THE LANGUAGE USE AND ATTITUDES OF STUDENTS TOWARDS ENGLISH AND OTHER LANGUAGES IN THE MULTILINGUAL SETTING OF MULTAN CITY

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ABSTRACT- The objective of this study is to analyze the attitude of the students of Public schools Multan city about the learning of National language Urdu, foreign language, English and regional languages such as Punjabi, Saraiki, Pashto, Brahavi, Balochi etc spoken in different areas of Pakistan. For this purpose, we developed a questionnaire and collected data from randomly selected data. We used 5-points Likert Scale to measure the response of respondents about these languages. Our results show that there is a positive attitude of the students towards speaking and learning English as a second language with a clear instrumental orientation. Hence, the study highlights that there exist no conflicting loyalties regarding the status of English, Urdu and other languages of the students and that all languages are held in high esteem. Hence, Multan city students are additive bilinguals and multilingual, would prefer their medium of instruction to be English.

Key words: Bilinguals, Multilingual, Regional dialects, Learning attitude**.**

Type of paper**:   Original Research paper**

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1. INTRODUCTION

1.1 Background of the Study

Pakistan is a multinational and multi lingual nation; roughly, more than 70 dialects are spoken here with Punjabi, Urdu, Sindhi, Pashto, Balochi, Brahavi, Saraiki, and Shina. Punjabi is the dialect of 45% of the country; however, this has not gained authorized standing as well as is not utilized as a part of instructive or legislative settings.

My suspicion is that in multilingual settings of Multan city, there is dialect move among very taught Saraiki and Punjabi talking individuals from their first language (L1) to Urdu and profoundly inspirational demeanor towards English both as medium of direction and as a subject. It is additionally conjectured that English, Urdu and ones native language. Pakistan is a multi-lingual country. Its nationalized vernacular Urdu is the native tongue of about 8% for every denomination of the public. Though, this is broadly used in division of the city zones of the nation. Its authentic vernacular is yet English; as this was a summit on that, the British controlled the state as the chief feature of British Raj.

My hypothesis is that in multilingual settings of Multan city, there is language shift among highly educated Saraiki and Punjabi speaking people as of their native dialect (L l) towards Urdu and a highly encouraging approach to English exists equally the medium of instruction and as the subject. It is also hypothesized that English, Urdu along with anyone's local dialect can be utilized for diverse fields with divergent intentions. The standing of English and Urdu can be seen very elevated between some privileged educated class through that this is utilized regularly for official fields (like in teaching, administration, service); further casual fields (like relations, companionship and locality) are preserved to the native dialect.

1.2. Objectives of Study

The objectives of this study are following.

1. To observe the students use and approach towards different dialects that are spoken in Multan city.

2. To study the approaches of students to use different dialects in different situation at home or at learning institution with peers, guests, teachers, and friends.

3. To analyze why students shift from one dialect to the other in different situations and the role of their parents in using various languages in the same situations.

4.To study the attitudes of guardians and parents and their encouragement to their children to use different dialects.

1.3 Research questions

Main research questions of our study as under"-

i.). What exactly degree do the responders/ students utilize a few dialects at better places as at home, with companions, and universities in Multan city?

ii). What exactly degree are the respondents utilize and have inspiring nature towards English dialect in Multan city?

iii) Whatever degree the respondents utilize and have uplifting mentality towards national dialect Urdu in the multilingual setting of Multan city?

iv) Whatever degree the respondents utilize and have uplifting mentality towards provincial/regional dialects like Punjabi, Saraiki, Balochi, Pashto and different dialects in Multan city?

v). What exactly degree the parents/ guardians, motivate and encourage their children towards different languages in the Multan city?

1.4 Limitation of Study

English being a subsequent dialect of Multan city's institutions. It is also widely used in Universities and is taught as a compulsory subject, where every one

of the understudies is requested for sitting regarding English assessment to the administration inspection. The utilization regarding English within the multi-cultural situation, for example, in Multan city is a wide detail. Consequently, this investigation concentrates on understudies chose from the public Universities of Multan. This investigation just concentrates on their dialect utilize and states of mind appeared towards the English dialect and different dialects use and learning.

2. RESEARCH METHODOLOGY

2.1 Nature of Study

An example of more than 240 students from government schools and colleges of Multan city have been chosen in light of accommodation and accessibility. The proposed test has been chosen by utilizing the poll to gather the information keeping in mind the end goal to coax come about out of it. The members have been Public Universities of Multan city in which students and teachers took an interest effectively. A poll is conveyed with a specific end goal to get data about their group and their social foundation.

The inquiries that are routed to what degree the respondents utilize their primary language, local dialects or English at home, with companions and with peers, at their work put and to what degree they utilize English dialect or different dialects in their classrooms and with educators and partners. To finish the examination, the most proper instrument found was a survey and it turned out to be exceptionally useful for me with the assistance of students and regarded teachers.

2.2 Types of data used

An extremely far-reaching questionnaire was developed for the respondents keeping in mind the end goal to gather the data and the perspectives of the members. An equivalent number of second, third, and fourth year students participated in the study. It was a prerequisite for them to be occupants of Multan city, and be beyond

18 years old. To guarantee square with portrayal of the two sexual orientations, an equivalent number of guys and females are incorporated for this examination. A few educators and head of establishments are additionally met for this examination and their valuable result is exceptionally useful for the investigation. Every one of the meetings are pre-organized keeping in view the helpful moment as well as setting. It enabled the commencement of meetings in the casual condition. Preceding the meeting, subject is given a data and assent sheet. The meetings are completed in Urdu and English, as these were the favored dialects of the interviewees.

The meetings were semi-organized, with for the most part open inquiries to get however much point by point data as could reasonably be expected. To begin with, they were gotten some information about their own information and interests and about the dialects; they comprehend and talk at different spots of their normal life. In the second part, they were gotten some information about their encounters in insight about the general population and understudies and their utilization of various dialects and their states of mind towards various dialects. Their own encounters are additionally examined about the understudy's dispositions and dialect use in universities and at different spots. Their own lives are examined, about the dialects which dialect they utilize and talk for the duration of their lives at better place like at home, with their partners and understudies and to what degree they were roused towards these dialects.

Every viewpoint discussed in detail with the interviewee to make the examination as complete as it is conceivable. Every one of the aftereffects of these poll and meetings are specified underneath. Every one of the interviewees are exceptionally useful and willing to give their perspective about this issue. I have arranged the result of these meetings fit as a fiddle of charts and outlines.

2.3 Sample of Study

As many as 240 students and 10 instructors from various government schools, colleges and university of Multan participated and filled questionnaire. The respondents contain males and females generally from three etymological gatherings and some minor portion from other dialects as well, Punjabi, Saraiki and Urdu understudies all from the administration schools of Multan city. The Punjabi (P) responders comprise on 42% of the aggregate responders, trailed by Saraiki (S), 30% while the Urdu (U) responders, 16% while other dialect speakers shares 12% of the population. The quantity regarding responders changed because of the enrolment in the schools of Multan city and specific in this chose government universities. A complete poll is given to the understudies to fill it with given guideline with no weight or biasness.

To start with, primary language of the respondents is specified and alternate pointers are following.

"Spo" stands for Spoken proficiency in language.

"Wr" means written proficiency in language

"Use" means use different languages at different places.

Indicators as one (1) for maximum,

Two (2) for average,

Three (3) minimum

Four (4) means nothing or no command or no use

M- Male F- Female

Table 1 Proficiency Level of Respondents in different languages

Mother language	Gender M	F	Proficiency in different languages English			Punjabi			Saraiki			Urdu			Other languages		
			Spo	Wr	Use	Spo	Wr	Use	Spo	Wr	Use	Spo	Wr	Use	Spo	Wr	Use
Punjabi	58	47	2	2	2	1	3	2	3	4	3	2	2	2	3	4	3
Saraiki	45	34	2	2	2	2	4	3	1	3	2	2	2	2	3	4	4
Urdu	28	38	2	2	2	3	4	3	3	4	3	1	1	1	3	4	3

2.4 Questionnaire

A questionnaire is utilized to collect data from the responders' in the first part. It is trailed with a decision of the dialect that is favored by the responders. In the questionnaire, the responders are requested for demonstrating how the responders discovered English dialect units in institutes on the other hand what propelled them for examining English. Data with the association for guardians is tried for accumulating points of interest on how guardians add for the English dialect learning between the gatherings of responders. The segment is identified with the degree of the responders propelled for utilizing also learning English. All the participants are given the questionnaire as well as earlier than the survey is circulated, composed assent is gotten from every one of the participants. The participants are requested for perusing and mark the segment by noting the poll on which they consent being the piece with investigation also are not compelled in doing several things that they would prefer to not be the part of that.

2.5. Analytical Techniques

Graphs, tables and 5-points Likert scale were used to explain the explain and analyze the data.

3. DATA ANALYSIS

The questionnaire is divided into main two parts i.e. first and second part. In the first part the personal information regarding the participants are asked and collected. The second part is further divided into four parts A, B, C and D. For detail, see appendix

3.1 Results of Questionnaire

Some findings of the questionnaire are introduced in the shape of diagrams and charts. All the respondents are from the city of Multan from different public colleges and institutes. The minimum age of the participant is 18 years so that his or her opinions and views may have the best worth. 250 participants from different spheres of life were chosen for the study. The participants are from different age, social and professional groups like teachers, doctors, students, businesspersons' laborers, grocers, fisher mongers etc, and they spoke different mother languages. The social background of respondents is given in Table 2.

Table 2 Social Background of respondents

Ethnic groups Occupation	Categories	Urdu	Punjabi and Saraiki	Others
Teachers and Students	professional	15	9	1
Doctors and business persons	professional	12	8	2
Labourers		11	21	9
Lab attendants	Non- professional	7	8	2
Fishmongers		1	19	2

Grocers		3	9	3
Photo Shop Owners		3	8	1
Others		3	9	1

Figure 1: Social Back Ground of the populaion in %
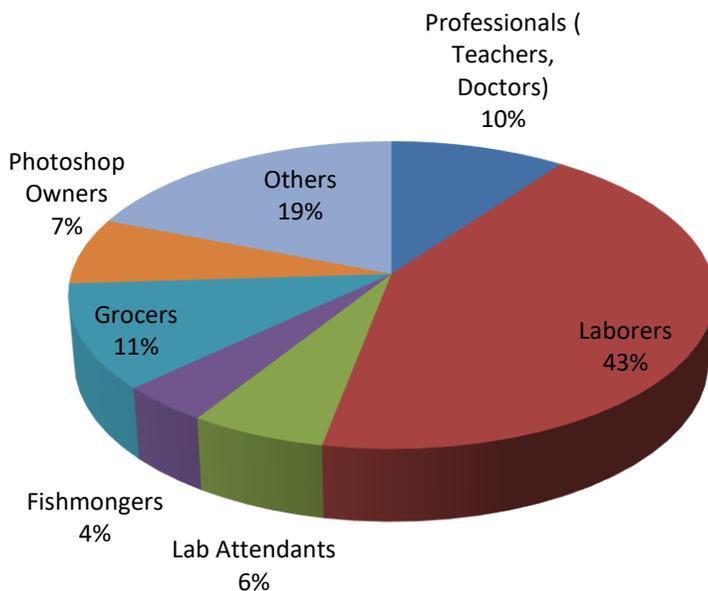
3.2 Results of questioner Part-A

The results from part first of questionnaire are shown in the following figures**:**

Figure 2: The language that use with my parents or other family members at home in %
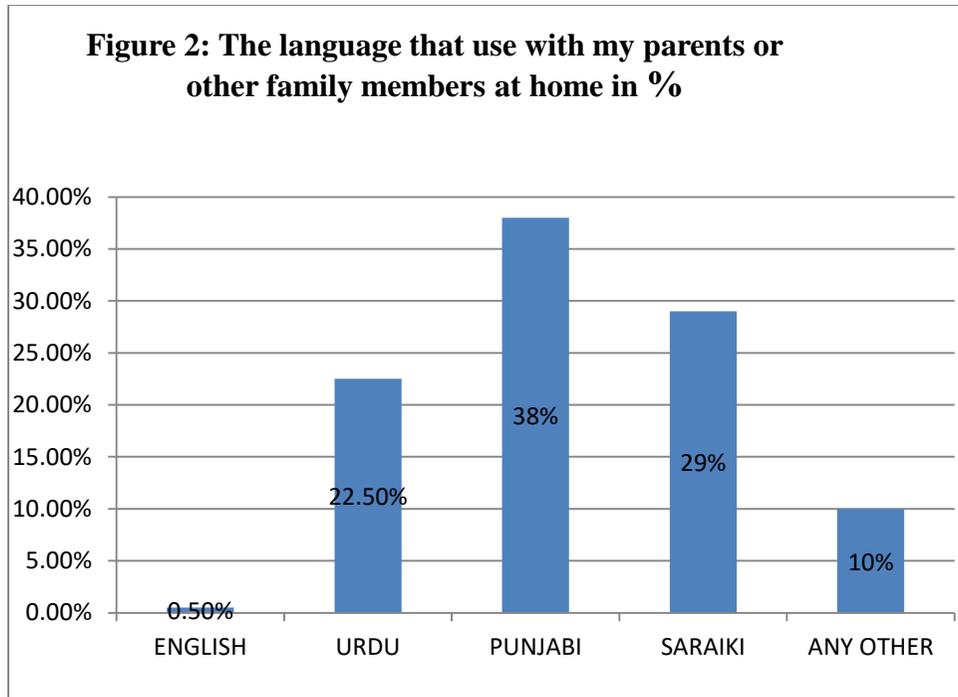
English. .5

Urdu 22.5

Punjabi 38

Saraiki 29

Others 10

Figure 3: The language that I use with my peers and friends while playing and in spare time.
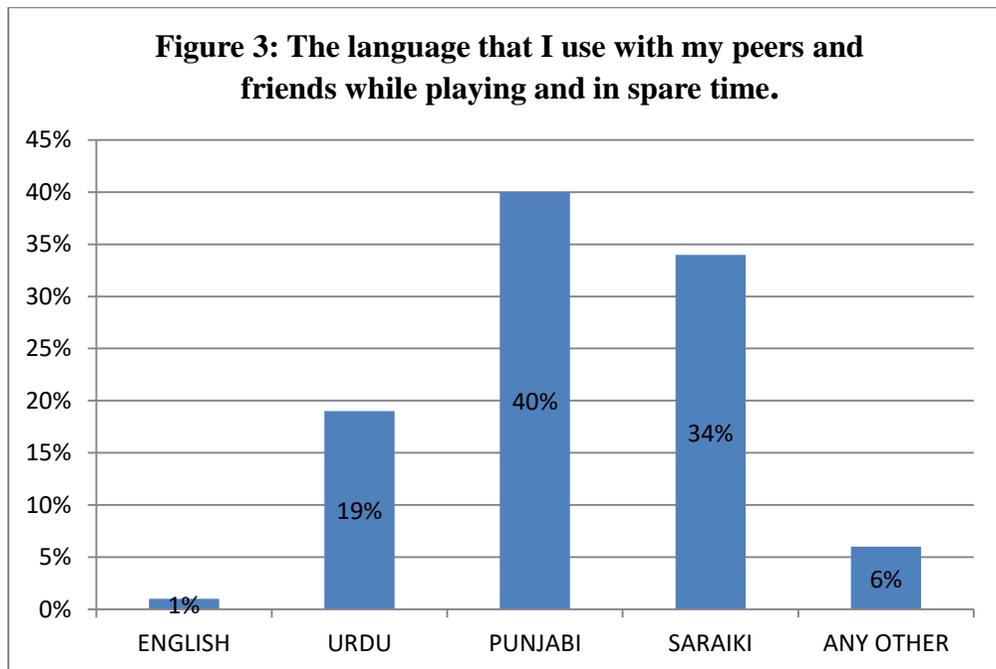
English .1%

Urdu. 19%

Punjabi. 40%

Saraiki. 34%

Other. 6%

The language that I use with guests in homely condition or at home.

Figure 4:The language that I use with guests at home.
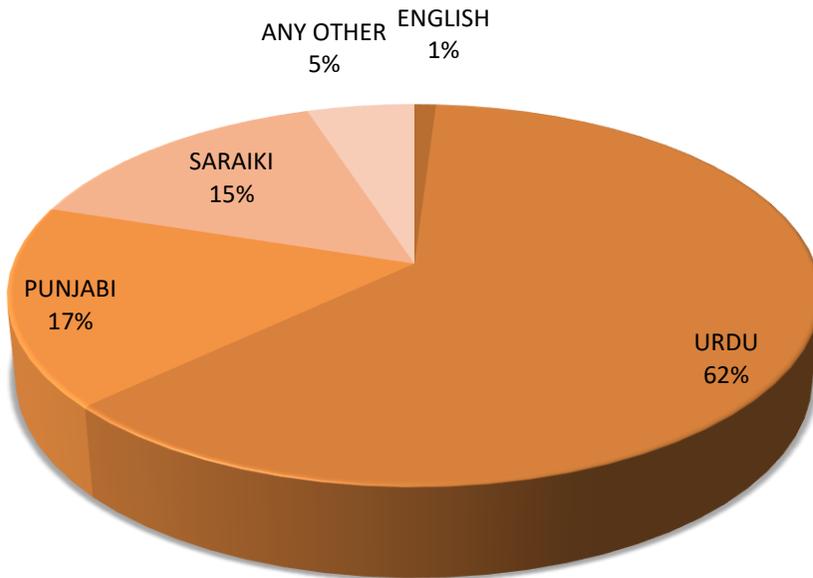
My parents interrupt or motivate me to use one particular language while being at home.

Figure 5: My parents encourage me to use one particular language while being at home
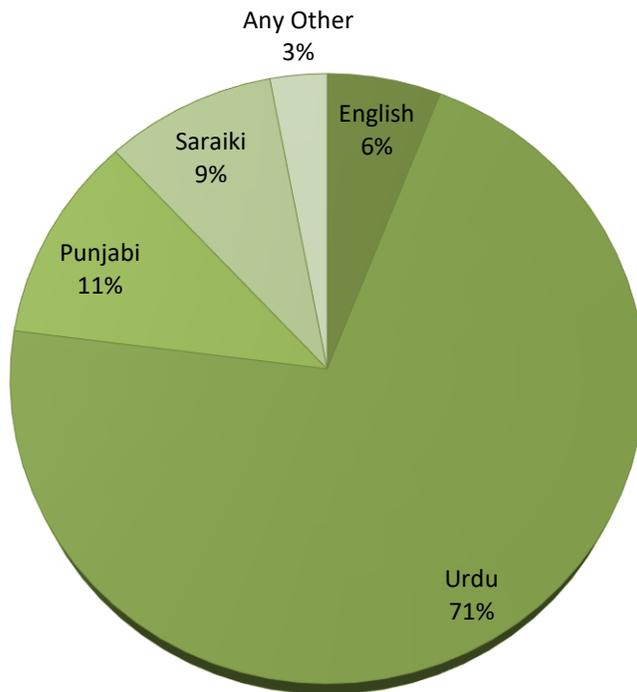
My favorite language that I want to use with parents and family members at home.

Figure 6: My favorite language that I want to use with parents and family members at home.

English	Urdu	Punjabi	Saraiki	Any other
4%	59%	18%	15%	4%
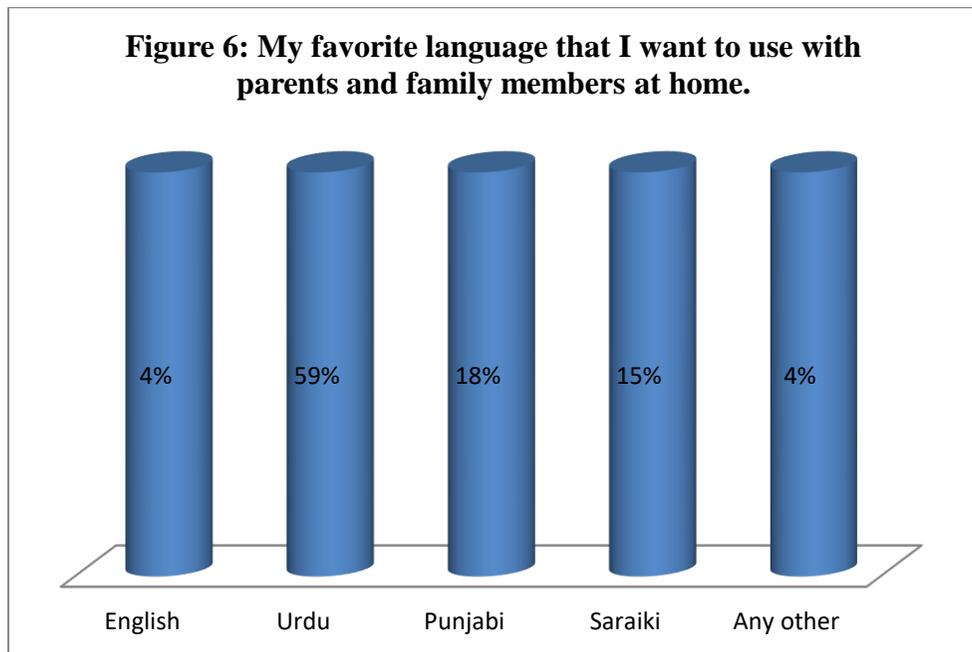
The first and second diagram demonstrates regarding dialects utilized with the responders in homely conditions. Of course, the dialects utilized with the responders during homely conditions contrast starting with single social gathering then onto the next. Among the Multan city responders, some responders utilize also English otherwise some blend of English and Urdu however the further utilize just Urdu and their native dialects as the dialect of correspondence in homely conditions.

Table.3: Utilization of a dialect in homely conditions

Social Groups regarding dialect	English language	Urdu language	Punjabi Language	Saraiki Language	Other Languages
Urdu Speakers	2	17	0	0	0
English Speakers	0	0	0	0	0
Punjabi Speakers	0	21	79	0	0
Saraiki Speakers	0	23	0	71	0
Mixed Speakers	1	17	2	1	06
Total	3	78	81	72	06

3.3 Results of questionnaire Part-B

Part-B of the questionnaire deals with social influence, surrounding conditions and self-efficiency of English and other languages. The results obtained through Likert scale are shown in Table 2.

Table 4 Preferences of respondents about English and other languages

Statements	Strongly Agree	Agree	Strongly disagree	Disagree	Uncertain
I have the facility to learn the Urdu language in my institute.	76	89	26	44	05
I have the facility to learn English language in my institution.	96	78	24	36	06
English is an important subject in schools and colleges of the Multan city.	106	81	21	28	03
English is important for my future	91	69	35	41	04
I do require English language in my routine life	69	87	31	44	09
I come across that learning English is source of motivation and appealing in class	53	61	69	54	03

Statements	Always	Frequently	Rarely	Very rarely	Occasionally	Total
My attitude towards the use of my mother tongue in the school/ college	14	21	53	63	89	240
My attitude towards the use of Urdu language in the school/ college	93	103	16	10	18	240
My attitude towards the use of English language in the school/ college	65	78	31	29	37	240

Figure 7: My preferred language in which I want to excel in the future.
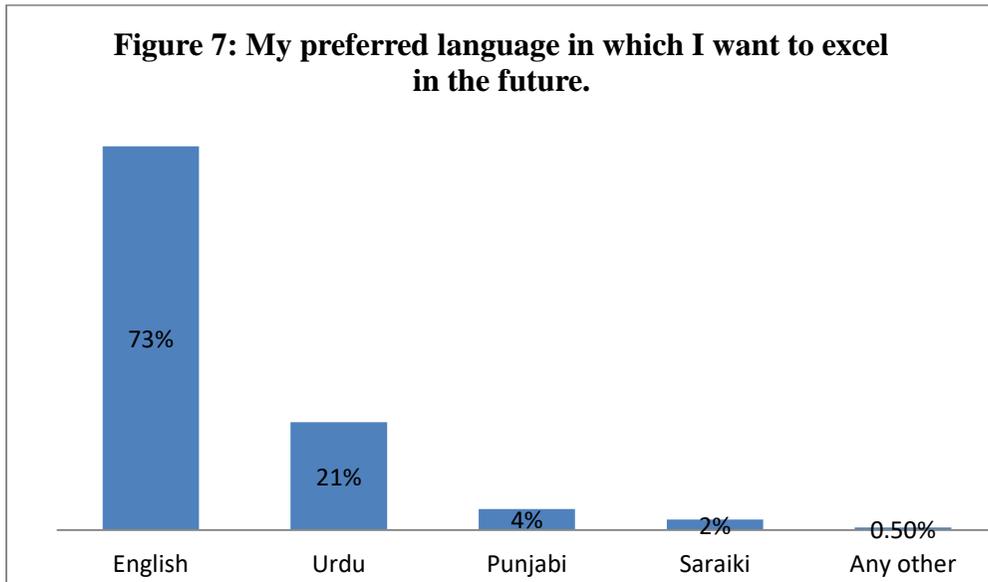
3.3.1 Approach regarding learning of different languages in Multan city

In the above charts and diagrams the use and approach of students regarding the all main dialects including English, Saraiki, Punjabi, Urdu and other is demonstrated. As it is mentioned in the first table that respondents use which dialect while being at home with the parents and other family members. In this, 0.5% students ticked that they use English while being at home. While 22.5% responders marked that, they use Urdu dialect homely conditions. 38% of responders use the Punjabi dialect while being at home and Saraiki is used 29% by the students or responders at home. Other than these dialects, 10% of the responders use other different dialects in their homely conditions.

In the above diagrams, it presents the understudies' inspiration regarding the acquiring of English dialect. In this study, the parents and the participants are highly motivated concerning the acquiring of English dialect. One can see the approach of

students of the city of Multan regarding the English dialect. According to the diagram, the students marked 73% that they want to learn English for their future while 21% of the responders are of the view that the Urdu language is their desirable language for future. From this diagram one can assess that the most desirable and popular language of the students of Multan city is English language. Only 4% responders chose the Punjabi language and 2% Saraiki while 0.50% students marked their mother tongue.

Figure 8: Language used at home
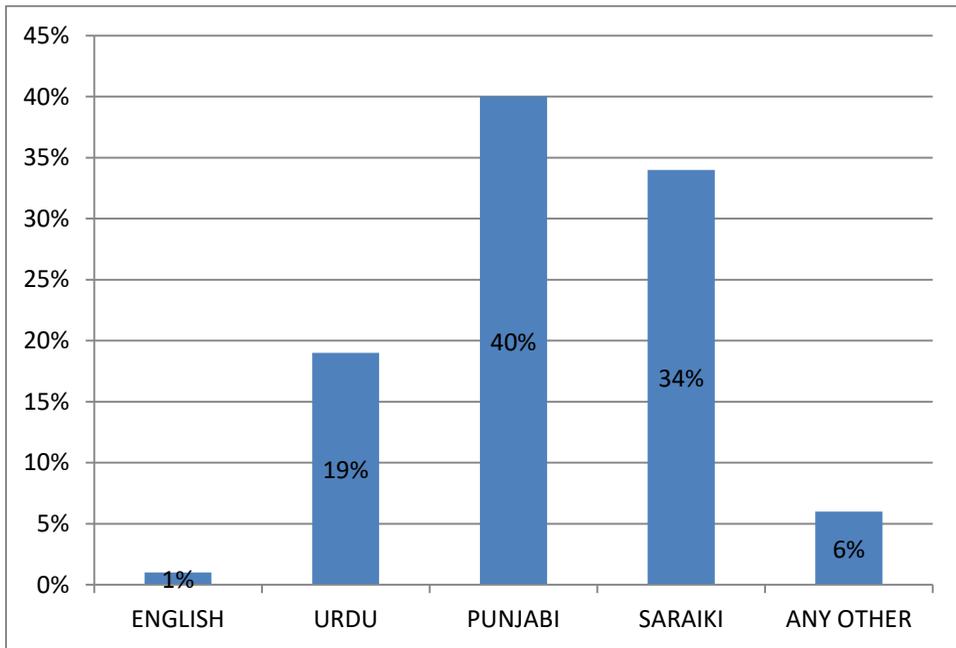
The language used by the students at home is demonstrated in the above diagram. A very few students of high and elite class people who speak English in the city of Multan while being at home. Only 2 students marked that they use English language at home that is only 1%. On the other hand, Punjabi dialect is used 40% by the participants in homely condition. From this study, it is very clear that the people use and prefer their mother tongue while being at home because they feel comfortable. Urdu the national dialect of the country is used 19% of the participants and Saraiki 34% while other minor dialects are used only 6%.

Figure 9: The favorite dialect of the participants at home
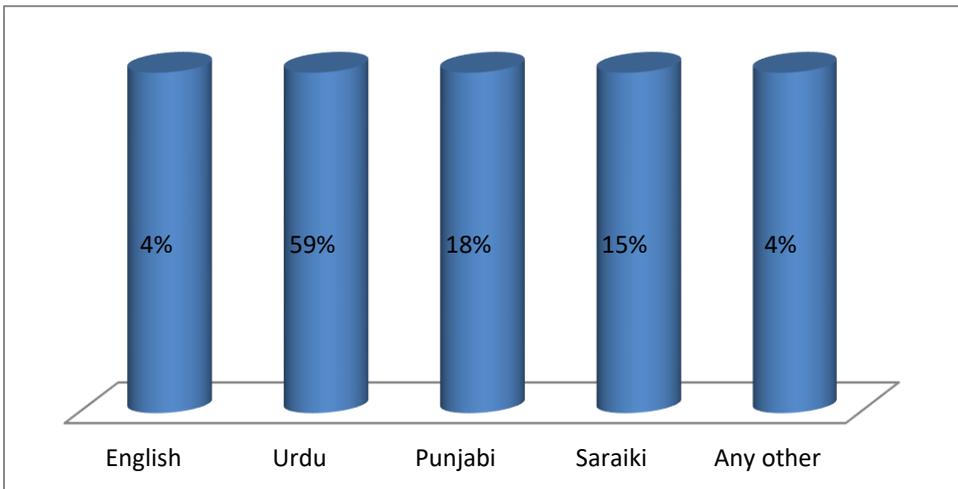
This Figure shows the preference of respondents about language.

Figure 10: The Encouragement of parents towards English
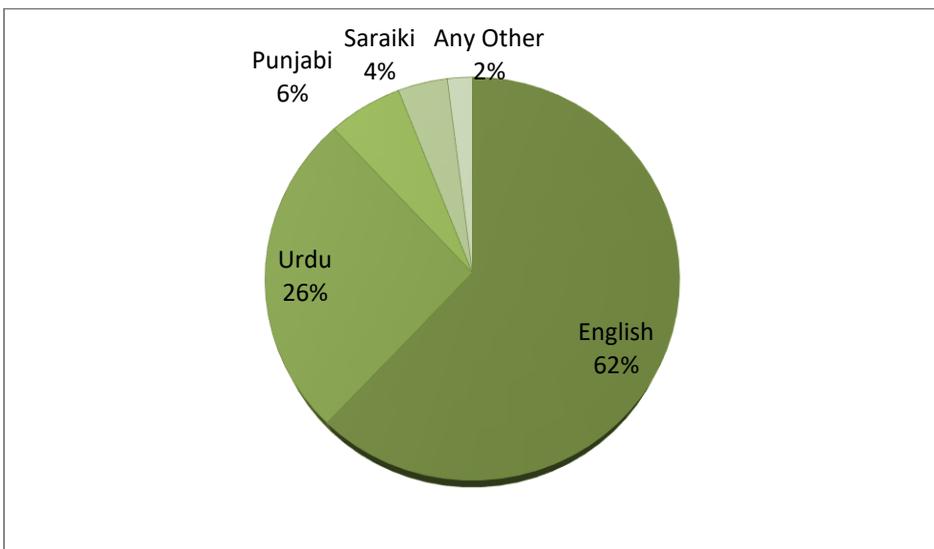
In this Figure, it is clearly indicated that the parents of participants are very conscious about the importance of English. They want their children to learn English language because they feel that it is the need of the hour or they feel that it is a modern and scientific language. 62% parents of the responders encourage the students to learn the English language while 26% favor and encourage the Urdu dialect.

3.3.2 Utilization of dialects in different fields

In this study the students and people living in the northern city of Punjab, they have to shift from Punjabi or Saraiki to Urdu dialect that is the national language of the country. Because of the demand and the situation of the language that should be used. This phenomenon is shown very clearly in this study through diagrams and charts given with explanations. From this study it is very obvious that the responders shift gears between dialects and chose according to the places while being at home they mostly use their heritage languages or mother tongue. It is also observed that many families use Urdu dialect during homely conditions and from there on, they shift from Urdu to English as well depending upon the different given situations.

It is also observed in this study that people those clients and surroundings are well educated and those group of people can only understand Urdu or English dialect so these people have to adjust according to the situations. These people use one language at home other with the colleagues and another with their clients. Same is the case with other group of people who use mother tongue at home while Saraiki or Punjabi in bazaar like with grocers or at cloth shop and they have to use Urdu dialect in educational institutes or in the office and they also utilize English when the need arises.

3.3.3 The preferred and popular dialects

At the point when asked what dialects the students might want to have the capacity to talk easily, (established) mother tongue and Urdu were a prominent decision. It be because of cultural and national identity motives. When a question was asked from, the students about the popular and the desirable or preferred dialect that they want to continue in the future. The outcome of the inquiry is given in shape of diagram.

Figure 11: Popular dialect
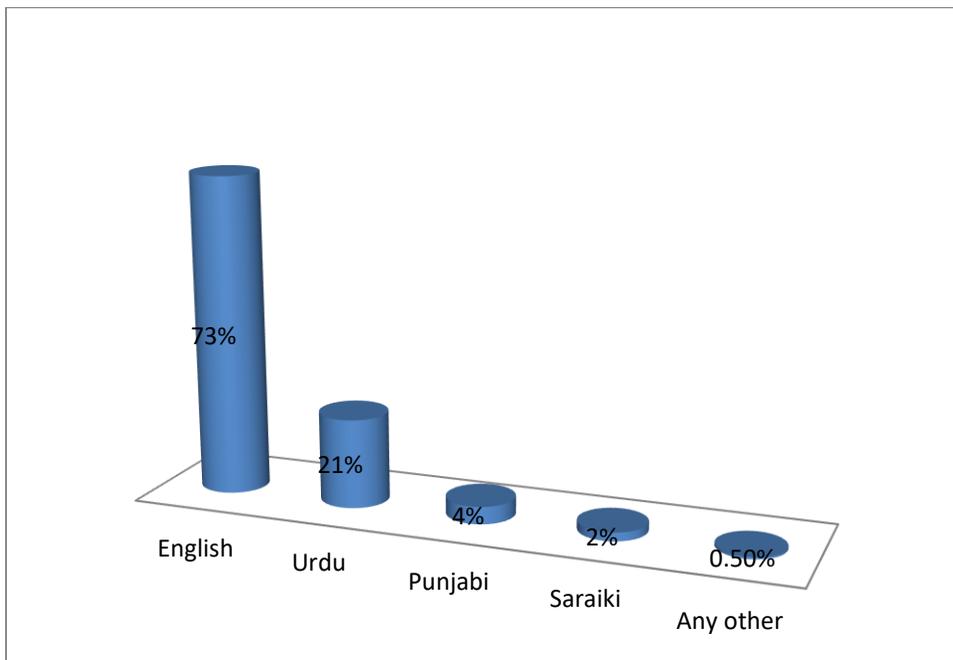
In this diagram, it is obvious that the preferred popular dialect of the students is English. In this the students marked 73% that they want to learn English for their future while 21% of the responders are of the view that the Urdu language

is their desirable language for future. From this diagram one can assess that the most desirable and popular language of the students of Multan city is English language. Only 4% responders chose the Punjabi language and 2% Saraiki while 0.50% students marked their mother tongue. It is very clear that the most of the students are willing to excel in English as they feel that this is language of science and technology.

4.CONCLUSIONS

From the above discussion we come to the conclusion that parents and children are preferred to learned English language because it is the language of science and technology and without having command over it one can hardly learn cutting edge scientific advancements and technological progress. This language is the medium of instruction in higher studies not only in Pakistan but all over the world. The person having poor knowledge of English language cannot get higher studies in Pakistani universities as well as in foreign educational institutions. Thus, proficiency in English is compulsory for advancement of human being.

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CONTRIBUTION OF AUTHORS AND CONFLICT OF INTEREST

This research work was carried out in collaboration between two authors.
Author 1: Suriya Kausar , is an M.Phil scholar at Department of English, Institute of Southern Punjab. She designed the study, collected and analyze data. she wrote first draft of the manuscript under the supervision of author 2

Author 2: Dr.Abdul Ghafoor Awan has two Ph.Ds.First in Economics from Islamia University of Bahawalpur-Pakistan and second in Business Administration from University of Sunderland, U.K. He contributed in this research paper by way of formatting, editing and giving final shape to the manuscript.

Both authors read the manuscript carefully and declared no conflict of interest with any person or institution