

Attitudes towards English & Punjabi Language Learning in Faisalabad

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Abstract

Pakistan being a linguistically diversified region has a diglossic situation in which two or more distinct languages can be used by the same speech community. However, these languages differ in status, prestige and function, which entitled them highly prestigious (H)language and less prestigious language (L) languages. We have English as highly prestigious and Punjabi local vernacular informal language. So, present study aims to identify attitudes towards English which is a sophisticated, official, formal, as well as language of education, science, heritage and towards Punjabi which is local, vernacular, broken, language as well as language of illiterate community. This situation is surprising that English which has no native speaker has marginalized all local languages whereas; Punjabi with a large no of native speakers is socially neglected and sidelined language. This study was based on the hypothesis that there are different attitudes towards English and Punjabi language learning. In order to know the attitudes towards English and Punjabi languages close ended questionnaire has been used as a tool to collect the data collected, from 42 students of 8 different educational institutes: government, private, madrasa of Faisalabad. The whole data was statistically analyzed and frequencies were calculated for each item. This study concludes that people of Faisalabad have more positive attitudes towards English than Punjabi language because they differ in status, structure, function, and prestige. This study is significant because it highlights the economical, educational, social status of Punjabi and English languages in Faisalabad.

Keywords: Attitudes, English, Punjabi language

Hypothesis

There are different attitudes towards English and Punjabi language learning in Faisalabad.

1. Introduction

Inequality which is a fact of this world and life prevails everywhere. as different countries (developed , developing) , castes, economical (rich & poor) social status ,(highly respected . degraded) education, (qualified & illiterate) mental capabilities (intelligent , dull) mood

temperaments' (aggressive , soft spoken) behaviors (well-mannered & ill-mannered) even the languages are not equal, as English is an international language whereas, Punjabi is a local language in Pakistan where 44% population have Punjabi as their mother tongue, In addition, Punjabi is the representative of their distinguished identity, but the attitudes towards these languages are not equal. This is the result of the hegemonic power of English. The social consent given by masses towards English language has been imposed on their lives by dominated groups which has complete changed their ideological perceptions of life and society (Bertens, 2001). Such situation has changed the attitudes towards both these languages because apart from their emotional attachment with this language they recognized the admiration, and demand of English all over the world so they show different attitudes towards English and Punjabi language. This study will answer the following questions

What are the attitudes towards English language and Punjabi language in Faisalabad?

What is the economical and social value of Punjabi and English?

What is the status of Punjabi language?

What are the educational attitudes towards Punjabi and English language?

Attitudes are the mental and neutral state of readiness organized through experience. Attitudes play important role in the life of language as, healthy attitudes restore language and unhealthy attitudes decay a language. Our attitudes are shaped or reshaped in a society and in society each and every language has its own status and due to change of status attitudes change (Mian, 1998).

According to status English is at the top Urdu at the second and then comes a turn of regional languages. In Pakistan there are four regional languages. Punjabi is the most prominent language, but with the passage of time, it has become a victim of economical and political circumstances. Before partition, Persian was the language of kings which is replaced by Urdu, as it has the touches of Persian and it was also related to Punjabi which, was the mother tongue of Sikh community and this whole situation elevated the status of Urdu language. In addition, after partition the status of national language was given to Urdu which provoked great resistance towards it from Bengali speakers (Siddiqui, 2011), but Government of Pakistan strictly followed the notion of one nation one religion one language and ignored Bengali language which resulted into separation of east Pakistan from west Pakistan as Bengali were 55% of population in

Pakistan (Rahman, 2002). Even all regional languages do not enjoy the same educational role and prestige as only Pashto and Sindhi languages are taught at the lower levels in khyberpakhtonkhaw and Sindh, but Punjabi is not allowed to be taught at school level (Siddiqui, 2011) the same idea was presented by Zaidi (2001) according to him one can get a master or PhD degree in Punjabi language but cannot use this language at school level.

In such situation, People just want to attach themselves with such language, which is considered to be prestigious and Punjabi language has a low economical status due to which sometimes Pakistani feel embarrassed to use this language in addition, electronic media justified their attitudes, by ignoring all regional languages. This dominance is prevailing in the expressions of language as Punjabi words are replaced with Urdu in daily life Malik (2010) worked on Punjabi language and concluded that most of people in Pakistan use Urdu words while using Punjabi language. He concluded that as Urdu is considered to be more prestigious language so people want to attach themselves with this language, so they use lots of kinships words of Urdu language although they exist in Punjabi language as well. Punjabi language is losing its purity and identity due to mixing of Urdu language and further due to insensitive attitudes of its speaker, who do not use their power raise the status of Punjabi language as, the Punjabi people are dominant in every field of life. In Ayres words (2008):

Such attitude towards Punjabi language has changed the behavior of people towards Punjabi as people do not recognize its fact moreover they feel reluctant in adopting this language. Rahman (2006) discussed that unfortunately, Punjabi is a source of cultural shame. In some elite class schools there are some policies which strictly forbidden students to speak Punjabi, but apart from this misfortune Punjabi is a huge language which, will survive it is widely used in India and Pakistan it is the language of songs , jokes, and informality.

As compared to Punjabi English language is getting importance day by day. According to Rahman (2002) English is the official language of Pakistan it is the language of elite class and without English it is impossible to get a good job in military, bureaucracy, and private sector English has become a symbol of power as it was during British colonial period and Persian was during mughal period. English is the language of upper class, Urdu for middle class. In order to get gratification even educated Punjabis have to learn English. Which hold the position of global

language English language is getting popularity because, it is an international language it has more non native speakers than native in world moreover, in Pakistan it act a lingua franca in different provinces it is the language of law administration education. English books magazines are getting extensive reader ships in additions different competitive exams are conducted in English (Akram, 2007).

English is playing another role in our society it is the language which separates elite class from the rest of population now a days children of elite class feel proud in getting A level degree, as it distinguish them from Urdu medium students, even the middle class children, who want to enter into highly sophisticated elite class favor the hegemony of English language. They are interested in learning English owing to this reason English medium schools are getting more popular(Rahman,2006). Khaliq(2006) discussed that the importance of English should not be undermined and every Pakistani should be able to read and write in English however, English should not be used to retrieve people from equal opportunities.

2 Material and Method

2.1 Research Design

This research used quantitative method to identify the attitudes towards English and Punjabi language.

2.2 Population & Sampling

Total 42 students from government, private and madrasa students participated in this study. The sample comprised of equal no of male and female students

2.3 Instrument

The data was collected through questionnaires. Questionnaire is best suitable to analyze such concepts which cannot be observed like attitudes. The questionnaire consisted of 30 statements based on educational, social economical aspects. In order to judge the level of agreement likert scale was employed with five options: strongly agree, Agree, not sure, Disagree, Strongly disagree.

3 Results and Discussion

The data was collected from 42 students in Faisalabad with the help of questionnaires based on likert scale. The data was analyzed through spss 12. The analysis of each question has been done

separately. The frequencies and percentages for each response are calculated and presented in form of tables.

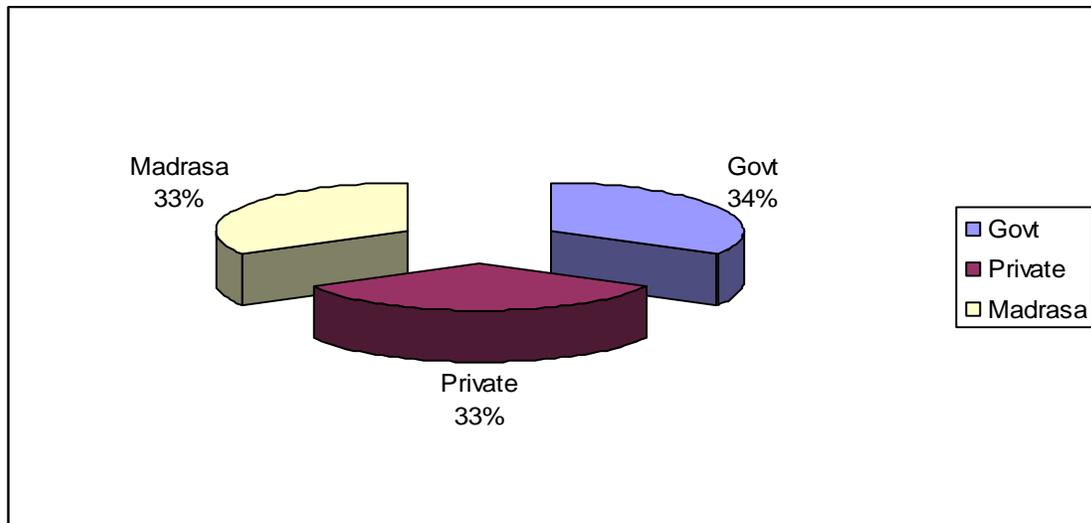


Figure.1. Distribution of respondents on the basis of institutes

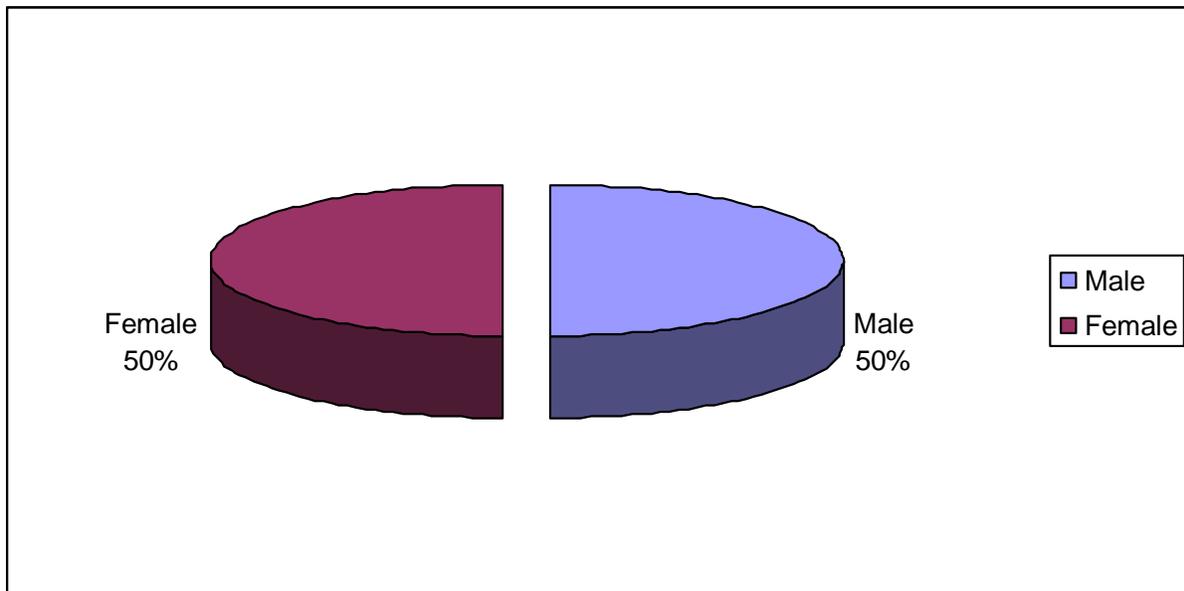


Figure. 2. Distribution of respondents on the basis of gender

TABLE 3.1
 SOURCE OF ENJOYMENT

Statements	Strongly agree %	Agree %	Not sure %	Disagree %	Strongly disagree%
I enjoy English language learning	45	35.7	4.8	9.5	4.8
I enjoy Punjabi language learning	28.6	14.3	-----	52	4.8

Table 3.1 shows that almost 80% students want to learn English whereas only 42 % students want to learn Punjabi language. Such positive attitudes towards English are due to versatility and demand of English language all over which has dominated this language over all languages.

TABLE 3.2
 SOURCE OF GOOD JOB

<i>Statements</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Not sure</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I like English which is a source of a good job	57	40.5	-----	2.4	-----
I like Punjabi which is a source of a good job	-----	16.7	-----	81	2.4

Table 3.2 indicates that almost 97% students agree that English is a guarantee of good job whereas, the situation is totally opposite for Punjabi language, as 83% students disagree that Punjabi is a source of a good job.

TABLE 3.3
 SOURCE OF INTERACTION

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I wish to learn English to interact with Punjabi speakers	35	52	-----	7.1	4.8
I wish to learn Punjabi to interact with Punjabi speakers	11.9	14.3	2.4	66.7	4.8

Results of table 3.3 prove that almost 87% students want to interact with other Punjabis in English whereas, 25% students choose Punjabi as a source of interaction, because use of Punjabi language is considered to be a symbol of backwardness in our modern society consequently, people of Faisalabad especially students feel reluctant in the use of this language.

TABLE 3.4
 BEHAVIOR

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I want to learn English to behave like Punjabi people	28.6	45.2	2.4	19.0	4.8
I want to learn Punjabi to behave like Punjabi people	7.1	26.2	2.4	57.1	7.1

Table 3.4 depicts that 45% students agree and 28% strongly agree that they wish to learn English to behave like English people whereas only 26 % students want to learn Punjabi to behave like Punjabi people.

TABLE 3.5
 NEW FRIENDS

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
English language helps me in making new friends	33.3	45.2	-----	16.7	4.8
Punjabi language helps me in making new friends	11.9	28.6	-----	57.1	2.4

Table no 3.5 show that most of students agree that as compared to Punjabi, English language helps to make new friends as, students who agree that English helps to make new friends are 45% and 33% respectively.

TABLE 3.6
 CULTURE

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
English culture fascinates me	21.4	64.3	2.4	4.8	7.1
Punjabi culture fascinates me	14.3	52.4	-----	31.0	2.4

Results of table (3.6) exhibits that majority of students feel attracted towards English culture as compared to Punjabi culture, English culture is the culture of super power countries.

TABLE 3.7
 RESPECT IN SOCIETY

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I wish to learn English to gain respect in society	28.7	54.8	-----	11.9	4.8
I wish to learn Punjabi to gain respect in society	9.5	23.8	-----	61.9	4.8

Table 3.7 presents results in which almost 28% students strongly agree and 54% students agree with this view that English is a symbol of respect whereas; only 32 % students expressed the same feeling for Punjabi.

TABLE 3.8
 MEDIUM OF INSTRUCTION

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I like English as medium of instruction	31.0	69.0	-----	-----	-----
I like Punjabi as medium of instruction	2.4	14.3	2.4	71.4	9.5

Results of table 3.8 reveals that as compared to Punjabi English is a desirable medium of instruction for the most of students as, the no of students who, favor English as medium of instruction is relatively high, (31% strongly agree ,69 agree table 3.8) as English medium of instruction diminishes the discrimination of high and low quality of education.

TABLE 3.9
 COMPULSORY SUBJECT

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I appreciate English language as a compulsory subject	23.8	73.8	-----	2.4	-----
I appreciate Punjabi language as a compulsory subject	2.4	9.5	-----	78.6	9.5

Table 3.9 shows that most of students appreciate only English language as a compulsory subject as the percentage of agree & strongly agree is high for English as 73% and 23% respectively, but The situation is totally opposite for Punjabi language as for Punjabi, percentages of disagree and strongly disagree are 78% and 9% respectively.

TABLE 3.10
 PREFERENCE OVER OTHER LANGUAGES

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I prefer English over other languages	14.3	61.9	2.4	16.7	4.8
I prefer Punjabi over other languages	4.8	11.9	2.4	64.3	16.7

This result exhibits the importance of English as, almost 75 % students prefer English over other languages whereas, only 15 % students prefer Punjabi over other languages because Punjabi language is less powerful.

TABLE 3.11
 ACCENT & PRONUNCIATION

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
English accent/pronunciation fascinates me	16.7	64.3	-----	14.3	4.8
Punjabi accent/pronunciation fascinates me	14.3	26.2	2.4	50.0	7.1

Results of Table 3.11 indicates that most of students agree that English accent and pronunciation fascinates them because they blindly want to follow the speech, norms, standards followed by powerful countries.

TABLE 3.12

MOVIES

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I like English movies	52.4	2.4	-----	11.9	33.3
I like Punjabi movies.	2.4	7.1	-----	47.6	42.9

This result shows that now a day's student's like English movies more as compared to Punjabi movies as 52 % students want to watch English movies whereas, only 9 % students show their interest in Punjabi movies(Table 3.12) because the quality and standard of Punjabi movies is not equal to English movies.

TABLE 3.13

POETRY

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I like English poetry	4.8	66.7	-----	19.0	9.5
I like Punjabi poetry	11.9	26.2	2.4	42.9	16.7

Almost 70% respondents like English poetry (66%agree 4%stronglyagree table 3.13) and 37% like Punjabi poetry(11% strongly agree and 26% agree table 3.13) as Punjabi poetry is mostly limited to comic field, whereas English poetry is mostly liked in serious tone. Moreover, governments do not want to pay attentions towards Punjabi poets. Their popularity rate is low. English poetry is included in syllabus of higher classes whereas Punjabi poetry is confined to public libraries.

TABLE 3.14
 REPLACEMENT WITH OTHER LANGUAGE

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I negate the idea of replacement of English	2.4	16.7	2.4	61.9	16.7
I negate the idea of replacement of English with Punjabi	4.8	85.7	-----	9.5	-----

85 % students do not favor a replacement of English with Punjabi (Table 3.14) because to compete with international market and strengthen relations with developed countries only, English language is used.

TABLE 3.15
 MARK OF EDUCATED PERSON

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
English is always appealing to me as a mark of educated person	31	64.3	-----	4.8	-----
Punjabi is always appealing to me as a mark of educated person	2.4	7.1	2.4	76.2	11.9

These results reveal that almost 85 % student are of the view that English is a mark of educated person whereas; only 9 % students expressed the same feelings for Punjabi (Table 3.15).

TABLE 3.16
 FLUENCY

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I wish I could speak English fluently	40.5	59.5	-----	-----	-----
I wish I could speak fluent Punjabi	9.5	21.4	-----	61.9	7.1

All the students wish to speak English fluently. This result indicates the every student want to get perfection in English language whereas, the fluency in Punjabi is a desire exhibit by a limited no of students. Everyone wants to have this gift of gab in English language not in Punjabi because Punjabi language is not a prestigious language like English (See Table 3.16).

TABLE 3.17
 PROFICIENCY

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I want to improve my present proficiency in English	35.7	61.9	-----	2.4	-----
I want to improve my present proficiency in Punjabi	7.1	21.4	-----	61.9	9.5

Table 3.17 indicates that almost 96 % students admit that they want to improve their present proficiency in English only 21 % students are interested to improve Punjabi. Because English language is a basic requirement.

TABLE 3.18
 GRAMMAR & IDIOMS

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I like English grammar and idioms	21.4	71.4	-----	7.1	-----
I like Punjabi grammar and idioms	9.5	33.3	2.4	50.0	4.8

Almost 92 % students like English idioms and grammar, whereas 42% students like Punjabi idioms and grammar (Table 3.18). Because Punjabi is a compulsory subject so Punjabi idioms and grammar are rarely included in exam whereas English language is considered to be incomplete without grammar and idioms.

TABLE 3.19
 FRIENDLY BEHAVIOR

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I want to learn English because of friendly behavior of English speaker	7.1	69.0	2.4	19.0	2.4
I want to learn Punjabi because of friendly behavior of Punjabi speaker	14.3	45.2	-----	38.1	2.4

These results show that most of students agree that English people show friendly behavior and they want to learn English because of their friendly behavior. Whereas, lesser no students wish to learn Punjabi because of friendly behavior of Punjabi speakers (See table 3.19).

TABLE 3.20
 FEAR OF PUBLIC OPINION

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I am afraid people will laugh at me if I speak incorrect English	16.7	71.4	2.4	7.1	2.4
I am afraid people will laugh at me if I speak incorrect Punjabi	4.8	4.8	-----	69.0	21.4

Table 3.20 indicates that 71% agree that they want to learn English due to fear of public opinion. In case of English most of students care for public opinion and want to learn English to avoid bad remarks and insult from public whereas, for Punjabi they do not have such feelings because Punjabi language is lesser important than English so mistakes in the use of Punjabi language is not a big deal even it is not noticed. Only 4.8% students care for public opinion in case of Punjabi language.

TABLE 3.21
 SOURCE OF ENTERTAINMENT

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I want to learn English to read English stories, and watching English movies	11.9	69.0	2.4	9.5	7.1
I want to learn Punjabi to read Punjabi stories, and watching Punjabi movies	-----	9.5	2.4	42.9	45.2

Results of table 3.21 reveals that majority of students are interested in reading English stories moreover very less no of students showed their interest in Punjabi stories and Punjabi movies as , English stories are mostly thrilled with action suspense and attracts its reader more than Punjabi stories.

TABLE 3.22
 GOVT JOB OPPORTUNITIES

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I have to learn English as govt provides job opportunities to those who can speak English language fluently	28.6	66.7	-----	4.8	-----
I have to learn Punjabi as govt provides job opportunities to those who, can speak Punjabi language fluently	2.4	4.8	-----	54.8	38.1

Most of students agree that government job opportunities are only available for those who speak English fluently, moreover 54 % disagree and 38% students strongly disagree that Punjabi language helps in providing good job (As shown in Table 3.22).

TABLE 3.23
 MASTER DEGREE

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I wish to get a master degree in English	26.2	66.7	-----	2.4	4.8
I wish to get a master degree in Punjabi	9.5	23.8	2.4	42.9	21.4

Almost 92% students want to get a master degree in English (Table 3. 23) as compared to this only 32% students expressed the same desire for Punjabi language (Table 3.23) Because people do not appreciate this language and do not want to opt it even at bachelor level, moreover it is considered as an easy and worthless subject.

TABLE 3.24
 SOURCE OF CONFIDENCE

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
English language is a source of confidence for me	35.7	61.9	-----	2.4	-----
Punjabi language is a source of confidence for me	9.5	21.4	2.4	52.4	14.3

The percentage of students who consider English language a source of confidence is relatively high, as compared to those who have the same feelings for Punjabi. Confidence is acquired through one such language which is economically, politically, socially accepted which is only English language.

TABLE 3.25
 USE IN MEDIA

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I favor an excessive use of English in media	14.3	61.9	2.4	16.7	4.8
I favor an excessive use of Punjabi in media	14.3	-----	4.8	64.3	16.7

These results depict that 75% students favor an excessive use of English in media whereas only 18 % students favor excessive use of Punjabi in media (Table 3.25) because everyone wants to watch programs in an international language rather in a local language.

TABLE 3.26
 BEHAVIOR OF SPEAKERS

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I like English speakers because they are well-mannered, decent and amiable	7.1	42.9	4.8	19.0	26.2
I like Punjabi speakers because they are well-mannered, decent and amiable	4.8	35.7	2.4	40.5	16.7

Table 3.26 indicates that a large no students do not agree that Punjabi speakers are well-mannered and decent. Because most of Punjabi speakers belong to rural areas and mostly are not well educated so generally the image of Punjabi speakers is presented as illiterate, ill-mannered, bold and aggressive.

TABLE 3.27
 MISTAKES

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I worry a lot about making mistakes in English language	9.5	66.7	2.4	14.3	7.1
I worry a lot about making mistakes in Punjabi language	2.4	19.0	2.4	64.3	11.9

Mistakes in English are considered to be a serious problems as majority of respondents expressed their uneasiness with mistakes in English as compared to English respondents do not bother about their mistakes in Punjabi and take it for guaranteed because Punjabi language learning can be ones personal choice, but not a requirement. Consequently, students do not pay attention towards mistakes in Punjabi (See table 3.27).

TABLE 3.28
 WASTAGE OF TIME

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I don't want to learn English because it is just wastage of time	2.4	-----	-----	76.2	21.4
I don't want to learn Punjabi because it is just wastage of time	7.1	78.6	-----	14.3	-----

These results indicate that 76% (Table 3.28) respondents consider, that English language is just a wastage of time, in addition 78% (Table 3.28) respondents showed quite opposite results they agree that Punjabi language learning is a wastage of time.

TABLE 3.29
 SOURCE OF BOREDOM

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I find English language learning boring	2.4	2.4	-----	69.0	26.2
I find Punjabi language learning boring	4.8	73.8	-----	19.0	2.4

These results show that only 4 % students feel boredom in learning English language, whereas 73% (Table 3.29) students said that Punjabi learning is a boring task. Such reactions towards Punjabi language indicate its less social, economical educational political value which forbids its learning.

TABLE 3.30
 FUTURE OF COUNTRY

<i>Statements</i>	<i>Strongly agree %</i>	<i>Agree %</i>	<i>Not sure %</i>	<i>Disagree %</i>	<i>Strongly disagree %</i>
I admire the use of English to make our position stronger in the of the developed countries	61.9	38.1	-----	-----	-----
I admire the use of Punjabi to make our position stronger in the of the developed countries	-----	4.8	-----	71.4	23.8

These results prove that only English is consider to be a source of development and way of progress As the percentage of agree and disagree are high like 61% and 38% for English, but very low like only 4.8% for Punjabi (Table 3.30) which, means only 4 % students agree that Punjabi is required for the progress of Pakistan.

Conclusion

This paper has explored the attitudes towards English and Punjabi languages in Faisalabad. The status of Punjabi and English are different in our society. The reason behind which is the low economical, social , educational value of Punjabi language. Punjabi language is not considered to be a guarantee of good job hence not a secure financial status. In social circle, as compared to English, Punjabi language has become cultural shame. People of Faisalabad are reluctant to own this language and to interact with other in this language, moreover, they do are not want to behave; like typical Punjabi speakers as, Punjabi speakers are entitled as illiterate, indecent and

bold in behavior. Similarly, in educational field this language people are not interested in this language. As compared to English Punjabi is not a desired medium of instruction in addition, Punjabi is not opted as a compulsory subject in this situation, one is allowed to get a master degree in Punjabi, but this fact is clear that this degree cannot be a passport of success. Even the worth of this subject is not acknowledged in our society. Such pathetic situation prevents people to persue this subject. As compared to Punjabi, people are proudly getting bachelor and master degree in English and aspire to choose English as medium of instructions, as it is considered to be a passport to privileged and bright future.becuse, each new government support English language.

Culture which is considered to possess be norms values traditions of any society. In our society English culture is getting more popularity as compared to Punjabi. As Punjabi culture is no more attracting the Punjabi speaker, because Punjabi speakers are adopting English culture. Even Punjabi accent, poetry, movies are disappearing from the skies of fame. Which perhaps the results strategies of government and unbalanced language policy who just put their efforts to promote English and urdu languages.

This study has confirmed negative attitudes towards Punjabi and positive attitudes towards English moreover these results are similar to the previous work done in this field (Zaidi,2001,& Mahboob, 2003).

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