Language and communication patterns in Universities in Pakistan:

creating some sort of differentiation and division among people.

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Abstract

Language and communication patterns of different universities is what the paper aimed to explore and found answers to. Every country happens to have a distinct language culture which is represented by the majority of its population. Although, it is not possible to claim that University students form the largest chunk of Pakistan's population. Nonetheless, it would not be incorrect that these are the members of society who have been fully initiated in to the secondary level of language socialisation. They therefore, rightly depict the present-day association with language. The linguistic dilemma as faced by a country whose constitution declares that Urdu is the National language but, has several regional languages. On top of those indigenous tongues is English which, is propagated by the global need for its acceptance and to great extent by Elite of Pakistan. Hence, in this brewing hotpot of culture and linguistic heritage deciphering which language truly prevails becomes, an eminent question. The researchers have tried to provide insights and solution concerning the observation they have made regarding, the linguistic loophole in a multilingual society.

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With time, societies have progressed yet, have also become extremely complex. The importance of Education is immense and the need of attaining it has led to its rise. The growth of the institution of education has developed certain problems, one of which is social gap. Pakistan suffers at the hands of this widening social gap, where students are judged according to which institution they belong to: the elite or the non-elite.

The question remains that who determines whether an institution is elite or non-elite. It is in fact the, Pakistani educational system and the perceptions of the society which have led to this social problem. Certain factors like language and communication (studied in this research) have been used in the creation and the fuelling of this problem. Institutions with a grip over the imperial language and culture are favoured over the ones which do not. Judgement and categorization on the basis of this is wrong on numerous levels. Pakistani's will and do have a number of interpretations of the culture and its language and this is completely normal, for people cannot get rid of their own culture and language(s).

This research draws on the various reasons for this categorization of institutions and how it affects the society as a whole, and the individuals as the part of the global world. It is unfair to all of those students who try to pave way for themselves with dedication and hard work to be put down and not be given what they deserve, all because of a social construct. Pakistan needs to contain this situation and introduce a system which promotes equality.

Literature Review

(Hafiz Ahmed Bilal,Saima Mubashra,Farkhanda Akram,Adeel Shahzada, 2013)

The study looked at various speech patterns particularly focusing upon varying level of formality, manifesting themselves in CMC via social networking websites and mobile text

messages in Pakistani society. Previously post-colonial impressions upon the use of English language were vivid through highly formal use of vocabulary and in speech pattern. However, this phenomenon is changing now. This study emphasized on new linguistic variety in the form of SMS or internet language in multilingual society of Pakistan. Cultural and traditional communication style has also changed because of decrease in generation gap leading to a franker intra- generational communication. However, it is not a one-way process that social scene is shaping language; but is indeed a two-way procedure in which both parties are affected by each other. The new communication methods on which the study concentrated, are seen to have genuinely contributed towards redesigning social scenario specially the language patterns of the adolescents.

(Muhammad Islam, Martin Lamb, Gary Chambers, 2013)

This thesis presents a study of Pakistani undergraduate students' motivation to gain proficiency in English. This study has two primary aims; firstly, to analyze the usefulness of Dörnyei's model for describing the L2 motivation of a sample of Pakistani students, and secondly to capture other contextual and relational motivational factors which may be salient in this under-researched context. Many individuals are invigorated to build up a bicultural personality, allowing them to feel at home among family and companions in them neighborhood society and afterward have the capacity to universal settings among Individuals with various good, religious and social qualities. Indeed, even after freedom, this locale, particularly Pakistan, has been under the enormous political impact of the USA and UK that may have added to the spread of English here. In the shifted etymological texture of Pakistan, English has remained an essential, prevailing and the most prestigious dialect in Pakistani society since the formation of the nation. English is to a great extent the dialect utilized by the compelling individuals of Pakistan in the areas of common organization, military, business, media and training. English is normally seen to be an imperative

wellspring of picking up modernization, logical and innovative improvement, and financial headway for self-status.

(Hywel Coleman, Tony Capstick, 2012)

In Pakistan, the role of English is particularly complex. It is the language of government, the military and higher education. At the same time, it is the language of power and the language of an elite class that has dominated the country since its very independence. According to the report educational institutes fall in five categories Elite private institutions: these are majorly modelled on the British public school systems. Schools run by the armed forces, Government schools, non-elite English medium schools and lastly the Madrassas. The main finding of the paper was that a home-school language gap exists in almost every house hold. The home - school language gap may also mean that even if children are in school they are not learning much that is of value. According to the author "Neglecting indigenous languages, marginalizing the national language and privileging English carry with them risks for social cohesion. It therefore seems appropriate to consider what a comprehensive national language policy might look like."

Chen, G. M. (2012). The impact of new media on intercultural communication in global context. China Media Research, 8(2), 1-10.

This paper inspected the relationship between new media and intercultural correspondence in the worldwide setting. It contended that new media not just gives a space in which individuals of various societies can openly express their feelings and set up connections, however may likewise challenge the presence of human correspondence in intercultural settings on account of its particular attributes that are basically not at all like traditional media. With its concentration on intercultural association, this paper explained the effect of social values on new media, the effect of new media on social character, and the effect of new media on three parts of intercultural cooperation, in particular, intercultural

connections, intercultural exchange, and intercultural struggle. Two ramifications can be made in light of the depiction presented in the paper. In the first place, this paper just brings about the directional impact of social values on new media, new media on social personality, and new media on intercultural cooperation. It is conceivable that the relationship of new media and different factors examined in this paper can be shared. At the end of the day, for future research researchers can look at, for instance, the conceivable effect of new media on the development of new social values, the change of or rendering out of date old social qualities, and the effect of social character on the utilization of new media. In addition, notwithstanding the three classifications analyzed in this paper, the extent of the relationship between new media and intercultural correspondence can be extended to different topics, for example, the examination of co-social varieties in the utilization of new media to correspondence inside and crosswise over societies, the effect of new media on intercultural exchange, and the potential utilization of new media to determine intercultural clashes. lastly, on the grounds that the effect of new media on human culture is still in its underlying stages, the conceivable impact of new media on human correspondence said in the initial segment of this paper stays dynamic and still needs efficient reviews from researchers. Subsequently, the effect of new media on intercultural correspondence talked about in this paper is to a great extent bound to the old model of media capacities. The most effective method to open this impediment and move from the setting of conventional media to new media remains an extraordinary test for researchers to see in this line of research.

RESEARCH QUESTIONS:

Primary Question

Q. What are the language and communication patterns in the universities in Pakistan?

Subsidiary Questions

Q.1 Which social and environmental factors of the university affect the language development?

Q.2 What are the linguistic characteristics and how they affect the social and academic growth?

Q.3 How does the linguistic behaviour and the attitude towards different languages have shaped?

Q.4 What differences can be found in elite and non-elite universities?

Q.5 How do the communicative patterns of university students affect their future socio-economic prospects?

METHODOLOGY:

The following research was based on ruling out the impact and effects of language and communication patterns present in universities. Idealistically language and communication patterns build up the pedestals of a society, which beings hugely from the academic institutions. Therefore, the research in particular focuses on universities. The research undertaken was divided into two parts, the primary research and secondary research. The primary research consists of a survey questionnaire and personal interviews. The secondary research was conducted from different online resources, research papers, journals and articles.

An online questionnaire was floated throughout Lahore, Pakistan among 40 university students. This included students from both public (government) and private universities. An equal representation from both classified universities were chosen for accurate and unbiased findings. The questionnaire consisted of a total, 16 questions mostly close ended multiple choice and one open-ended, rate scale question. There were structured interviews and were conducted in person, with nine questions. The focus was on interviewing a

representative/authority of the academic sector and its affectees. Therefore, one interview was taken from an authority, Hurria Ishfaq, who has been affiliated with prestigious institutions in Pakistan for the past 20 years as a lecturer and is presently, the department in charge of English for a local School and two from affectees, one from LUMS, Lahore University of Management Sciences a private institution while the other from PU, University of Punjab a government institution. Each individual aided the research by adding his/her insight. The questionnaires conducted, were formulated into different graphs and tables for further clarity, which are exhibited in Appendix(es).

From the secondary research, credible material was collected for references. This helped the research towards an immaculate insight of language and communication patterns in universities. Both the primary and secondary research hand in hand helped to form new findings and draw an authentic conclusion for the justification of the impact and effects occurring due to language and communication patterns, drawing attention to a better understanding and background.

Which social and environmental factors of the university affect the language development? **Bilal Sarwar**

The education system in Pakistan is divided into two broad categories before a student starts attending university. First, the matriculation and intermediate version backed by Board of Intermediate and secondary Education (BISE) and second being the "O Levels" and "A levels", backed by Cambridge International Examination. This point onwards, the education provided in universities is same for all the students regardless of the fact that they were form Cambridge board or the Pakistan board.

This is where the language segregation within Universities start. The universities that are comprised of the majority students from Pakistan Board of education is more likely to

develop a communication culture in Urdu. The instructors would prepare their lectures in English but would be using Urdu as the vocal medium in order to make a greater impact and for better comprehension of the content by students. Also while the students are communicating amongst themselves they still prefer to speak in Urdu compared to English. Similarly, in a university where the majority of the students are from the Cambridge or some other foreign board the communication culture in their university would be more inclined towards English. The lecturers, would not only give their lectures in English but would also prefer to explain and give example in English. This was also eminent from our secondary research as 60% (Appendix B1, Q18) of the respondents wanted their lectures to be delivered in English while only 35% opted for Urdu as the medium of discourse for lectures. However despite of this segregation and language differences, it was observed that the majority of the respondents, i.e. 80% (Appendix B1, Q12) believed that our education system is playing an important role in the promotion and upward shift of English language compared to other languages.

Moving on, the majority of the respondents i.e. 85% (Appendix B1, Q10) believed that their choice of language to communicate did affect the impact of what they were trying to say. Here with respect to the prestigious and normal institutions the trend developed was that Urdu was the widely understood and considered a more significant language for effective communication and a meaningful feedback compared to English or some other language. Our survey affirms to this very strongly as only 20%, 10 respondents chose English as the language they preferred to choose wile socializing compared to 72.5%, respondents (Appendix B1, Q4) who preferred Urdu language as a utility at their disposal for better impact of what they had to say.

Despite the fact that majority of the respondents preferred Urdu as a preferred language for socializing, it was observed that 57.5% respondents (Appendix B1, Q17, Appendix B2, Q4)

were of the opinion that they would prefer to socialize in English at public gatherings and platforms because it was a status symbol and it casted a good impression about them as individuals. This opinion was undoubtedly proved true when through the research it was observed that 55% of the respondents (Appendix B1,Q13, Appendix B2, Q7, Q5) believed that being a fluent English speaker and having strong communication skills in English provided them with better opportunities in life compared to those who are not much proficient in the English Language.

Another important factor for the development of a particular language in an institution was the social circle to which individuals are connected. In elite institutions where the majority of the students are from strong social and elite backgrounds the students did consider English language as a status quo and were conscious enough to talk in English only. (Appendix B2, Q9, E2) It was observed that the students from LUMS had a better acceptance and personality compared to student from Punjab University as 52.5% agreed to the question that said if the communication style of a student from LUMS was preferred over a PU student. (Appendix B1, Q16, Appendix B2, Q5, E1).

Coming to the interviews it was observed that all the respondents were actually agreeing with the fact that language is a determinant of a person's socio economic prospects (Appendix B2, Q4) and that to produce better persons, the universities promote English which is considered as standardized language having a global prestige and value associated to it.

What are the linguistic characteristics and how they affect the social and academic growth? **Ayesha Majid**

Linguistic Characteristics is a very broad term; it includes phonetics, phonology, morphology, syntax, semantics, and pragmatics of the language. It also includes language features like register, style, dialect, jargon, idiomatic expressions etc.

Pakistan is a multilingual and multicultural country; combined on the grounds of religion. Almost 72 languages are spoken in Pakistan with 6 major regional languages and English held at the highest esteem. Urdu is the national language of Pakistan and was given this status as a symbol of national unity in the multilingual society of Pakistan after its creation in 1947. Different levels of linguistic patterns are developed by students depending on their educational background. This was acknowledged by one of our interviewee as well "A remarkable barrier is created by language differences amongst students of the same level coming from different universities. For instance, if students from somewhere like LUMS and PU or any other government sector university were travelling on the same bus. The later would feel a certain level of inferiority complex if other started conversing in fluent English in front of them." (Appendix A9, E2)

Language plays a vital role in social growth and development of an adolescent living in Pakistan. To be part of the top notch of Pakistan proficiency in English language is essential. It is the socioeconomic vitality and prestigious status of the powerful English speaking community in Pakistan that inspires a sizeable majority of young students to learn this language, in lure of enhancing their future prospectus. The role of English was acknowledged by our respondents as well, as 80% of the respondents said that different languages have different impact while communicating and the same amount claimed that choice of language to communicate affects the impact of what you are trying to say (Appendix B5, B6 & B10). Using English as a mode of communication not only strengthens the stance of the speaker but also has a more positive impact on listeners as compared to its impact if made in any other local language. It was further observed that in both scenarios' using English gives us an upper hand as the person is assumed to be more well erudite then an Urdu speaker.

Talking about academic growth in universities in Pakistan eloquence in English language is used as a yard stick for one's educational background and standing in society. Our education

system has played a vital role in making English more prestigious through its code of conduct, and by linking's one academic growth with his grasp over English language especially in affluent schools, colleges and universities. Sadly, this legacy doesn't end with the educational career of a student but goes into the professional world as well. Offices hiring students from private universities use English as their working discourse as these new recruits are thought to be fluent in English language and are expected to be better educated than those belonging to government run universities. At present, English medium has become 'synonymous with a quality education' hence symbolic value of English has prompted bourgeoning of English medium schools in Pakistan. "Pakistan has inherited an English-language base for higher education from colonial days and on that basis clearly dominated the market in professional careers in the Gulf countries during the 1970s and 1980s." (Waseem, Underdevelopment of social sciences in Pakistan, 2001)

Because of this persistent phenomenon not only knowing English language has become essential for a university student but to attain a high status among his peers he ought to know literary vocabulary of at least one English dialect to validate himself as a theta.

Even in our questionnaire majority of the people agreed that people with different ways of communication don't have the same opportunities as those that are available for people who have adopted the elite patterns of communication.

Private universities in Pakistan recklessly follow the Western standards and ethics of educational institutions; it, therefore, produces men and women given to emulation of Western standards, instead of original contribution to knowledge. Thus when these students graduate from their limited number of universities they end up making a separate social-economic group aloof from the mainstream Pakistani generation of theirs. Over the time they have converted their minority into an edge over graduated from government universities and hence immediately after graduation get much well-paid jobs as compared to their counter

parts from government universities. In creation of this edge both the students and the university have played intelligently.

Now it is a norm for private universities to polish English linguistic discourse of its students and develop their skills in such a way that they stand at par with graduates from foreign universities. Future English-users are seen with a desire for the socioeconomic development, internal harmony and the international reputation of their country in a challenging global context. Overall, the study presented a combination of personal and relational factors strongly affects participants' L2 learning motivation specially in case of English. This psyche was highlighted by Martin Lamb in his research paper L2 Motivational Self System and Relational Factors.

Linguistic characteristics possessed by a student plays a vital role in a student's success in his academic, co-curricular and social standing. In Pakistani society students from private universities are automatically assumed to be multilinguals having grasp over both English and Urdu languages and knowing at least one or more local/ foreign language apart from the ones mentioned earlier. This criterion over the years has affected the brain development of the upcoming students getting prepared to be enrolled in one of the prestigious universities. Luckily, the effect is positive as indicated by one study that learning more than one language in primary ages of a child promotes healthy growth of the child's brain.

How does the linguistic behaviour and the attitude towards different languages have shaped?   **Intsab Sahi**

Attitude towards a particular language does not change overnight. In case of Pakistani society, the problem is far deep rooted than often assumed. However, this is not an issue faced only by this particular society but, several others. To be more accurate most societies which were once, colonized by the British. The colonizers brought with them their language and what has been referred to as the 'White-Man's Burden.' This implied that any indigenous

qualities such as language and culture were to be eradicated of otherwise, thrown into an undeniable confusion so then a certain level of expectation could be built for inculcation of the English language.

The issue has been highlighted majorly in literature which, again is often put down in English. Works of writers such as Hanif Qureshi and other books such as The White Mughals highlight the notion.

Indo-Pak subcontinent has thus been left divided along its territorial boundaries but, also linguistic ones as a result of decolonization. The research and especially, one on one interviews revealed that many people have since, accepted the language dilemma but, adopting the foreign brought culture of English Language. The reason being rather simple – the master-slave relationship has embedded the superiority of the Master's language into the minds of the once subordinated community.

It was not solely what happened during the past as a colony to the society which has led to a shift towards the language preference based on the position of it. Language Imperialism of present day can as much be blamed for the language hotchpotch so commonly observable today. Until, 1970's the world was still bipolar with the United States and USSR fighting it out for the top slot. However, it is only after the fall of the USSR that US has risen to the pinnacle alone as the most powerful political, 'English' speaking entity of the world.

In case of colonization there was at least something positive which, could be drawn in form of positive, tangible advances. Such as the railway system, education and sciences. Albeit, they are remnants of an English imposed system but, more so in a language that symbolized the power holders of the time. In Imperialism on the other hand positive outcomes are nothing but, simply a farcical reality never achievable. Hence, come concepts such a McDonalization. This denotes that by bringing a particular 'food' culture the western superpower has brought along it language which, has become a continuous refrain today.

This shows how crutches of 'English' language have been closing upon the Urdu speaking or Punjabi speaking society of Punjab, Pakistan.

The research shows that participants understand that English is the need of the hour almost in all cases. However, approximately 40% feel that there has been are growing biases and at times dissatisfaction towards local language. The reason being the English help satisfy pseudo 'egotisms' of commoners who are trying to achieve a position in the power-hungry world of English mongers. Nonetheless, it would be too harsh to suggest that English is the only reputed mark of civilization in the multilingual society of Pakistan. One vivid example from present day is the Public outcry over an idiotic step taken by a local posh-school. The school managed to refer to Punjabi as a foul language. The reaction ageist the statement was certainly strong but, it almost seems like a spray of rain in long drought ridden desert of National language. However, it cannot be seen as enough. The language of any country requires a lot more active effort. The system of education in play is presently, ensuring that the regions languages take a backseat. In local education system, everything is meant to be wrote learned without and clear emphasis on linguistic development. On the other end of hierarchy there is the Cambridge induced system which treats Urdu and English both as L2. Therefore, throwing all parties in confusion as regards status of any language in this community. There are not many avenues to be explored and this is not only linked to education system alone. Society as a whole could be held responsible for not sustaining its linguistic identity. It is only in the articles of commenters such as Zia Mohhiudiin that the romantic association with the language bearers such As Iqbal are drawn. Not active effort has been made to take the local languages a step further. Often, we lack modern poets or writers and other intellectual who can be found writing in Urdu if not, some regional language. The intelligence of a society shapes its linguistic ideology. However, presently, the very trend

setting group is relying on English. Hence, stating the significance of following English language in the vague.

The West has already experienced the phase of post-modernity. The phase entails innumerable choice options. We as a society are moving towards the phase of postmodern reality where there would be 'no universal truths' as the postmodernists believe. This means that identity of all kinds one being the linguistic identity all become muddled up. In order to decide which element to pick and adopt the society would become even more confused. Postmodernity all represents experimentation of all sort. Perhaps, this would give rise to a positive outlook towards regional languages which can then be mixed with the more modern ideas and then used a new combination of different yet flavourful contemporary notion. Whatever, the future holds for language development and especially, regional linguistic cultures appreciation there is no doubt that the country is in a phase of transition. On one hand where the Elitist English dream seems to be at it full force sapling of National identity is sprouting whether, in form of fusion music or food even fashion. Possibilities exist for linguistic identity to become more nation-centric but, presently English seems to be the norm.

Q. What differences can be found in elite and non-elite universities?   Amnah Ansari

The division between elite and non- elite universities is distinctly common all over Pakistan. This unfortunate division begins with segregation of the education systems into two extremes, the privatized and government education sector. These systems have set out their own rules and regulations, without the consideration of the student's development. Private universities take influence from the western ideology while the public universities follow the basic Pakistani procedures. This becomes the basis of difference between both the types with the whole notion of elite and non-elite. The language and communication patterns have created certain stereotypes, that has elevated the persona of using English language. Though

English language is considered to be the language used worldwide, but rendering upon secondary research it has aspired the education systems aims to consider it as L1, i.e. the native language. This causes a dissection among the language and communication patterns in universities. It was of significant interest that whether the elite and non-elite universities are causing the Globish alienation with in their student body. The primary research conducted revealed the impact and effects of the educational split. According to the results of the questionnaire (appendix B1), from a sample size of 40 participants, 22 students from elite and 18 students from non-elite universities filled the floated questionnaire. This indicated one of the very first differences, that students belonging to elite universities tend to be more focally aware and participating towards social interactions. Students from the non-elite universities hesitate in speaking out or participating in social activities because they feel inferior and not up to the standards. This may be due to the language and communication pattern barriers, that were further revealed. As the students were questioned about which language do they prefer while socializing 72.5% selected Urdu while, 20% selected English, this indicates that there is not a barrier among students themselves as they are comfortable communicating in L1, but the system has forced upon the implementation of English Language. Because the respondents believe with a majority of 82.5% that our education system has a role in making English more prestigious to be used formally through its code of conduct. The students tend to be in turmoil due to this, as they socialize with in their comfort zone with their native language but are imposed to acquire societal acceptance and upward mobility with the use of English.

It can be profoundly deviated that the education system has compressed the perception of students. This came to notice when a direct question was asked in relevance to understand the student's perception that, if the language and communication style adopted by students of LUMS is preferred over the style adopted by the students of PU. The results were diverse,

yet exposing the flux among the students, 52.5% favoured the language and communication style adopted by the students of LUMS, 12.5% disfavoured and 35% selected the option "Don't Know" signifying their confusion or denial to express true feelings. Interestingly what the students didn't acknowledge was that though the universities belong to the categorized versions of institutions on the bases of being private and public, they both belong to the most well-to know prestigious institution in Pakistan in one way or another. This is the aggravated stereotypical biases behaviour, misleading perception and confusion of who is superior or inferior on the bases of language and communication styles, which are created by no outsiders but our very own academic systems and authorities. The 35% is not to be considered as a minority, because this confounding minority are the casualty hanging in between the line of social classes. In relevance to this majority of the students also believe that, one uses English language in public just because it creates a good impression, sadly this implies to the hopelessness of the society. The society is formed with integrated patterns of human behaviour that include customs, beliefs, values, actions, thoughts, and language and communication above all, which our society is lacking behind according to the research.

It is factual that both the elite and non-elite universities have found ways to empower and adequate themselves with mutual preferences such as that of the texts and lectures to be delivered in English, but even then, a subsequently good number of students believe that they adapt and acquire better in their L1. According to the interviews (appendix B2), both the authority/contributor and affectees believe that the institutions and society together are accountable of the language and communication disparity. The interviews again suggest that people are looked down upon in society if they are unable to converse in English effectively, and this remains the product of the division of institutions into elite and non-elite. The labelling, itself develops unconscious inferiority and superiority complex among the society which results in damaged personalities along with the overall effect on the society.

Furthermore, the research has also revealed that elite university students tend to be well adequate at speech of all sorts academic discussions or socialization, whereas the non-elite students prevail at textual and written adequacy.

Institutions form the identity of individuals in a society and so does language. Hence institutions can be marked as the rational identity, that negotiates and differs from moment to moment depending on the situation, whereas language is the personal identity that is not learnt or imposed and it should not be used to classify or label individuals.

How do the communication patterns of university students affect their future socio-economic prospects?   Ifraah Rehan Malik

English is lingua franca; it is the language of the global world. Since the early years of a child's education, the medium preferred in the process is English. It has become a necessity to adopt this language in order to progress not only in your own region, but globally. It is measured as the sign of victory, authority, and social supremacy. Many Pakistani's face problems at the hands of language for this reason. The ones who do not come from elite or well-to-do backgrounds: the working class and the rural class, who are in the race of success find it hard to attain their goals because of lack of fluency in English. If people from such backgrounds have managed a reasonable education but the grip on English is less, the education stands nowhere. The student who knows English will be more efficient in his job because he can use the information from foreign sources and web sites automatically making him rise high in academia. He can prepare his assignments and tasks with the help of this information. Grammar and other rules come in the way quite later, the first barrier is the way you speak. Private co-operations look for the quality and status of which English is an agent. These jobs involve international communication and world wide data sharing. People working in international companies have to be familiar with English in order to communicate with foreign workers. This being the case, individuals with a fine record of academia but lack

of fluency in English find it hard to attain jobs in such co-operations and in if any case they are successful, they find it hard to progress in the internal hierarchy. There have also been instances where a person is not deserving of a position in terms of the curriculum vitae yet is lucky of attaining it on the basis of good, fluent English.

It is a proven fact that many international students believe that by studying abroad (UK, Canada, USA) they will be able to achieve not only the qualification for which they have enrolled but also an improved degree of competence in English and therefore have better future socio-economic prospects, a sort of an edge in comparison to other students who did not have the opportunity. According to the results of the questionnaire (appendix B1)**,** it is established that Urdu, the language of Pakistan, is the preferred social language. Despite this, the race in the official world makes English a necessity for every individual. 82.5% of the respondents agree that our education system has a role in making English more prestigious, especially for formal use. The internalization of this language and the prospects of success and acceptance attached to it starts at a very young age from the initial years of school. 85% of the respondents agree that their choice of language affects the impact of what they are trying to say. In the light of this result particularly, the people who do not have a grip over English are judged, underestimated and overlooked. Language remains a big determinant of upward mobility. Individuals who know the language have better chances of improving their living status. 80% of the respondents agree with this. The language used by an individual, to some extent, determines their status and background. So, if a person doesn't have a grip on English, he is looked down upon. 12.5% strongly agree and 30% agree with this notion while around 50% disagree with it. It is indeed proved with 52.5% of the respondents agreeing to the fact that the communication style adopted by students of LUMS is preferred over the style adopted by the students of PU. The prospects of such students in terms of jobs in multi-corporations remain inclined towards the communication pattern style as that of students of

LUMS. 57.5% of the respondents would prefer to communicate in English in public because it creates a good impression. 60% of the respondents would prefer English to be the medium of instruction. English is indeed the language of success.

The results from the interviews (appendix B2) drew similar results in favour of the research. It was established that the institute of education works as an agent of the imperial language. English is internalized from school and becomes a part of people's lives eventually. Pakistanis face the dilemma of multilingualism as English has become important in the official life. Knowing English has become a necessity to the extent that it now determines success in terms of a person's socio-economic prospects in life. Language reveals background experience and determines an individual's standing and their prospects. Education and other factors do come into account when considering a person's prospects eventually so does English. All the interviewees agreed that people have faced difficulties due to lack of proficiency in English language. Be it a mindset created by the society, the notion indeed exists. The language difference creates a whole social gap by determining the elite and the non-elite. In terms of educational institutions, the inclination is towards LUMS more than PU. The prospects differ according to these results with the elite having the lead.

A persons social and economic standing is to a great extent determined through their way of communication. The prospects rely upon their background. Opportunities are more open for those who have a grip over the imperial language. English not being the National language of Pakistani, Pakistanis find it hard to master the foreign language. A gap is created in the society on the basis of communication styles which has been infiltrated into educational institutions too. Even getting into a prestigious institution involves an individual's grip on English.

Conclusion:

The impact of the British through colonization and then the rise of globalization has lead to the dominance of English language and through it the western culture. Pakistan remains a multi-lingual country where people know at least two languages, their mother tongue and the national language Urdu, and the third being the official language, English. Therefore, different linguistic patterns are developed by people depending upon their background and education. A certain type of prestige is associated with institutions which marks them as elite (private) or non-elite (public). This prestige draws upon the communicative patterns adopted by the students from both categories as they determine the level of grip on English and association with the western culture. Pakistani's cannot perfect English for it is not their native language, for this reason a lot of different communicative patterns have emerged and sadly, these patterns determine a person's status, background, class, social and economic standing. Those who have a grip on the language are categorized as the elites and those who don't as the non-elites. The elite institution which follow the western culture and have a hold over English as consider to be prestigious. The non-elite institutions fall behind because of their weak hold on English. Students in these institutions get marked accordingly. Social class and other notions are attached with both categories too. These characteristics label institutions and students. On the basis of language and communication patterns, the universities are creating a social gap within the Pakistani society. An overall perception towards the society has changed due to division in educational systems. In the long run, these factors ultimately affect a person's future socio-economic prospects. Their success or failure, their social standing, their economic prospects and their scope of opportunities are all determined by these factors.

Recommendations:

This notion of elite and non-elite is a social construct. This is purely the result of human attitude and perception, and is nothing but unreal. English is the global language and the

western culture is the imperial culture. We must accept and to some extent use the language and adopt the culture to keep up in the global world. English is not the Pakistani language and therefore Pakistanis cannot perfect it. Variations due to this should not be used to create gaps within the society by attaching certain attributes of a person's socio-economic status with their language. A person who on surface does not know English fluently and comes from a less prestigious institution, for instance a government college, may be extremely talented and intelligent. Thus, the need of the hour is to introduce a single, efficient educational pattern for all institutions to follow. This would create equal grounds for everybody and subsequently omit all social labels from the institute of education.

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Appendix A1

Questionnaire:

Language and communication patterns in universities

The questionnaire aims to find out the language patterns that exist in our Institutions and how they are impacting our society.

* Required

What is your age? *

Your answer

Gender *

○ Male

○ Female

What is the name of your University? *

Your answer

When socializing, which language do you prefer to use? *

○ Urdu

○ Punjabi

○ English

○ Other (specify) _____

Do you think different languages have different impact while communicating? *

○ Yes

○ No

○ Maybe

Do you agree that language effects an individual's perception? *

○ Yes

○ No

○ Sometimes

Would you be comfortable to work with an opposite gender in a group project? *

○ Yes

○ No

○ Sometimes

Does your choice for language use in a content depends upon it's vocabulary? *

○ Strongly agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Does our education system has a role in making English more prestigious to be used formally through its code of conduct? *

○ Yes

○ No

○ Maybe

Do you think your choice of language to communicate affects the impact of what you are trying to say? *

○ Yes

○ No

Does your social circle influence your choice of language to communicate? *

○ Yes

○ No

Does a person's way of communication determine their choices of upward mobility? *

○ Yes

○ No

Do people with different ways of communication have the same opportunities as those that are available for people who have adopted the elite patterns of communication? *

○ Yes

○ No

Is the language and communication style adopted by students of Lahore University Of Management and Sciences (LUMS) preferred over the style adopted by the students of Punjab University (PU)? *

○ Yes

○ No

○ Don't Know

You would use English language to communicate in public because *

○ You feel comfortable

○ It create's a good impression

○ It is a status symbol

Your language preference of lecture would be *

○ Urdu

○ Punjabi

○ English

○ Other (Specify) _____

Do you feel that language patterns are only linked to the social class of students? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you think people's attitude has changed towards regional languages due to inculcation of English medium mode into educational sector? *

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

English language is a symbol of high status *

	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Social class effects a students language and communication patterns	○	○	○	○	○
Language development is a subjective process of observations and is unrepresentative of socialclass	○	○	○	○	○
English language is associated only with the upper classes of society	○	○	○	○	○
English language facilitates western agenda of control over the rest of the world	○	○	○	○	○

SUBMIT

Never submit passwords through Google Forms.

Appendix A2

Interview questions:

Q1. Who drives the language patterns in an institute? Students or the institutions themselves? Comment.

Q2. English language and multilingualism are the need of the hour however, is it feasible to achieve this condition at the cost of National/Regional languages?

Q3. Who is responsible for creating language disparity, institutes or society?

Q4. Can language be a determinant of a person's socio economic prospects?

Q5. Do two members of society have same opportunities regardless, of different ways of communication?

Q6. Is multilingualism a rising issue for the city like ours?

Q7. Have you recently come across someone who has faced difficulties due to lack of proficiency in English language?

Q8. Sometimes Languages are used symbolically without any in depth provision for its

speaker. Do you have an experience where the surface level language has not done anything

like that at your work place?

Q9. Do you thing language differences create a barrier between Elite and Non-Elite
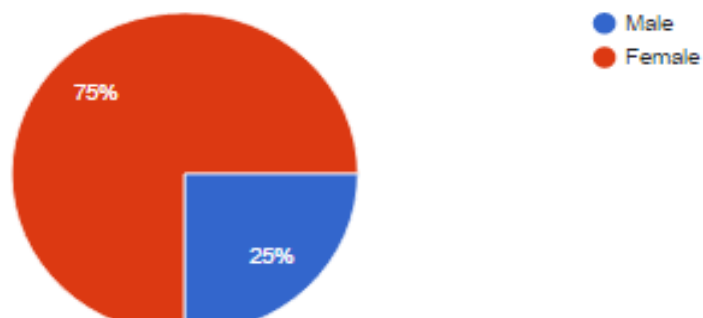
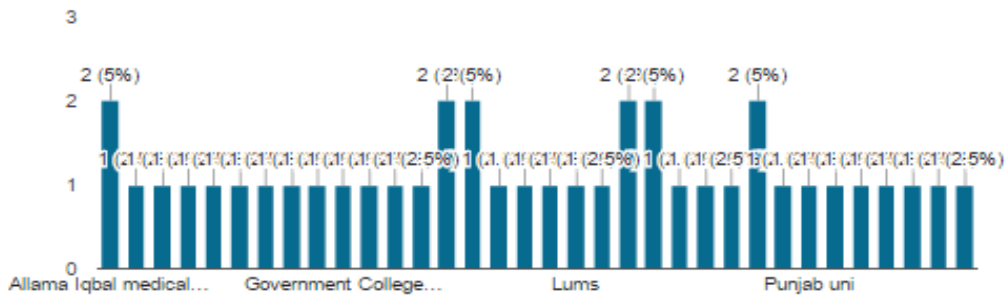universities?

Appendix B1

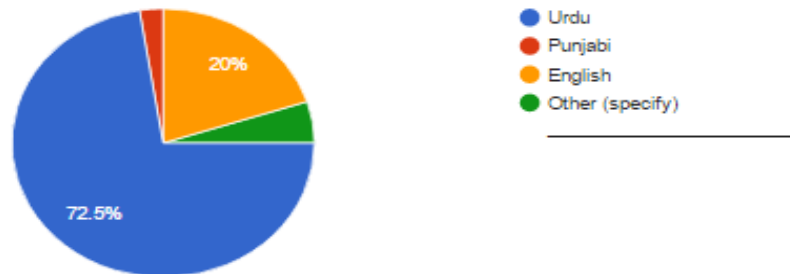**Questionnaire results:**

Q1) What is your age? (40 responses)
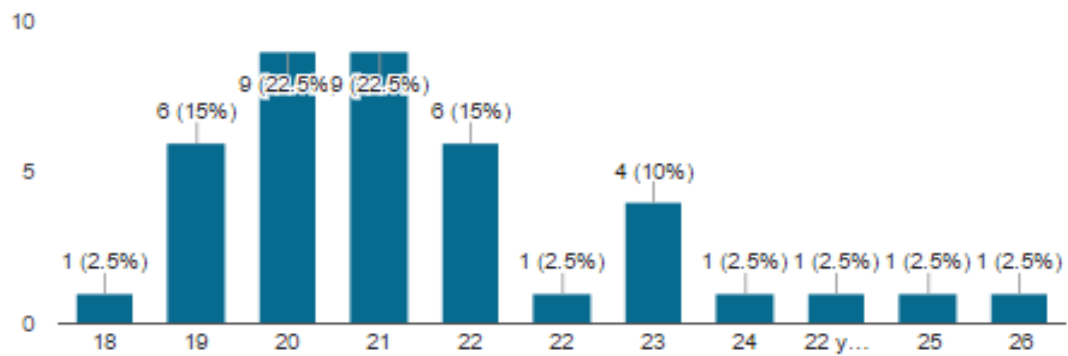
Q2) Gender (40 responses)

Q3) What is the name of your University? (40 responses)

Q4) When socializing, which language do you prefer to use? (40 responses)


- Urdu
- Punjabi
- English
- Other (specify)
  _____

72.5%
20%

Q5) Do you think different languages have different impact while communicating?
(40 responses)

- Yes
- No
- Maybe

82.5%
17.5%
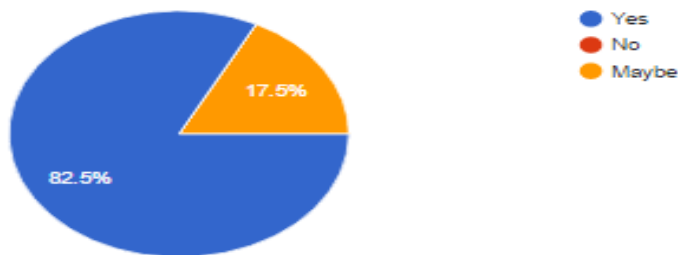
Q6) Do you agree that language effects an individual's perception? (40 responses)

- Yes
- No
- Sometimes

62.5%
10%
27.5%
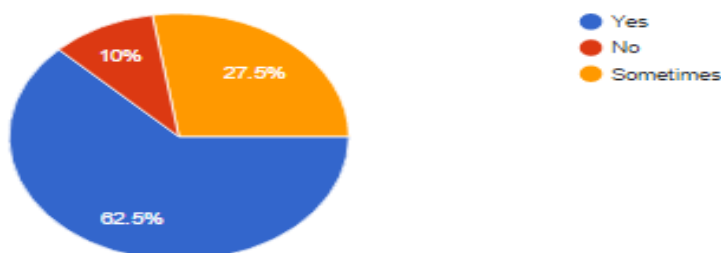
Q7) Would you be comfortable to work with an opposite gender in a group project?
(40 responses)

- Yes
- No
- Sometimes

12.5%

80%
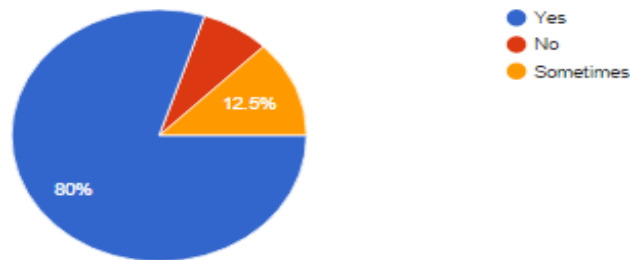
Q8) Does your choice for language use in a content depends upon it's vocabulary?
(40 responses)

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

22.5%

52.5%

25%
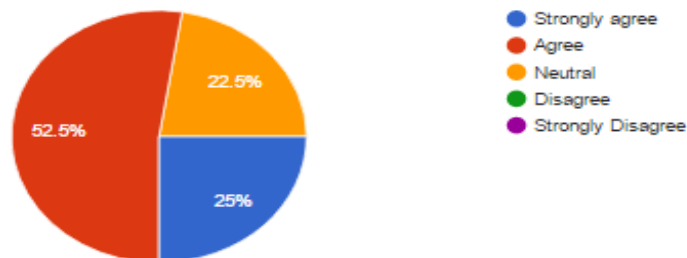
Q9) Does our education system has a role in making English more prestigious to be used formally through its code of conduct?
(40 responses)

- Yes
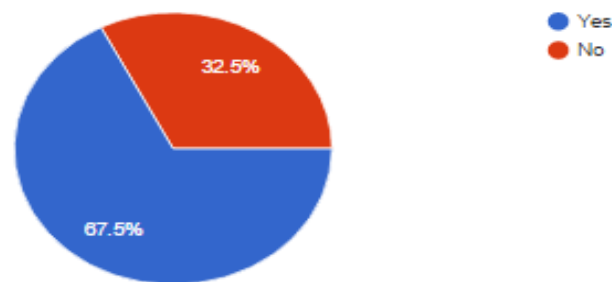- No
- Maybe

10%

82.5%
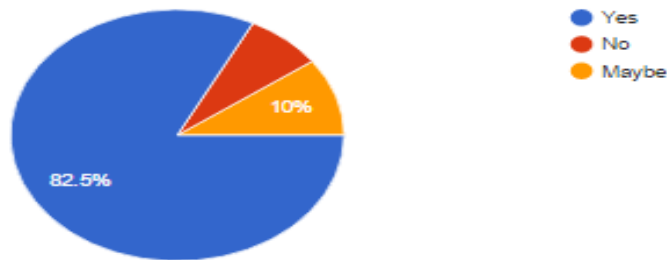
Q10) Do you think your choice of language to communicate affects the impact of what you are trying to say?
(40 responses)

- Yes
- No

15%

85%
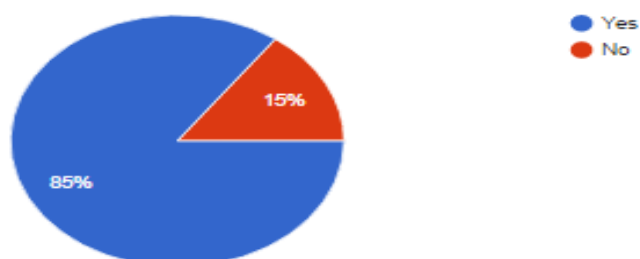
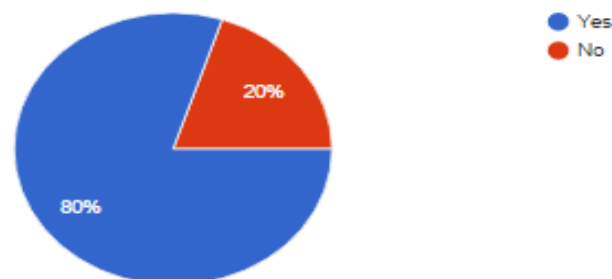Q11) Does your social circle influence your choice of language to communicate?
(40 responses)

- Yes
- No

32.5%

67.5%

Q12) Does a person's way of communication determine their choices of upward mobility?
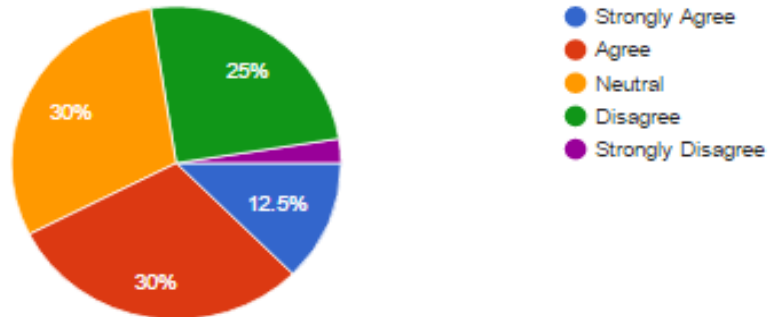(40 responses)

- Yes
- No

20%

80%

Q13) Do people with different ways of communication have the same opportunities as those that are available for people who have adopted the elite patterns of communication?
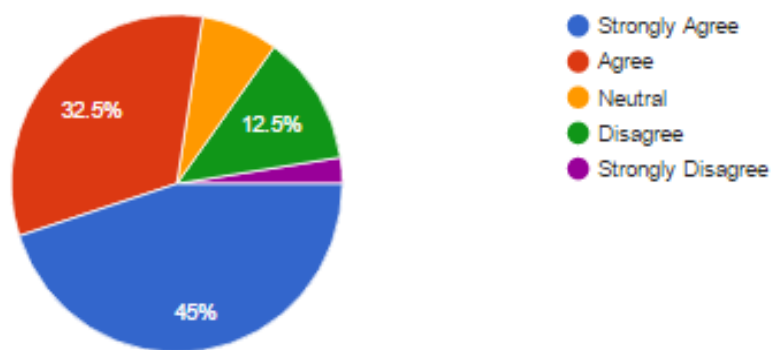(40 responses)

- Yes
- No

45%

55%
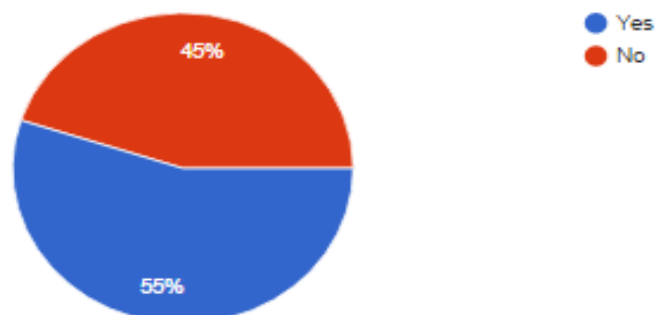
Q14) **Do you feel that language patterns are only linked to the social class of students?**

(40 responses)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q15) **Do you think people's attitude has changed towards regional languages due to inculcation of English medium mode into educational sector?**

(40 responses)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Q16) **Is the language and communication style adopted by students of Lahore University Of Management and Sciences (LUMS) preferred over the style adopted by the students of Punjab University (PU)?**

(40 responses)

- Yes
- No
- Don't Know
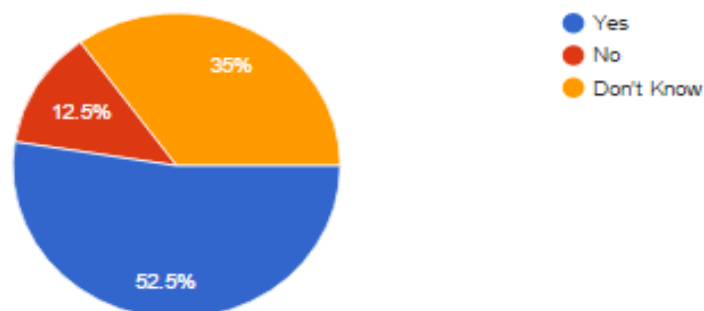
Q17) **You would use English language to communicate in public because**
(40 responses)

- You feel comfortable
- It create's a good impression
- It is a status symbol

57.5%

37.5%

Q18) **Your language preference of lecture would be** (40 responses)

- Urdu
- Punjabi
- English
- Other (Specify)
  _____

60%

35%

Q1. Who drives the language patterns in an institute? Students or the institutions themselves?

Q19) **English language is a symbol of high status**

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

Social class effects a students language...

Language development is a subjective process of observat...

English language is associated only with the upper classes...

English language facilitates w...
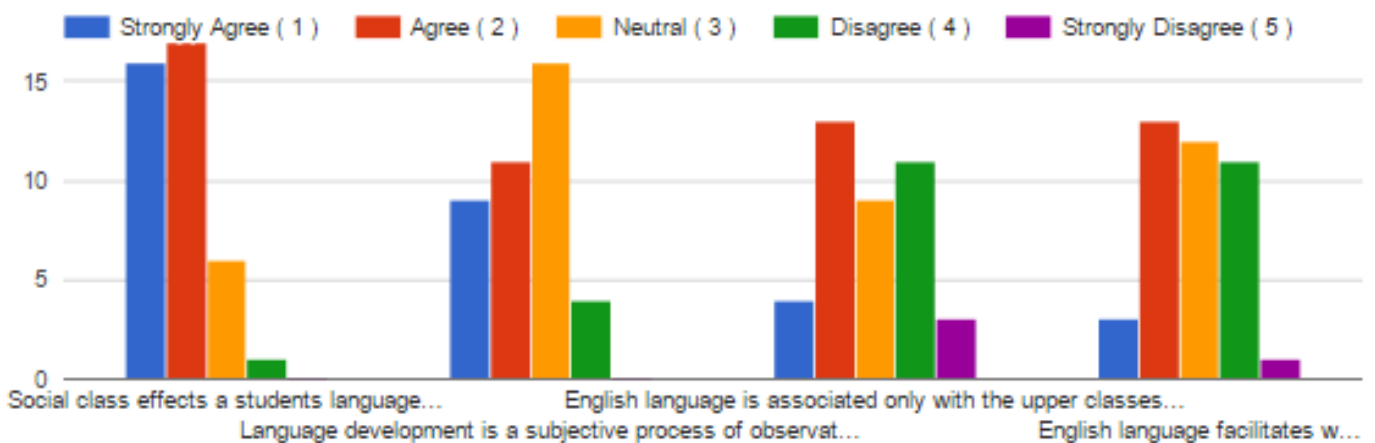
A. Leaving one's National language is nothing but, sheer stupidity. Nonetheless, I agree that

the language of our country has been losing its charm. But, there is nothing to worry about

since, institutes are not oblivious to the need for saving the linguistic heritage. However, we cannot be the sole propellers.

E1. Good question. No, it is not the question of feasibility or anything but, that we are culturally not accustomed to giving our National language the status is requires.

E2. English is the need of the hour. But, National languages should not be ignored. The should be a source of pride. Urdu is a really rich language which needs to be appreciated.

Q3. Who is responsible for creating language disparity, institutes or society?

A. Societies as whole institutes and all can be held responsible. But, so can the gullibility of individuals.

E1. The institutes and society. They are forwarding, circulating the same pro English agenda and thus creating two distinct poles. One being the English ridden the other completely bare of it.

E2. I would not choose but, a combination of both. There is a link and society plays a very pivotal in deciding for problems like these.

Q4. Can language be a determinant of a person's socio economic prospects?

A. Yes. It is. Language can be very revealing about a person background experience. So yes, it matters.

E1. It is. Present, day societies run on who is able to speak better but, socio economic prospects have taken in consideration other possibilities.

E2. It does.

Q5. Do two members of society have same opportunities regardless, of different ways of communication?

A. It depends. There are other factors such as education itself. Since, not all great English speaker always highly educated or the other way around.

E1. No, they do not. A lot depends on one being able to speak good 'English' and the other not. But, if the question is of socio economic prospects then it takes up a more serious nature than we are willing to admit.

E2. A lot depends on luck and other factors but, language has a major role in this case and way of communication

Q6. Is multilingualism a rising issue for the city like ours?

A. Does not seem to be. Everyone in this city is at least bilingual if not multilingual so, it does not appear to become a problem even in the future. We are accustomed to such functionality.

E1. No, it is not.

E2. As far exercising superiority is concerned then yes but, otherwise nit so much. There is truly a small percentage who speak a foreign language such as English. Others rely on Urdu and Punjabi.

Q7. Have you recently come across someone who has faced difficulties due to lack of proficiency in English language?

A. Very often I do. Many people face such issues. However, I believe that this is a problem we have created for ourselves, an expectation which has very much seeped into the mindsets of our society.

E1. It is quite evident in schools and Universities. Some students face problems not because only of the lack of privileged education prospect but, even accents as well.

E2. Many times, people are looked upon if they are unable to converse in English effectively.

Q8. Sometimes Languages are used symbolically without any in depth provision for its speaker. Do you have an experience where the surface level language has not done anything like that at your work place?

A. The question unfortunately is quite vague. Symbolic yes, languages are and metaphorical or figurative meanings can take a front position without us knowing since, we tend to ignore such patterns.

E1. Don't know.

E2. Really cannot think of any symbolic mode of communication at the work place presently.

Q9. Do you thing language differences create a barrier between Elite and Non-Elite universities?

A. It does by a large extent due to the fact that one language culture is preferred over other thus giving it a superior status.

E1. It does.

E2. A remarkable barrier is created by language differences amongst students of the same level coming from different universities. For instance, if students from somewhere like LUMS and PU or any other government sector university were travelling on the same bus. The later would feel a certain level of inferiority complex if other started conversing in fluent English in front of them.