

## Effects of Cultural Diversity on Teaching and Learning of English as Second Language

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### Abstract

The present study throws light on cultural diversity issues and its effects on second language learners in graduate classrooms in Hafizabad. The main component is that students' statements and their views about cultural diversity in L2 teaching as it is the focus of investigation. In this research, code – switching is allowed for the students to record their statements because for many students, L2 proved to be limited. This research reflects the students' views and reflection about cultural diversity. Controversial relations between language and culture are always concerned about L2 learners and teachers. The undersigned research study is going to have insight into the cultural identification of the students in the classrooms with reference to language teaching. The study is going to take place in Hafizabad district in order to find out the impact of language culture among L2 teaching in the language classroom at the graduate level. . This paper presents a brief background on the impact of culture on language. Through L2 study, mostly students get awareness and apprehension of the culture through utilize of the language.

**Keywords:** cultural diversity, ELT, intercultural approach, local culture, learners' perspective, culture teaching, Chomsky's Universal Grammar.

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### Introduction

In applied linguistics, many researchers have been showing the link between language teaching and cultural diversity. Throughout language history, cultural diversity has been subject of rapid change in L2 teaching. It is focused that without the study of culture, L2 teaching is incomplete and inappropriate. The aim of this research is to address learners to L2 and its relation to the culture because students belong to different cultural background. Multicultural teaching plays a vital role in classrooms. As Gollnick and Chinn (2009) proved the connection between culture and language in the following words:

‘Not all students can be taught in the same way because they are not the same. Their

cultures and experiences influence the way they learn and interact with their teachers and peers. They have different needs, skills, and experiences that must be recognized in developing educational programs. Each student is different because of physical and mental abilities, gender, ethnicity, race, language, religion, class, sexual orientation, geography and age... Multicultural education is a concept that incorporates the diversity of students and equality in education. Equality ensures that students are provided the same access to the benefits regardless of their group membership, Gollnick and Chinn (2009).

The above quote is set at the foreground of this research as it acquaints the students accompanying the connection of culture in

L2 teaching. It also represents a comprehensive educational approach for the researcher. In education, learners belong to different cultural background, and therefore their cultures have deep influence on their education.

### **Objectives**

The chief purpose of this research is to discuss the intimate connection of culture and language. It also intensifies students' linguistics abilities through the teaching of second language. It also investigates the impact of culture on language in L2 teaching classrooms. This study defines the problems and reasons which second language learners have to face and it also gives awareness to accept cultural differences and it generates a more enthusiasm that approaches the second language. It examines the causes of cultural language among L2 teaching at graduate level. Particularly, this research will do the initially inspect the difference between L1 and L2 teaching in graduate classrooms. It will also investigate whether the second language teaching method is different in their level of multicultural responsiveness. Eventually, inspection will also be supervised which enquire the impact of cultural diversity on teaching and it throws light on the challenges the students have to face.

### **Significance**

This study is significant because previous studies in this field have proven that there is correlation between culture and language and learner's performance in the L2 classroom. This study is significant because previous studies in this field have proven that there is correlation between culture and

language and learner's performance in the L2 classroom. It's very important for students to know about culture which enhances their learning ability. From this study the teachers of graduate courses will get useful information about the student's perspective of a comfortable and effective learning environment. In Pakistani institutes, cultural diversity constitutes a major part of English language as second language curriculum in all grades. In the present study, the researcher investigated the effect of cultural background knowledge. The lack of given research on the precise contribution of cultural knowledge of teaching L2 combined with the serious limits of the few existing studies emphasized the need for a study. The research will be helpful for the teachers of the second language and also for the students how they can get explanations about the second language. Through the basis of diverse cultural background students can improve their learning skills. It would also help the students to understand their involvement in the learning of second language.

### **Research Questions**

1. What are the perceptions of students about culture effect on language in L2 classes?
2. How do the students manifest their culture on language in L2 classroom?
3. How do the students cope with culture's impact on language in L2 classroom at the graduate level?
4. What are the basic societal components that influence the students' second language learning?

5. Are students originally motivated to learn the second language?

### Literature Review

#### Cultural Diversity and Interculturality

Cultural diversity has been the main topic of various linguists and anthropologists. Diversity means being different from others and having variety. Linguistics also illustrates that cultural diversity relates to the human beings and human beings are different in number of ways as they are different in gender, race, colour, religion, age, language and creed. Parvis' (2013) definition of human diversity is accurate for the starting of this discussion: Understandably, diversity includes many different attributes including, culture, ethnicity, class, gender, religion, age, ability, language, weight, style, idea, income, orientation, geographic location, and many more aspects which make people unique". Cultural diversity is paralleled with cultural differences because in this present research, cultural diversity is also linked with language. There is also variation in language because language belongs to different cultures. Culture is the self-identity and it always influences on the language. People represent their language through culture because particular culture has specific language which also represents their own culture.

#### Cultural Competence

In globalized world, people belong to different cultures and societies and cultures different from one another. If we talk about educational world, cultural competence is being defined as "the ability to successfully teach students

who come from different cultures other than your own" sDiller & Moule,(2005).According to Cross, cultural competence is a "set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enable that system, agency, or those professionals to work effectively in cross-cultural situations" Diller & Moule, (2005).To teach the second language, different cultures have manifold explanations. In cultural competence, students' way of behaving, perspectives and strategies work as an organization. Cross cultural competence proved useful in teaching of L2.

#### Language and Culture

Much linguistics have been given the definitions of language and culture and proved that they are interlinked. Language is such a factor of society which shapes the human' identity. Sheets explains (2005) that 'human language is a cultural tool used to share, convey , and disclose thoughts, ideas, values and feelings through words, signals and/or written language' and 'to preserve and sustain a cultural heritage and history.' Human language works as a tool of communication. It is also called cultural tool. Through language, cultural beliefs, feelings and ideas are shared. It is language that preserves cultural heritage.

#### Second language Acquisition

As in the previous study mentioned that there is inseparable link between language and culture.

The customs and traditions of the mother tongue is different from the culture of the second language. Students of the L2 have to

adapt the values and behavior of the second language.(Jund, (2010). Socio – linguistics also performs a vital part in the educational field. It is necessary for the students to get awareness about the differences between first and second language. Such kind of information will prove helpful for the teachers as well as for the students and they have the capacity to handle obstacles of communication.

### **Identity and Culture**

An individual's identity is in fact his/her cultural identity. Identity means how individuals or class of different people define themselves on the premise of their credence and values. As Di Leonardo (2004) states, "Human beings vary wildly in the ways in which they understand themselves and the natural and physical world [...] from language [...] to the way they adorn their bodies." Human beings are judged by the society and the ways of living. Through the use of language human beings can explain their identity. Through cultural identity, we can understand about person's self - perception. Cultural identity helps us to understand about the individuals in our community. Culture and ethnicity are the two important of a community. Gunderson, L. (2000)

### **Identity and Language**

From ages, identity and culture are interlined. Many researchers researched about the link of second language and identity. When learners enter into the new social cultures, they want to keep balance between the first and second language. A transformational process starts in the sameness of the student.

"The result is what has come to be known as a third place" (Bhabha , H. (1994) Social groups include such as gender, social class, religion, race, belief and values. Uncertainty revolves around the notion of identity. Learner's identities are based on their interaction in the second language classrooms. It is an "encompassing process of being active participants in the practices of social communities and constructing identities in relationship to these communities" Wenger, 1998; cited in Block, (2007).

### **Ethnicity and Language Acquisition**

With the passage of time, goals, concepts, and increasing of technologies within and across different cultures, ethnicity, and linguistic boundaries, it has been an important topic on the concept of ethnicity; identity is one of the vital aspects of ethnicity. From the 1960s, anthropologists and other social scientists have basically used the term ethnicity to describe one's own cultural inheritance, and cultural heritage is different from the other. On a specific way there are both impersonal and personal factors of ethnicity. The impersonal aspect of ethnicity is included beliefs, cultural values. It may contain particular language or religious customs or it may be specific lifestyle, hairstyles and partiality in food. The subjective aspect of ethnicity is that it revolves around the internal beliefs and personality.

Ethnicity is a vital aspect in the acquisition of second language. Ethnicity relates to the culture and its aspects. This present study explains how native versus non- native context than they have the information about

the native language and culture. So these teachers enhance the culture of native language Holliday, (2009).

### **Cultural influence on speaking**

Just like vocabulary, the ability of speaking is important for the pronunciation. People can communicate with other people only if they have understanding of the cultural background knowledge. So in the second language classrooms, English scholars should use the real use of a language and use such material which enhances their ability. This is helpful for the learners' use of proper words and sentences in accurate conditions. Otherwise, if they have lack of linguistic knowledge they cannot get perfection in speaking of L2.

### **Critical Cultural Awareness of Diversity**

Byram (1997) defines critical cultural awareness as "An ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries." Byram defines critical cultural awareness in an accurate way because it is ability to study about the other cultures and its practices. When learners learn a new language, they see critically other language's culture. In a world cultures are different from country to country. Every country represents its own culture and cultural products and practices. When teachers teach critically cultural awareness to the students as an essential part of intercultural learning in the second language classroom, the teachers should teach the students learning skills and must supply chances to exercise the ability of critical assessment.

### **Teaching of Languaculture**

Languaculture is a broad term which means that language has not only the aspects of vocabulary and grammar; it has also cultural and local information, customs, historical knowledge and habits. This term was originated by an American anthropologist. He is of the view that culture is a construction of a language. Agar (2006) defines culture as "translation" in relation to his notion of 'Languaculture'. According to Agar, "culture is an artificial construction and is built to enable translation, between source and target" (p. 6). Culture works as a lens and it shows the relation between language and society.

### **Influence of family and parents on L2**

The term "parent involvement" used as an important aspect for learning a language. Definition about this term is "parent involvement and communication means the participation of parents in regular, two-way, involving student academic learning. Other school activities includes ensuring that (a) parents play an integral role in assisting their child's learning; (b) parents are encouraged to be actively involved in their child's education at school; and (c) parents are full partners in their child's education and are active, in decision making and on advisory committees to assist in the education of their child" (Butler, (2013). Parents perform a vital role in means of communication and their participation is necessary and has a deep influence on language a second language. In school level, parents' involvement is important for the learning of a language. Education plays a vital role to develop the acquisition of a language.

Parents' language is considered the native language and native language always remains side by side of the second language. Family background and culture leave deep impact on the learning of L2. When students learn a second language, their native language influence cannot be separated.

### **Theories about L2 Acquisition**

There is no doubt that L1 performs a vital role in the acquisition of the 2nd language. Different theories that will be discussed in this study play diverse roles for the explanations of SLA. To show these differences, it is noteworthy to have a review of theories. This study will address theories that play a vital role to the in L2 (e.g. Krashen's Monitor Theory (MT) (1985); Chomsky's Universal Grammar Theory (UG) (1981); the Associative-Cognitive Creed Theory (ACC) Ellis, 2006; Vygotsky's Sociocultural Theory (SCT) (1978); Processability Theory (PT) Pienemann (2007); and Concept Oriented Approach (CO) Cooreman & Kilborn (1991).

### **Krashen's Monitor Theory (MT)**

Krashen's Monitor Theory (MT) was the first theory for the development of the L2 and was progressed by Stephen Krashen in the 1970s and early 1980s. It is associated to Chomsky's Universal Grammar Theory, who is of the view that human beings have God gifted with a special quality of linguistics and language knowledge because they have a special faculty for knowledge. But we talk about language in the general sense, it means that language is not learned, it is acquired. Human beings learn language by the society and it is acquired by the

parents and the environment. Human beings have the faculty to learn language. Learning means acquired knowledge in the explicit sense as the grammatical rules of the language. Acquired knowledge is believed to be implicit knowledge. It is significant about the impact of implied apprehension in second language acquisition. As for as the role of clear apprehension, there have been a number of research that have accumulated the connection between explicit knowledge and 2nd language learning.

### **Chomsky's Universal Grammar Theory (UG)**

Within the Universal Grammar Theory (UG) is that language ability is separate from the cognitive language ability and its function. The UG pattern presents the idea that language is deprived by a set of biologically-inherited rules. Chomsky defines that humans are born with inherent linguistic ability about knowledge. Within the UG language capability is believed to be a unique ability that is distinctive from other cognitive faculties. Our inherited ability is responsible for an innate language faculty that enhances an individual's language ability. Bouchard (2013) explains that "The impression that there is poverty of the stimulus leads to the conclusion that the child must be born with the constraints of UG already encoded in its brain. But UG does not explain why some violations are not found in child language: it just lists the cases as taxonomy of principles, constraints, and parameters." Bouchard (2013). Noam Chomsky officially coined the "poverty of the stimulus" theory in 1980. It relates to the language acquisition because it relates to the

universal grammar. According to this theory, there is a specific component in the brain of the students which help the students to acquire the first and second language.

It is believed that UG is a unique faculty which is different from other cognitive faculties. Our genetic function is responsible for an innate language faculty that enhances an individual's language ability. Language acquisition is always connected with the poverty of stimulus.

#### **Associate-Cognitive Creed Theory (ACC)**

Associative-Cognitive Creed (ACC) theory is associated in psychology; the ACC claims that language is obtained like any other skill. The ACC supposes that SLA happens through processes that are both related and cognitive. According to this theory, language is constructed the structure and meaning in the mind of the humans. Learners are sensitive to the learning system about the construction of the language and learning frequency is a part of the process.

#### **Socio cultural Theory (SCT)**

Like the ACC, Sociocultural Theory (SCT) plays its role in the acquisition of language similar to other cognitive abilities. SCT is a theory developed by Vygotsky about the mental development and its function. Mental functioning is controlled by three cultural factors: activities (such as education and educational language), artifacts (physical tools used in education and concepts (understanding physical, social and mental worlds) Vygotsky (1978, 1987). Ratner (2002) defends Vygotsky's ideas in which he explains that cultural aircrafts and concepts organized the mental function of human beings. These cultural aspects

intercede among the association between humans and physical reality as well as between humans and their internal mental worlds.

Vygotsky asserts that "human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them."(1978) Human beings have a special social nature through which they pass through intellectual life. The development of the nature of child's mental ability has a scientific faculty to grow. Cognitive abilities are form of social interactions. Socio Culture Theory defines that language is factor of culture and it helps to monitor our mental activity.

SCT can be applied both 1<sup>st</sup> language acquisition and 2<sup>nd</sup> language learning and it is admit that L1 performs an important role. The possibility of L1 during L2 learning development is not looked as negative impact but it is technique through which learners can get affordable information about the L2. . L1 contributes a positive factor to the acquisition of L2.

#### **Processability Theory (PT)**

Processability Theory (PT) Second language acquisition develops progress to the L1 and universal processing leads development. This hierarchy is established in Lexical Functional Grammar and demonstrate, how feature consolidation happens in SLA?. It was said that if learning is not unnatural by the processing hierarchy, then this factor should be formed early in the acquisition process, as it is present in both the L1 and L2. However, if acquisition has been constrained by developmental Processability

then this feature would not be produced early. If we talk about this study, the result is that L1 is considered the important factor of L2. In the phase of hierarchy, the students are able to transfer the features of L1 in the acquisition of second language. Developmental process is necessary for the learning of 2nd language. Hierarchy defines how language leaves positive as well as negative effects on the learning process. Students perform good progress if they have grip on the second cultural education.

### **Concept Oriented Approach (CO)**

The Concept Oriented Approach (CO) is considered as an analytical framework rather than a theory. From the functionalist point of view, language users are necessary for the progress of any language because language is a tool of communication. The basic purpose of the functionalist is that the meanings either explicit or implicit are important for the language structure and acquisition of any foreign language. Functionalistic approach is that second language mostly investigates mappings and grammar.

Von Stutterheim and Klein argue that “an L2 learner in contrast with a child learning her/ his first language does not have to acquire the underlying concepts. What she/he has to acquire is a specific way and a specific means to express them.” (1987). In this theory, language begins from a learner’s need to express his specific concepts, such as not long lasting relations, and the means that a learner uses to convey these concepts. In this manner, this theory forms the function structure and mapping. A

fundamental approach of this theory is that it gives preference to the linguistic knowledge.

### **Research Methodology**

This research was quantitative and qualitative because, both numerical data and opinions were got from the students, teachers to get the results on the influence of cultural diversity on the 2nd language learning at graduate level students, Hafizabad. Survey method was used to conduct the research.

### **Sampling**

Government Post Graduate Colleges for Women and Gift Group of Colleges and Superior Group of Colleges were selected for the collection of samples. The sample consisted of total 60 students and 20 teachers are selected from each college who were randomly selected from two classes i.e., 3<sup>rd</sup> year, 4<sup>th</sup> year. Out of 20 teachers, 8 teachers of Government Post Graduate Colleges for Women, 6 teachers of Gift Group of Colleges and 6 teachers of Superior Group of Colleges, Hafizabad who were involved in teaching of L2 were also selected as sample. The colleges are considered best institutions in Hafizabad.

### **Setting**

The research was conducted on graduate level students, teachers of Government Post Graduate College for Women, Gift Group of Colleges and Superior Group of Colleges who were involved in teaching and learning of L2 and having different cultural backgrounds. The researcher has had a great interaction with teachers and students; therefore, it was very easy to get access on the population.



### **Data Collection**

First of all the researcher designed a questionnaire having two parts. The Colleges Administrations were communicated in order to get permission to continue the study. The goals of the study were justified by the researcher to the administration of the colleges, Hafizabad who then granted permission to the researcher for collection of data from teachers and students. 05 class representatives (1 from each class) were involved to deliver the questionnaire to the students. The researcher provided the questionnaire to teachers personally by visiting their offices. The researcher made personal visits at the three mentioned colleges to collect the data from graduate students and teachers. The researcher added some instructions for the filling of questionnaire that proved very beneficial because these instructions eradicate any kind of misunderstanding of teachers and students during filling the questionnaire. Some of the teachers were very interactive and returned the questionnaire on the same day. The same exercise was done by the students. However, the remaining returned the questionnaire within given time limit. It was not easy to accumulate data from the graduate level students and teachers, but the researcher remained steadfast and made 08 visits at different days to collect the data. Some of the teachers were approached through email and questionnaire was sent to them through email and they filled it accordingly and returned me in very united and appreciative way.

### **Tools of Research**

Two questionnaires were advanced and used as tools of research: one pursued information from the above mentioned colleges 'students second from the teachers involved in teaching to the graduate level students. The students' questionnaire consisted of three parts. Part-I solicited demographic data from students such as back ground of language and culture, year of the study, level of English language as L2 and information about previous and present medium of instruction. Part-II consisted of 20 statements. As per same pattern questionnaires were made for the teachers. Lickert scale i.e. always, Very often, sometimes, and rarely and never was used for responses against statements.

### **Research Design**

To complete this study the researcher selected Government Post Graduate College for Women, Gift Group of Colleges and Superior Group of colleges, Hafizabad. Degree of Graduation was taken for the research. Students from graduate program were taken as population and 60 samples were collected from classes. Moreover, teachers who were involved in teaching to L2 as English students were taken as population and 20 teachers were selected as samples. Each questionnaire was consisted of 2 parts. First part included background of the sample; second part of the questionnaire for teachers and students was consisted of 20 questions regarding teaching learning. The questionnaires for students and teachers were almost similar to each other. The researcher made a draft of letter for

developed questionnaires and the supervisor gave the permission to the researcher. The letter was written to the principals of the colleges, Hafizabad. The principals gave the permission to the researcher to get the information from the population. The very first thing is that, the researcher herself and 02 other fellows filled the questionnaires to know the time limit to fill the questionnaire after that these questionnaires were handed over to populations. To fill the questionnaire carefully by students, the researcher involved 06 class representatives (01 from each class) to collect the data from the classes. Second questionnaire was for teachers. The researcher visited offices of teachers personally and gave the information to them about the data collection. The teachers praised the learner's efforts to choose this difficult task. The researcher made 08 visits at different places for the filling of the questionnaire. These questionnaires were also sent to some teachers through email. All the data was collected and kept it in safe hand.

### Data Analysis

The data was collected through questionnaires, so the analyzed data was shown through tables, charts and statements.

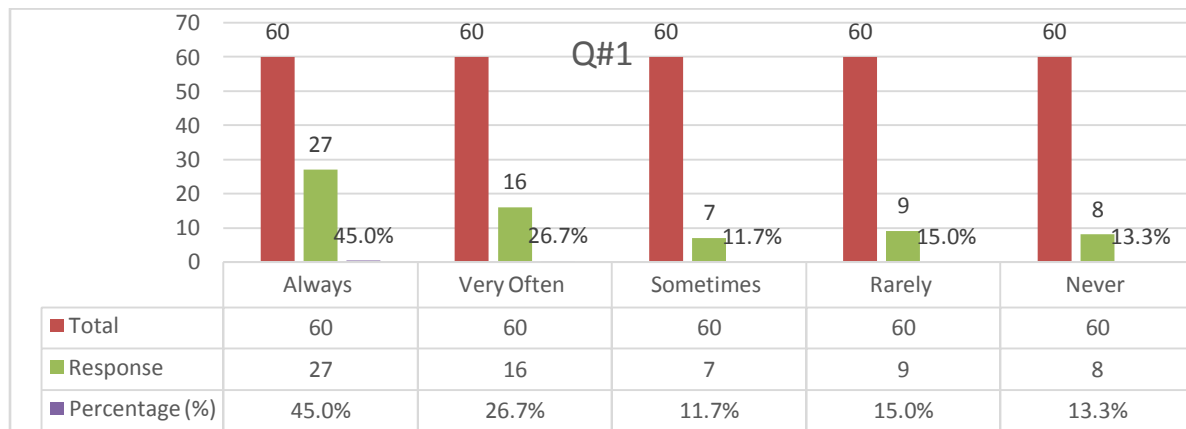
### Analysis of Personal Information of Students

60 questionnaires were distributed to the graduate level students at Govt post Graduate College, Gift Group of Colleges and Superior Group of Colleges, Hafizabad. These questionnaires were assembled back and examined. First of all 07 questions about personal information were examined. A total out of 60 students, 28 students belonged to rural area and 22 students belonged to urban area. Out of 60 students, 35 students were using Punjabi as their mother tongue, 15 had Urdu as their mother tongue and 10 students were using other languages then Punjabi and Urdu. The parents of the students belonged to different cultures and fields. Cultural diversity is seen in all the 60 students. All the students could speak about their cultures, they also could speak English as the second language .Out of 60 students, 22 learnt English language as formal learning and as a second language (through educational field), 15/60 students learnt from informal sources (through media, societal interaction). However, 13/60 did not learn English language, the reason is that they prefer to their native language. Out of 60 graduate level students, 40 students prefer to their cultural diversity. 20 students were of the view that cultural diversity should be removed from the educational field.

**Table No. 01: I use English language for communication with my friends and fellows**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
1.	I use English as second	Always	60	03	5.00

language for communication with my friends and fellows	Very Often	60	11	18.33
	Sometimes	60	15	25.00
	Rarely	60	20	33.33
	Never	60	07	11.67



**Fig. No. 01: I use English language for communication with my friends and fellows**

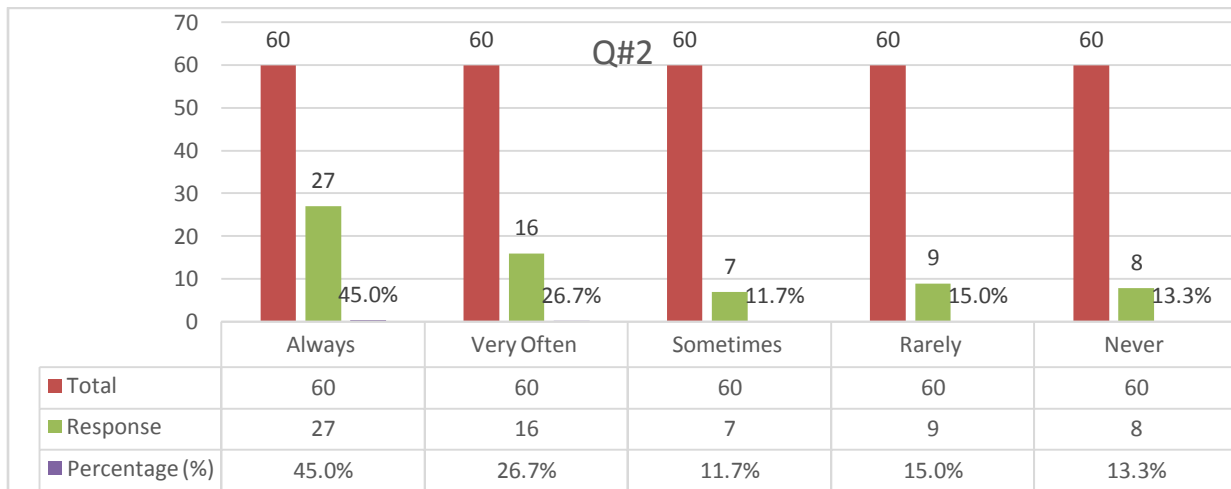
**Analysis of Table No. 01**

Table No. 01 shows that only 3/60 (5.00%) graduate students use English language for communication with their friends and fellows. 11/60 (18.33%) use English very often, 15/60 (25.00%) use English language sometimes, 20/60 (33.33%) use English language rarely for communication with their friends and fellows. However, there were 11/10 (11.67%) students who never used English language for communication with their friends and fellows.

**Table No. 02: I use Urdu-English (mixed language) for communication with my friends and fellows**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
2.	I use Urdu-English (mixed language) for communication with my	Always	60	11	18.33
		Very Often	60	18	30.00

	friends and fellows	Sometimes	60	23	38.33
		Rarely	60	09	15.00
		Never	60	01	1.67

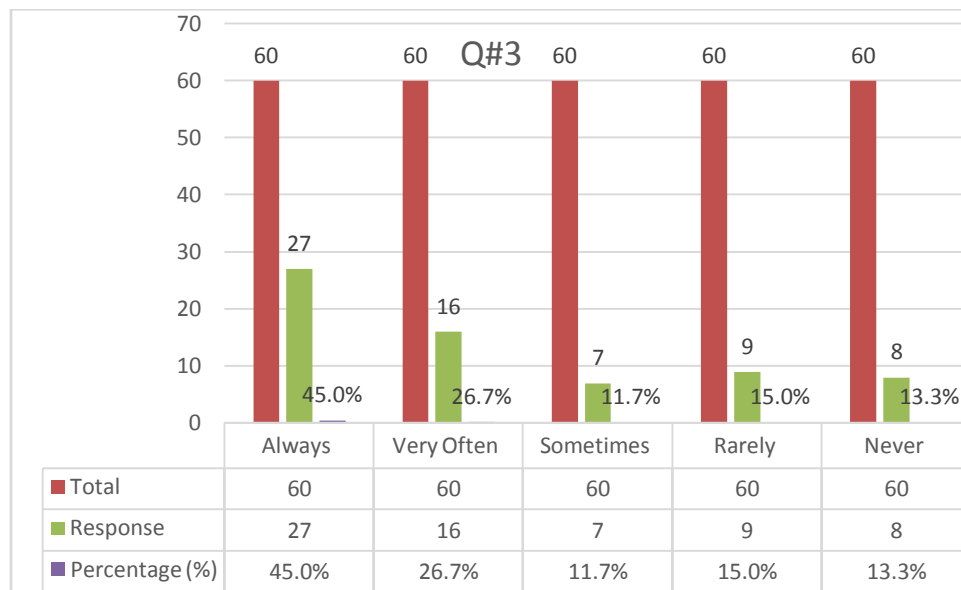


**Analysis of Table No. 02**

Response of 11/60 (18.33%) graduate students at colleges, Hafizabad was that they used Urdu-English (mixed language) for communication with their friends and fellows. However, 18/60(30.00%) used very often, 23/60 (38.33%) sometimes, 09/60 (15.00%) rarely and 01/60 (1.67%) never used Urdu-English (mixed language) for communication with friends and fellow.

**Table No. 03: I use English language for communication with my teachers.**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
3.	I use English language for communication with my teachers	Always	60	09	15.00
		Very Often	60	07	11.67
		Sometimes	60	24	40.00
		Rarely	60	12	20.00
		Never	60	09	15.00



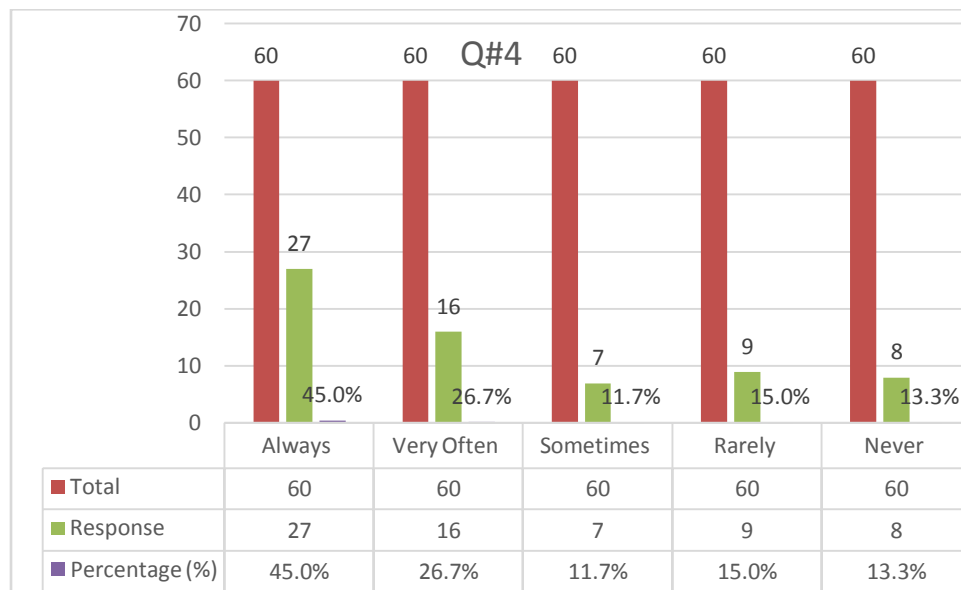
**Fig. No. 03: I use English language for communication with my teachers**

**Analysis of Table No. 03**

For communication with teachers only 09/60 (15.00%) graduate students always used English language. However, 07/60 (11.67%) used very often, 24/60 (40.00%) sometimes, 12/60(20.00%) rarely and 9/60(15.00%) never used English language for communication with teachers.

**Table No. 04: I use Urdu-English (mixed language) for communication with my teachers.**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
4.	I use Urdu-English (mixed language) for communication with my teachers	Always	60	20	33.33
		Very Often	60	17	28.33
		Sometimes	60	11	18.33
		Rarely	60	11	18.33
		Never	60	01	1.67



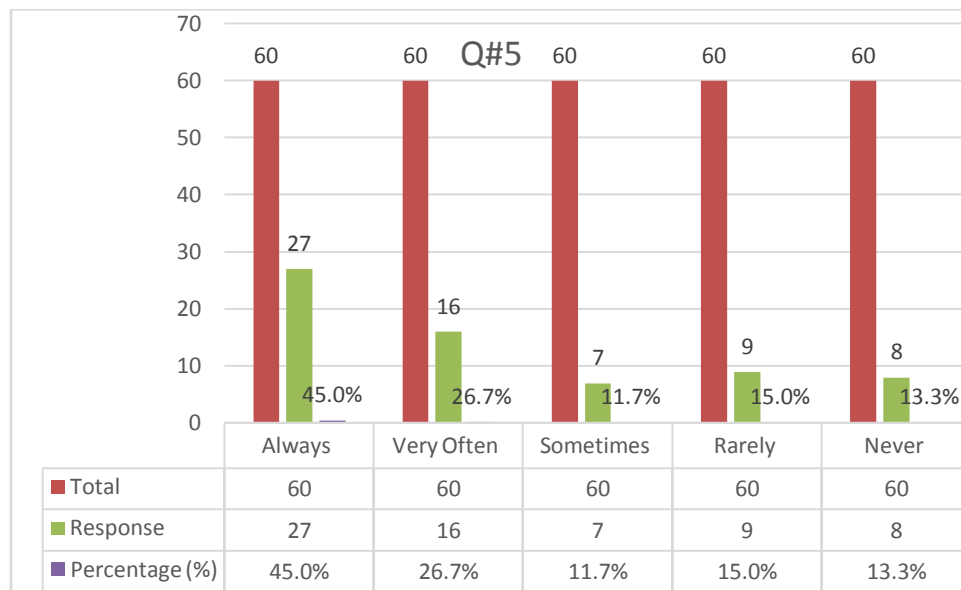
**Fig. No. 04: I use Urdu-English (mixed language) for communication with my teachers**

**Analysis of Table No. 04**

A high ratio of graduate students 20/60 (33.33%) used Urdu-English (mixed language) for communication with their teachers. While 17/60 (28.33%) used very often, 11/60 (18.33%) sometimes, 11/60 (18.33%) rarely and only 01/60 (1.67%) never used Urdu-English (mixed language) with their teachers for communication.

**Table No. 05: My teachers use only English language in the classroom**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
5.	My teachers use only English language in the classroom	Always	60	9	15.00
		Very Often	60	31	51.67
		Sometimes	60	14	23.33
		Rarely	60	08	13.33
		Never	60	02	3.33



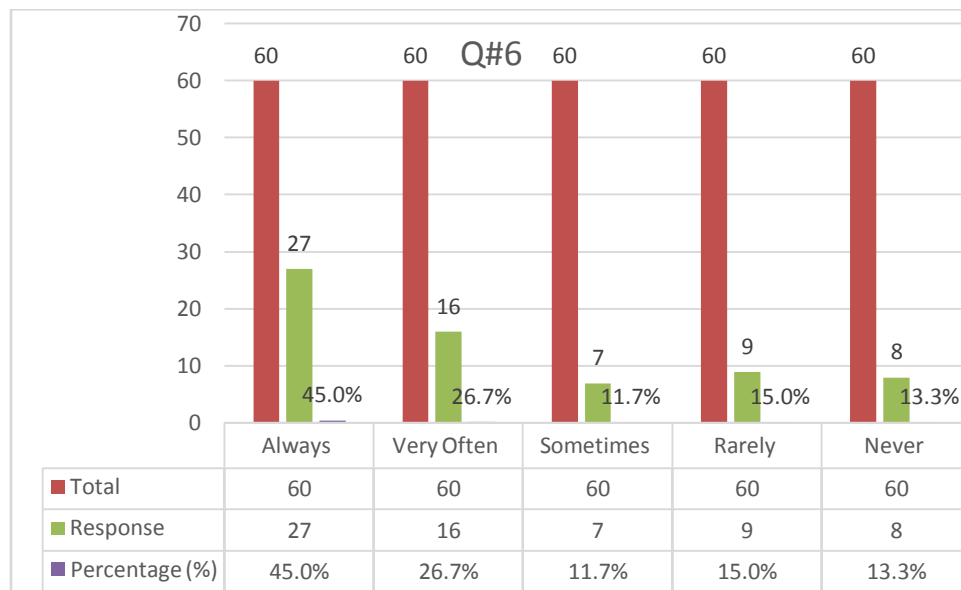
**Fig. No. 05: My teachers use only English language in the classroom**

**Analysis of Table No. 05**

According to 9/60 (15.00%) graduate students, teachers always used only English language in classroom. However, 31/60 (51.67%) responded very often, 14/60 (23.33%) sometimes, 08/60 (13.33%) rarely and 02/60 (3.33%) said that teachers never used only English language in classroom.

**Table No. 06: My teachers use Urdu-English (mixed language) in the classroom**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
6.	My teachers use Urdu-English (mixed language) in the classroom	Always	60	25	41.67
		Very Often	60	11	18.33
		Sometimes	60	09	15.00
		Rarely	60	09	15.00
		Never	60	02	3.33



**Fig. No. 06: My teachers use Urdu-English (mixed language) in the classroom**

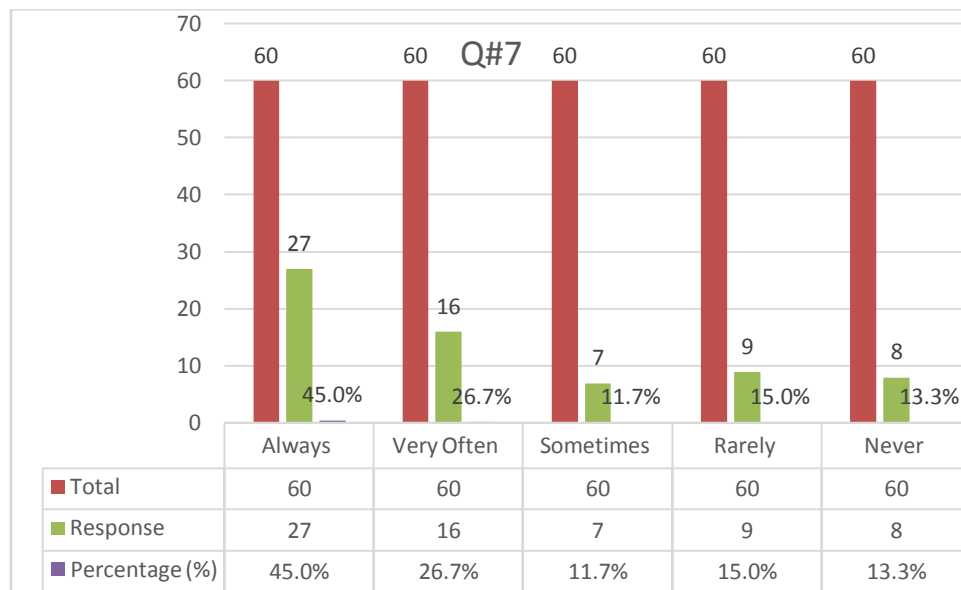
**Analysis of Table No. 06**

According to majority of students 25/60 (41.67%), teacher always used Urdu-English (mixed language) while teaching in class. However, other responses were 11/60 (18.33%) very often, 09/60 (15.00%) sometimes, 09/60 (15.00%) rarely and 02/60 (3.33%) students responded that their teachers never used Urdu-English (mixed language) in their classroom.

**Table No. 07: English language brings some problems in communication**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
7.	English language brings some problems in communication	Always	60	15	25.00
		Very Often	60	11	18.33
		Sometimes	60	22	36.67
		Rarely	60	08	13.33
		Never	60	09	15.00





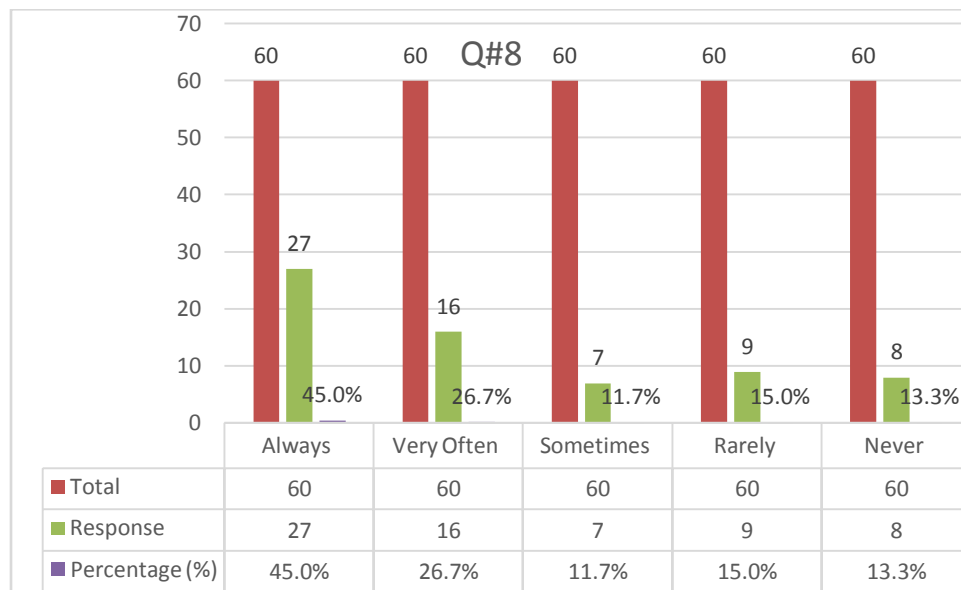
**Fig. No. 07: English language brings some problems in communication**

**Analysis of Table No. 07**

Table No. 07 shows that learning of graduate degree in single language (English) always created some sort of communication problems as responded by 15/60 (25.00%) veterinary students. However, 11/60 (18.33%) responded as very often, 22/60 (36.67%) sometimes, 08/60 (13.33%) rarely and 09/60 (15.00%) never.

**Table No. 08: Learning through Urdu-English (mixed language) brings problems in communication.**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
8.	Learning through Urdu-English (mixed language) brings problems in communication	Always	60	12	20.00
		Very Often	60	09	15.00
		Sometimes	60	15	25.00
		Rarely	60	14	23.33
		Never	60	17	28.33



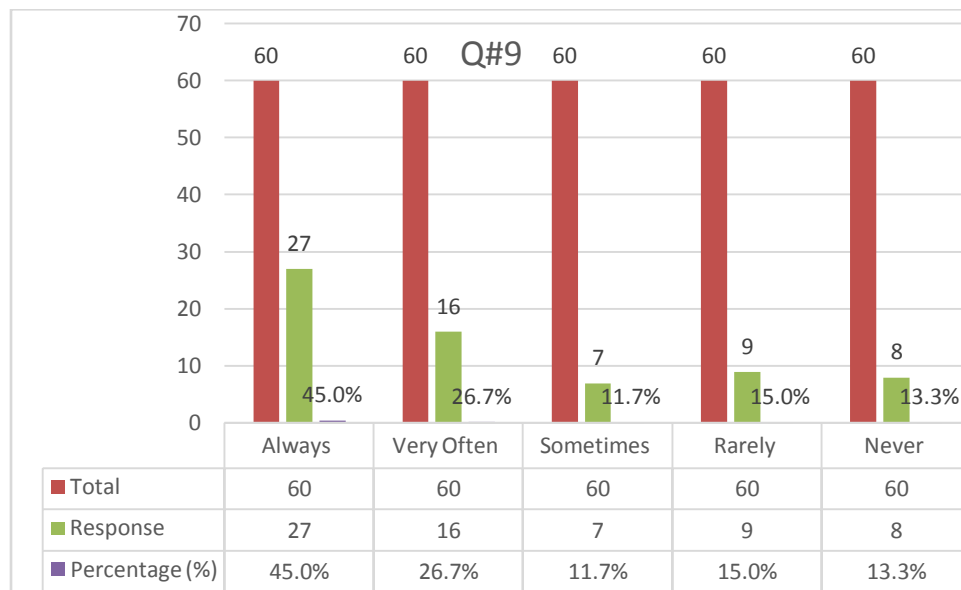
**Fig. No. 08: Learning through Urdu-English (mixed language) brings problems in communication.**

**Analysis of Table No. 08**

Only 12/60 (20.00%) student responded that learning through Urdu-English (mixed language) created some sort of communication problems. Only 09/60 (15.00) said very often, 15/60(25.00%) sometimes, 14/60 (23.33%) rarely. But 17/60(28.33%) said that learning of graduate degree through Urdu-English (mixed language) never created communication problems.

**Table No. 09: Lecture gets interesting for me when it is delivered in English only.**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
9.	Lecture becomes interesting for me when it is delivered in English only fellows	Always	60	11	18.33
		Very Often	60	14	23.33
		Sometimes	60	15	25.00
		Rarely	60	11	18.33
		Never	60	08	13.33



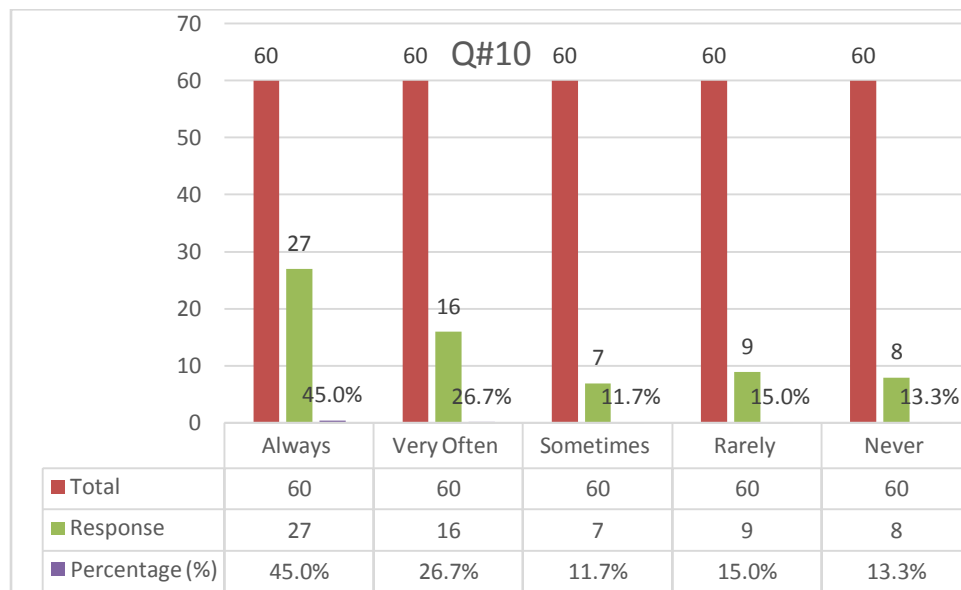
**Fig No. 09: Lecture gets interesting for me when it is delivered in English only.**

**Analysis of Table No. 09**

Analysis of table No. 09 shows that English language makes lecture interesting as per scale of 11/60 (18.33 %) always, 14/60 (23.33%) very often 15/60 (25.00%) sometimes, 11/60 (18.33%) rarely. However, for 08/60 (13.33%) lecture never gets interesting when it is delivered only in English language.

**Table No. 10: Lecture gets interesting for me when it is delivered in Urdu-English (mixed language).**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
10	Lecture becomes interesting for me when it is delivered in Urdu-English (mixed language)	Always	60	22	36.67
		Very Often	60	16	26.67
		Sometimes	60	12	20.00
		Rarely	60	08	13.33
		Never	60	03	5.00



**Table No. 10: Lecture gets interesting for me when it is delivered in Urdu-English (mixed language).**

**Analysis of Table No. 10**

Majority of the graduate students 22/60 (36.67%) showed that lecture always got interesting for them when it was delivered in Urdu-English (mixed language). However, other responses were very often, 16/60 (26.67%), sometimes 12/60 (20.00%), rarely 08/60 (13.33%) and never 03/60 (5.00%).

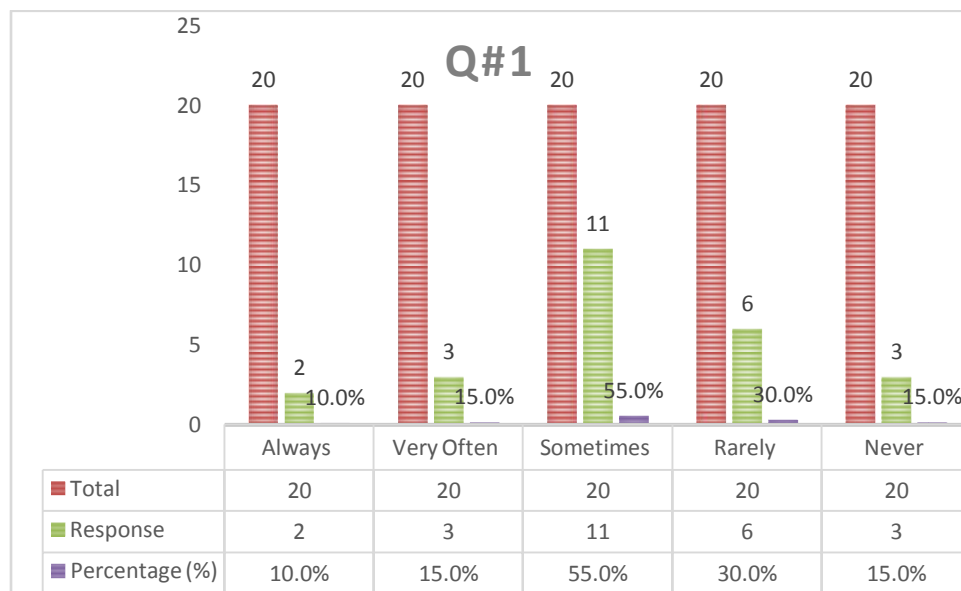
**Analysis of personal information of Teachers**

20 questionnaires were distributed to the teachers to collect the data about research who were involved in teaching to the graduate level students at Govt Degree College for women and private college, Hafizabad. Out of 20 teachers 15 belonged to urban areas and 05 teachers belonged to rural areas. Out of total twenty teachers thirteen were using Punjabi language as their first language or mother tongue and seven teachers were using Urdu language as their first language or mother tongue while only one teacher was using Pushto language as her mother tongue. The professions of the parents of the teachers were seen. It was observed that 09 parents of the teachers were involved in teaching profession, 07 were associated with agriculture, 02 were businessmen and 02 were involved in various professions. 14/20 teachers got their F.Sc certificate from English medium colleges and 06/20 got from Urdu medium colleges. 14 out of 20 teachers learnt English language through formal system i.e. (through institutions) and 06 teachers learnt English language through informal learning process (through media, societal interaction). 10/20 teachers had M.Phil qualification and 07 teachers were serving with Ph.D qualification in their field. Majority of teachers were experienced as they had teaching experience above than 10 years.

**Analysis of statements through Tables and Figures**

**Table No. 11: I use English language for communication with my friends and fellows.**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
1.	I use English as second language for communication with my friends and fellows	Always	20	1	5.0%
		Very Often	20	6	30.0%
		Sometimes	20	15	75.0%
		Rarely	20	7	35.0%
		Never	20	0	0.0%



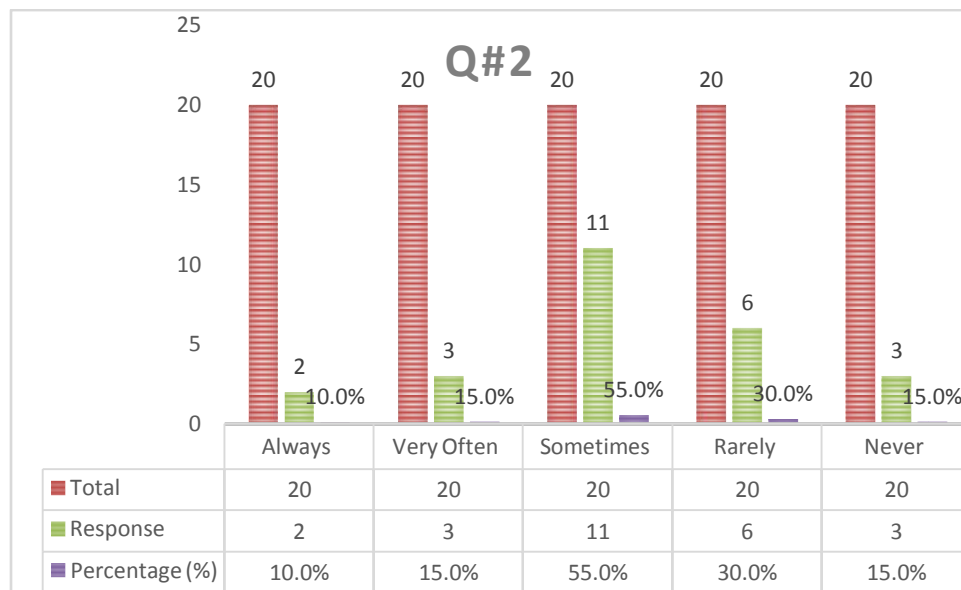
**Fig. No. 11: I use English language for communication with my friends and fellows**

**Analysis of Table No. 11**

Table No. 22 shows that 15/20 (75.0%) teachers use English language sometimes for their communication with their friends and fellows. However, 6/20 (30.0%) use it very often, 07/20 (35.0%) rarely and 0/20 (0.0%) never use English language for communication with their friends and colleagues. There was not any teacher who always used English language.

**Table No. 12: I use Urdu-English (mixed language) for communication with my friends and fellows.**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
2.	I use Urdu-English (mixed language) for communication with my friends and fellows	Always	20	6	30.0%
		Very Often	20	11	55.0%
		Sometimes	20	4	20.0%
		Rarely	20	0	0.0%
		Never	20	2	10.0%



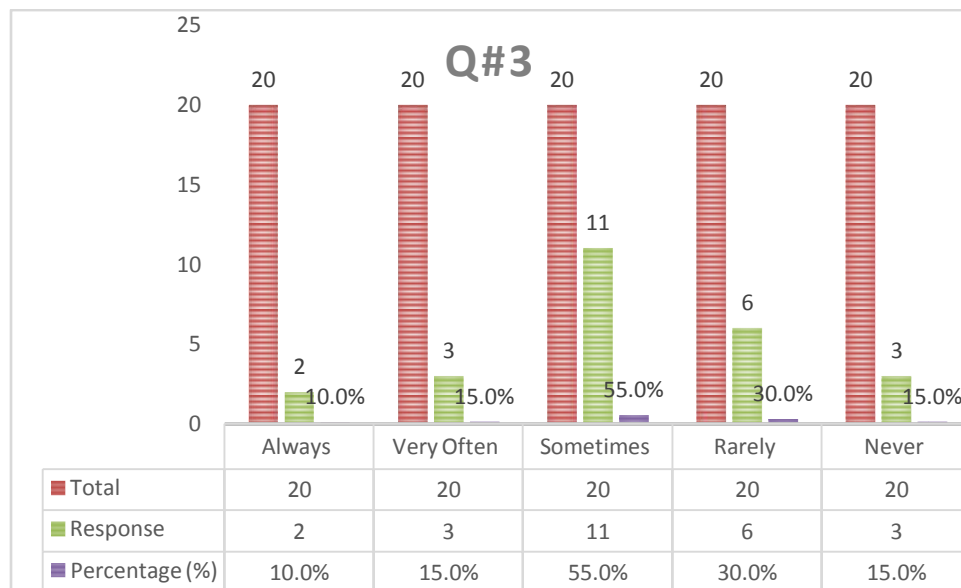
**Fig. No. 12: I use Urdu-English (mixed language) for communication with my friends and fellows.**

**Analysis of Table No. 12**

06/20 (23.23.0%) teachers involved in the teaching of graduate level education use always Urdu-English (mixed language) for communication with their friends and colleagues. However, 11/20 (55.0%) use very often, 04/20 (20.0%) sometimes, 0/20 (0.0%) and 02/20 (10.0%) never used mixed language for communication with their friends and colleagues.

**Table No. 13: I use only English language for communication with my students.**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
3.	I use English language for communication with my students	Always	20	1	5.0%
		Very Often	20	14	70.0%
		Sometimes	20	6	30.0%
		Rarely	20	3	15.0%
		Never	20	1	5.0%



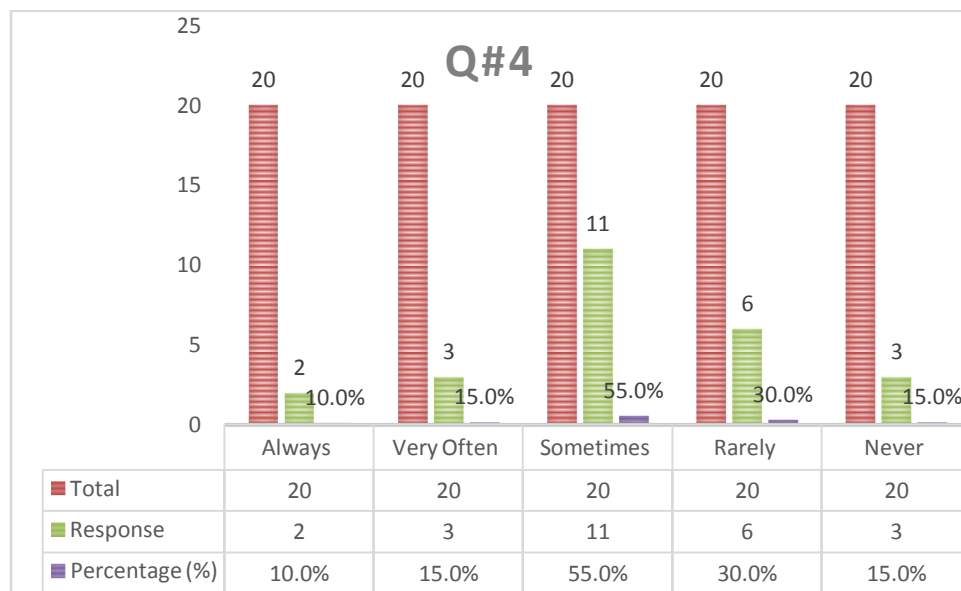
**Fig. No. 13: I use only English language for communication with my students.**

**Analysis of Table No. 13**

Responses showed that only 01/20 (5.0%) teachers always used English language for communication with their students. Majority of teachers 14/20 (70%) used English language very often and 06/20 (30.0%) use sometimes. However, 03/20 (15.0%) used rarely and 01/20 (5.0%) never used English language for communication with their students.

**Table No. 14: I use Urdu-English (mixed language) for communication with my students.**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
4.	I use Urdu-English (mixed language) for communication with my students	Always	20	10	50.0%
		Very Often	20	10	50.0%
		Sometimes	20	4	20.0%
		Rarely	20	1	5.0%
		Never	20	0	0.0%



**Fig. No. 14: I use Urdu-English (mixed language) for communication with my students.**

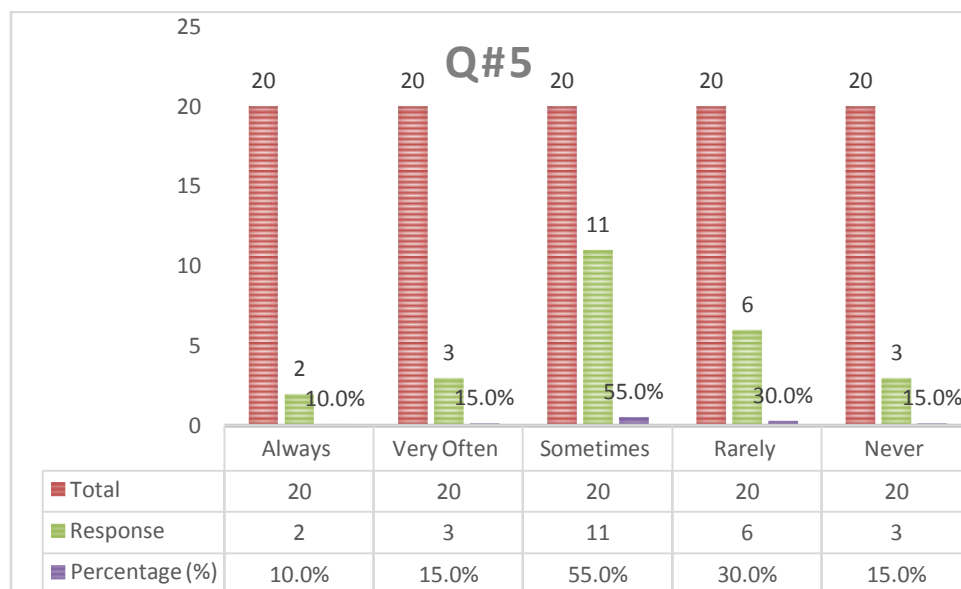
**Analysis of Table No. 14**

Table No. 14 shows that majority of teachers 10/20 (50.0%) use Urdu-English (mixed language) always for communication with their students. However, other responses were 10/20 (50.0%) very often, 04/20 (20.0%) sometimes and 01/20 (5.0%) rarely. While there were no any teacher who never used Urdu-English (mixed language) for communication with students.



**Table No. 15: I use only English language in the classroom**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
5.	I use only English language in the classroom	Always	20	2	10.0%
		Very Often	20	11	55.0%
		Sometimes	20	5	25.0%
		Rarely	20	3	15.0%
		Never	20	1	5.0%



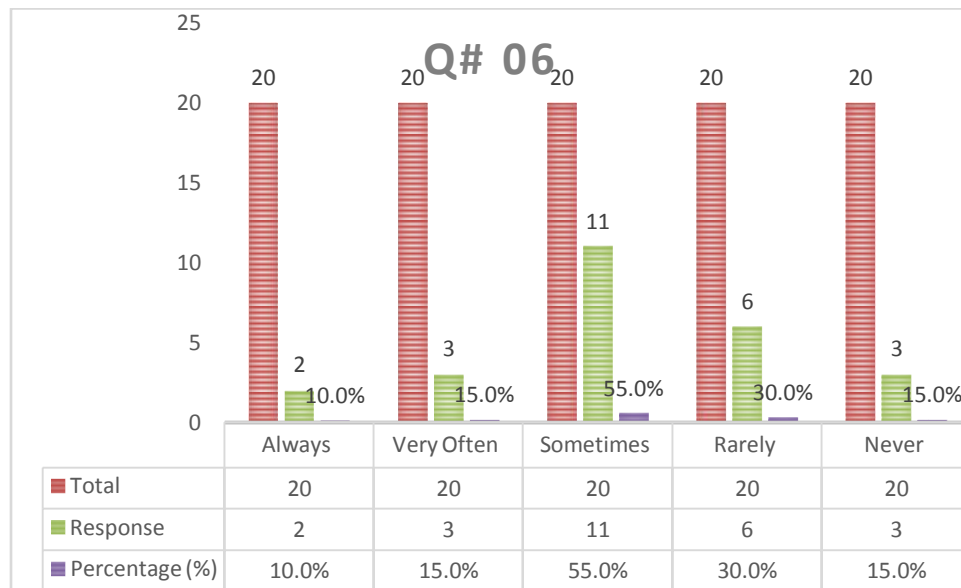
**Fig. No. 15: I use only English language in the classroom**

**Analysis of Table No. 15**

During class time only 02/20 (10.0%) teachers used always English language only for teaching. Other used only English language as per responses 11/20 (55.0%) very often, 05/20 (25.0%) sometimes, 03/20 (15.0%) rarely and 01/20 (5.0%) never used only English language in their classroom settings.

**Table No. 16: English language brings some problems in communication**

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
7.	English language brings some problems in communication	Always	20	4	20.0%
		Very Often	20	12	60.0%
		Sometimes	20	6	30.0%
		Rarely	20	4	20.0%
		Never	20	1	5.0%



**Fig. No. 16: English language brings some problems in communication**

**Analysis of Table No. 16**

Table No. 16 shows that teaching of graduation degree through English language only always created communication problems to 04/20 (20.0%) teachers. However, it created communication problems to them as responded 12/20 (60.0%) very often, 06/20 (30.0%) sometimes, 04/20 (20.0%) always, 04/20 (20.0%) and 01/30 (5.0%) never.

**Findings, Conclusion**

**Findings**

On the basis of analysis of data the following findings were observed:

Through the investigation of personal information of the students and teachers it was found that majority of students belonged to

rural areas. However, teachers belonged to urban areas. A major part of the total population was using Punjabi and Urdu as mother tongue but their cultural background is somewhat same. Most of the parents of the students belonged to Business and Agriculture professions. It was found that a large part of population prefer their 1<sup>st</sup> language and their own culture. A large part of the population learnt English language as L2 through institutions. However, there were also a part of population who could not learn English language through formal procedure and they just acquired it with the help of media and societal interaction. Through the analysis of the study it was found that culture leaves positive as well as negative effects on language because language and culture cannot be separated. All the teachers involved in teaching to graduation students were experienced and had good interest in teaching of L2. Teachers learnt their graduation degree through Urdu-English (mixed language) and majority of students said that English language was used in their present class.

- It was found that teachers mostly used L2 as English language. In comparison to English language, majority of students and teachers were using Urdu-English (mixed language) for communication with their friends, fellows and colleagues

to enhance the cultural affect on teaching. In classroom setting, majority of students used their mother tongues or Urdu language for their interaction.

- Communication through single language creates some communication problems to students and teachers. In comparison to teachers, mostly students did not feel comfort to speak English in classroom but they feel comfort to use their national language or mother tongue during the lecture. When teachers deliver lectures in L1 as well in L2 it become interesting for teachers and students. When teachers discuss cultural diversity it also become interesting because it is an easy way use to achieve their academic target and explanation for difficult concepts.
- High percentage of the students and teachers discuss their cultures and use L2 and majority of students feel difficulty to express themselves in exams through English only. Somehow they manage it to show their ability.
- It was found that teachers also teach cultural teaching and L2 in their classroom consciously and feel that use of Urdu-English (mixed language) can be better for effective communication in educational work.
- Majority of students also like use of Urdu-English (mixed language) in their interaction with students because people face difficulty to

express themselves in English language.

- Majority of the teachers suggest English for the teaching and learning of cultural diversity and demanded for the enhancement of communication skills.
- In educational institutions, teachers recommend changes in the contents of the subject (communication skills) in their curriculum according the field requirements.

### Conclusion

The study has developed the phenomenon of use L2 and cultural diversity is very common between graduate students and teachers at Govt College for women and private college, Hafizabad. The study also provides the answer to first question that culture effects on language in L2 classes. It also shows the significance of culture and L2 in teaching and learning of graduation degree program. So, on the basis of results, is has been proved that culture and its association to language has great significance in the teaching and learning of graduation degree. **References**

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