |                        |                        |                                 |  |        |
|                                       |                                   | F   | Sig. | t                            | df         | Sig.<br>(2-<br>tailed) | Mean<br>Differe<br>nce | Std.<br>Error<br>Differe<br>nce | 95%<br>Confidence<br>Interval of the<br>Difference |        |
|                                       |                                   |   |      |                              |            |                        |                        |                                 | Lower  | Upper  |
| Languages<br>that you use<br>at home. | Equal<br>variances<br>assumed     | .140  | .709 | .052                         | 98         | .958                   | .520                   | 9.926                           | -<br>19.178  | 20.218 |
|                                       | Equal<br>variances<br>not assumed |   |      | .052                         | 97.8<br>81 | .958                   | .520                   | 9.926                           | -<br>19.178  | 20.218 |
|                                       |                                   |   |      |                              |            |                        |                        |                                 |  |        |

As here P value is .958 which is greater than Alpha value so Null hypothesis will be accepted that there is no significant

difference in language used at home between science students and arts students.

Many open ended questions were also asked and their responses have been given below:

Pakistani youth read literature in both Urdu and English. Factors that are involved in reading Urdu literature are given below:

- Urdu reading speed is exceptional compared to average English reading speed.
- due to enjoyment
- It makes a reader more comfortable to read and learn things as compare to other foreign languages.
- The choice of words in Urdu is so much diverse and deep. It imposes a long-lasting effect on readers.
- Being the national language of Pakistan it could be understood easily.
- Urdu is a rich language to express anything.
- Urdu literature is liked due to its spiritual writings.
- Urdu writings can generate true emotions and feelings.
- Urdu literature is loved.
- Emotions can be perceived more beautifully.
- Urdu hits our heart directly.

Reasons to read literature in English are given below:

- English literature is more mature than Urdu literature (Urdu literature if mostly focuses on Romance).
- English literature is exceptionally good in terms of topics.
- Text books are in English.
- English because it's the demand of society and good job also.
- I like to read books in English because I am used to of reading books in

English from my childhood and it is easier to understand rather than Urdu.

- Fluency in English reading
- Latest information is available in English as compared to other languages.
- Vocabulary building
- It is easy to understand.
- It enhances my language skills.
- It would make a reader able to speak and understand it fluently.
- Love for English language.
- To learn English language.
- Books in English are read to have grip on this language because one cannot survive in this world without having the knowledge of English language.
- English books are read preferably as they are easily understood.

Some of the respondents read literature in both Urdu and English as they think that what author writes is more important than language.

According to the respondents of this study they use English, Urdu, Roman Urdu and some regional language too to send mails and messages. Urdu and regional languages are used to send mails and messages to friends and family in an informal situation. Reasons to use English language are given below:

- Roman Urdu is too difficult and confusing. Also, it gives a message of being too lame to write in English. Urdu is used preferably, but if font is English, then English is easy.
- Availability of English keyboard
- For formal situations English language is used.
- In English, because less words are required to convey the message

Roman Urdu is used due to the following reasons:

- Urdu typing is very difficult.
- Urdu script is difficult to type and read.

Pakistani youth would prefer Urdu and English medium for their children. Some of the respondents think that medium of instructions does not matter but the quality education matters. Reasons for preferring English medium are given below:

- English medium will be preferred because English is official language and cannot be learnt at home while Urdu and regional languages could be learnt at home easily.
- All the knowledge of the world has been translated in this language.
- It is the language of science & technology.
- It is the most valued language.
- All good organizations prefer hiring people who are good at English.
- English medium because our educational system does not support Urdu medium students
- It would enhance their English spoken skills.
- Higher education is given in this medium.
- English medium is demand of time.
- to make them ready to communicate with the people at international level
- English, in order to compete with the challenging world, we need to equip our coming generation with international languages.
- So, that they may never find any difficulty in higher educations.
- English is the demand of any good job.

Most of the respondents said that Hindi programs are not watched by them. Some of them said yes they watch them for these reasons:

- to kill the time
- for observing their culture
- for avoiding from monotony
- to get information and to know the culture of Hinduism
- they have plenty of entertainment
- just for time pas and enjoyment

Most of them said that they do not affect their language but some said that yes, they affect their language as they make fun of Hindi words during their conversation to pleas others. A respondent says that he learns new words and tries to use them.

Languages of Pakistani youth are Urdu, English and Punjabi. They switch their codes according to their situation. They mix Hindi, English with Urdu. Some of the respondents say that Hindi and English are threat against our identity and some say they are not.

- English and Hindi seem to affect the genuineness of our national language as these two languages are being diffused and youth feel proud in using these two languages. Use of English is good for learning and developmental purposes but it must not replace or overwhelm the Urdu.
- English is a threat for our identity because, language is always part of identity and lost of a language is a loss of identity.
- Hindi is not as much popular among our youth which can create threat to our identity. But as far as English language is concerned, yes it is. It is because our

study course is being transformed more in English than Urdu. Moreover, our youth feel proud in learning and speaking more in English language. So, as it is a matter of pride, it is a big threat against our identity.

- Hindi, certainly, is a threat because of a close similarity with Urdu.
- English and Hindi are not a threat to Urdu because Urdu has capacity to absorb words from other languages.
- Language can never ever be threat against our identity because it's just opening more doors of communication for us which are eventually helpful.
- It is not a threat to our identity because our youth is so sensible. They know how to maintain their identity.

Some of the respondents say that they do not avoid from using regional languages but some say that they avoid from using them. Reasons for avoiding them are given below:

- They have lower prestige.
- They are not sophisticated.
- In our educational institutions it is considered absurd to talk in Punjabi or any of our regional languages.
- Due to the social circle

Urdu, Punjabi, and English are used by Pakistani youth. They switch their codes according to their context. Urdu is most widely used because it is understood by everyone.

#### 4.1. Recommendations

This study can be used to explore further points like the difference of language use between males and females and between the students of public sectors universities and private sector. These points have been

ignored by the researcher due to time limitations. The research highlighted that English medium for instruction is preferred by youth so; it should be implemented by teachers while delivering their lectures.

#### 4.2. Conclusion

Most of the respondents have command on Urdu, English and Punjabi. Many of them are interested in taking part activities related to regional languages. It shows their love for their regional languages. Use of regional languages is supported by youth and their communities. Code mixing is common phenomenon among them but they mix English with Urdu and their regional languages though Hindi is also mixed but only some of the respondents do so just for the sake of entertainment. In a multilingual society code switching and code mixing are common phenomenon's. They mix their codes while conversing to their families and friends. Hindi programs are watched by some of the respondents and they affect their language. They think that Hindi and English are a threat to their identity. But most of the youngsters believe that a language can never be a threat to one's identity. Youth think that regional languages are their identity so it should be taught at schools for the preservation of culture and traditions. Anyhow they believe that English and Urdu should be used during their conversation widely as they are most developed and sophisticated languages. For educational purposes they prefer to English language. They think that all of their courses should be taught in English, they use English language to note down their lectures widely. Most of them think that they will prefer English medium schools for their children. English language raises their



status. Urdu is mostly used by youth as it is the lingua franca of Pakistan moreover, everyone can understand it easily. It is used even with those foreigners who can speak it. Urdu is taken as identity and it is used to converse with a stranger, to listen to radio programs, to watch TV programs, to listen music, to advise others, during some quarrel, emotional moments and shopping and to tell jokes to others. Most of the respondents feel confident and comfortable while using Urdu language. English is second big language of youth that is also used by many youngsters in these contexts. Both English and Urdu are best languages to write a piece of writing and Youth love to read literature of both languages. Some prefer English literature and some of them prefer Urdu literature and they have given multiple reasons for it. English, Urdu, Roman Urdu and their regional languages are used to send mails and messages. Formal mails and messages are sent in English because it is the official language of Pakistan and a sophisticated language to convey a message, informal conversation is carried through Urdu, Roman Urdu and via some regional language. Though most of the respondents say that regional languages are their identity and they are proud of them but they do not read literature in regional languages, neither they think that regional languages are good to write a piece of writing nor they will prefer medium of education based on their regional languages. Many of them avoid from using these regional languages due to their lower prestige and social circle. Anyhow regional languages are used with grandparents by most of the respondents. As the main objective of this study was to compare the language used by arts students and science

students so several t-test have been applied to collected data but  $\alpha$  value is greater than 0.05 in each of the test that proves the null hypothesis of the study that there is no difference in language use between science students and arts students.

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