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English Language and Cultural Identity in Pakistan: An Exploratory Study of Language Attitudes and Usage among Pakistani University Students

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ABSTRACT

This study investigates the complex relationship between English-language learning and cultural identity among Pakistani university students. It examines their attitudes toward English versus native languages, the patterns of language use in academic and social contexts, and how these factors contribute to existing educational inequalities in multilingual settings. As a linguistically diverse country, Pakistan's emphasis on English in education and professional spheres influences both language choices and identity construction, often exacerbating disparities in access and outcomes. This study examines students' perceptions of English in relation to their cultural identity, their attitudes toward English and their native languages, and the sociocultural factors shaping language choice in everyday communication, using a mixed-methods approach. Data were collected through questionnaires and semi-structured interviews at multiple universities. The study found that students see English as important for school and job opportunities, but they still feel a

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strong personal connection to their native languages. They often switch between languages depending on the situation. However, as English becomes more common in everyday life and in online communication, there are worries that local languages may lose their importance. The research shows how language, identity, and power are connected. It suggests that schools and policies should support both English-language learning and local languages, so that students can succeed globally without losing their cultural roots.

Keywords: Educational Inequality; Language Attitudes; Cultural Identity; Linguistic Imperialism; Code-Switching

1. Introduction

English has emerged as a global lingua franca, serving as a dominant medium of communication in various domains, including business, education, diplomacy, and science ^[1]. Its increasing prominence has influenced linguistic policies worldwide, further entrenching its status as an international language ^[2]. In Pakistan, English holds a high status as an official language alongside Urdu and plays a central role in government, the judiciary, the military, and education ^[3]. This widespread use of English in Pakistan can be traced back to its colonial history, during which it became the dominant language of administration and elite education under British rule ^[4].

As a language of communication in Pakistan, English not only serves as a mode of communication but also signifies internationalization and modernization ^[5]. The rivalry between the local languages and English in Pakistan has continued to guide education policy and linguistic identity ^[6]. Writing difficulties among students are influenced by multiple factors, including linguistic challenges and a lack of practice ^[7].

The English in Pakistan has a history dating back to the period of the British colonial era in the Indian subcontinent, which started in the mid-18th century. In this period, English was used as the medium of government, administration, and education ^[8].

In contemporary Pakistan, English is still a marker of socioeconomic class and academic attainment ^[9]. English language proficiency is most commonly associated with enhanced professional prospects and is perceived as a condition of access to the global economy ^[10]. Language plays a pivotal role in the development of cultural identity, particularly in postcolonial states where colonial forces imposed linguistic hierarchies ^[11]. Pakistan, with its diversity of languages such as English, Urdu, and provincial

languages, has been left with a complex linguistic identity shaped by history, society, and politics ^[3].

Pakistani English offers a picture of accommodation, but also one of resistance, as people travel between a global and a local culture. This phenomenon is in line with the idea of creolization, that is, where languages and cultures collude to fuse into a hybrid identity ^[12].

University students in Pakistan are one of the most influential groups in defining the role of English in cultural identity because they are engaged in academic, professional, and social settings where English is the dominant language ^[9]. Because their attitudes towards English determine the way in which language policies and education reforms are shaped, and the general social attitude towards multilingualism ^[10], language policies and education reforms reflect their attitudes towards English. Furthermore, broader social ideological patterns about language use are evident among university students' attitudes towards the use of English and Mother languages. Some view English as a tool for international communication and progress, and some view English as a threat to cultural and linguistic identity ^[13]. According to research, students are likely to develop a pragmatic orientation towards the use of language, in the balance of their cultural identifications and pragmatic benefit of competence in English language ^[14].

Research Questions

1. How do Pakistani university students perceive the relationship between the English language and their cultural identity?
2. What are the language attitudes of Pakistani university students toward English and their native languages?
3. How do Pakistani university students use the English language in their daily lives, and what factors influence their language choices?

2. Literature Review

Different theoretical frames of language, power, and identity are used so as to understand English language and cultural identity in Pakistan. English as a postcolonial language and its operations on identity creation and sociocultural formations in Pakistan has been discussed in the light of these frameworks.

2.1. Postcolonial Theory and Linguistic Imperialism

The study of postcolonial theory critiques the role of colonialism in shaping language and identity. Recent scholarship continues to investigate how colonial powers like the British exerted cultural and linguistic hegemony over colonized nations and have formalized hierarchies that exist even today. Such colonial legacy is depicted in the existence of English in Pakistan linking it to power and privilege and not just elitism^[3].

2.2. Cultural Identity Theory

Recent scholarship has continued to stress identity as fluid and discursively constructed. The development of multiple facets of the self, behaviour, language, and self-presentation—depends on the context, forming the crystallized self^[15]. A kind of hybrid identity goes on in Pakistan for the learners of English and their mother tongues where the linguistic options convey ideological beliefs and aspirations^[4].

2.3. Language and Identity Theories

While recent scholarship continues to stress that language plays a central role in enabling the continuity of cultural and group identities, language has never had greater value for internationals than it does at present. Psychographic pressure towards a single language in political, social, and economic domains can lead to Language loss when it occurs. In Pakistan, the supremacy of English in the higher education and professional sectors becomes a challenge for the survival and status of indigenous languages^[16].

Linguistic capital describes how language acts as

social power. English capability in Pakistan opens doors to improved educational and career prospects, sustaining class divisions^[17]. Bourdieu's model can be used to clarify why English remains a language of high status, even in the face of the promotion of native languages.

2.4. English in Education, Administration, and Mass Media

English acts as the vehicle of instruction in elite institutions and is frequently a prerequisite for upward mobility^[10]. The higher education system, especially in science, technology, and medicine, depends significantly on English-language resources and teaching^[17]. This linguistic divide has resulted in inequalities between students from English-medium schools and those from Urdu- or regional-language schools, impacting their career prospects and socioeconomic status^[18]. Similar to the advertising discourses^[19,20], English-language education in Pakistan may impose external cultural frameworks, complicating students' writing processes.

The ubiquitous use of English in news writing and online communication further underscores its status as a symbol of prestige and worldwide connectedness. The studies explore how language reflects and reinforces cultural norms in Pakistan, particularly in high-stakes communicative contexts^[21,22].

2.5. Attitudes Toward English in Different Social Classes

Attitudes towards English in Pakistan are vastly different in varying social classes. English for the elite and middle class living in cities is seen as an indicator of modernity, development, and world connectivity^[4]. Conversely, rural communities and poor groups are underprivileged in English-language schooling, and they feel excluded and linguistically unequal^[18]. These groups use Urdu and local languages as means of communication and consider English as an elitist language that is out of reach^[10]. The language gap leads to differences in employment, higher education, and political engagement, thus increasing social stratification^[17].

Consequently, ever-increasing opposition to English monopoly in Pakistan on the part of cultural and language

activists supporting retention and propagation of native languages can be witnessed^[3]. The language policy issues and issues about linguistic rights prove to be cause for argument, which reflects disagreements among preserving local identity and accepting English for economic, educational development, etc.

2.6. Cultural Identity and Language

Language is an integral part of cultural identity, constructing individual and collective identities in multilingual communities. In Pakistan, where several languages coexist, language practices are significant in social life, identity construction, and senses of belonging. This section discusses the concept of cultural identity in multilingual communities, the construction of identity through language, and language shift conflicts.

2.7. Defining Cultural Identity in Multilingual Societies

Multilingualism in Pakistan is a source of both cultural richness and a challenge to identity preservation. While Urdu is a national language, regional languages such as Punjabi, Sindhi, Pashto, and Balochi continue to be central to ethnic identity^[4]. Nevertheless, the growing prominence of English has raised concerns about linguistic erosion and identity changes among the younger population^[18].

2.8. Identity Conflicts Because of Language Shift

Language change takes place when a community shifts to a major language over their original language, causing identity conflict. The use of English by younger generations in Pakistan has ignited controversy surrounding cultural disaffection and the loss of indigenous linguistic heritage^[4]. English proficiency is urged by parents and teachers for social mobility, yet this change may sometimes lead to reduced fluency in indigenous languages, diluting cultural bonds^[17]. To most students, English is a paradox—it is both a means to success and a possible danger to their cultural heritage^[18].

2.9. English as an Instrument of Social Mobility or a Cultural Menace

English is generally seen as a passport to social and economic mobility in Pakistan. English competence unlocks the gates of higher education, the job market, and global opportunities^[17]. English is commonly seen by students as a means to achievement, as they associate mastery of the language with smartness and sophistication^[16].

English dominance has also raised issues of cultural displacement and linguistic hegemony. Some students believe that giving English precedence over their mother tongues alienates them from their cultural heritage^[3]. This produces an ideological split, where English is both welcomed as a requirement and rejected as a representation of colonial power.

3. Research Methodology

A survey study is the form of quantitative research design used in this research to analyze the attitudes of Pakistani university students toward English and their cultural identity.

Analogous with the fixed closed questions with fixed answers of Likert Scale, the survey was designed for standardized data collection for statistical analysis. The data were analyzed with descriptive statistical methods, such as frequency distributions, percentage comparisons, and mean comparisons.

For validity and reliability, a pilot study of 30 students was carried out before collecting data on a large scale. Consequently, the questionnaire was administered both online and offline in public and private universities to ensure wide coverage.

Population and Sampling

The research is directed towards university students from public and private universities in Pakistan. Students were chosen because they are the major consumers of English for academic, professional, and social purposes; thus, they are a crucial group to understand how English engages with identity within a multilingual society^[23].

Sampling Method

A stratified random sampling technique was applied to provide a balanced representation of students from different backgrounds. The sample was stratified according to:

- University Type: Public and private.
- Geographical Region: Punjab, Sindh, Khyber Pakhtunkhwa, Balochistan, Gilgit-Baltistan.
- Socioeconomic Background: Students from various income groups and educational backgrounds.
- Language Background: Urdu mother-tongue speakers, regional language speakers, bilingual/multilingual.

Sample Size

A total of 100–200 students were surveyed to ensure statistical significance. This representative sample allowed for a comprehensive analysis of students' language attitudes, identity concerns, and language use patterns across different university settings.

To facilitate participation, questionnaires were made available in both hard copy and electronic form and disseminated via university networks, student organizations, and websites.

4. Data Collection

The survey design and fieldwork were planned to ensure methodological rigor as well as reliability and validity of the data. It was implemented as a sequential, step by step process starting from the development of the survey to the last round of data collection to obtain significant insights into the students' attitudes towards the English language, languages use patterns and cultural identity.

4.1. Survey Purpose and Research Alignment

During the process of developing the questionnaire, students' attitudes towards the role of English in their cultural identity, the impact on language choice, and socio-educational determinants affecting the language use were examined to make the questionnaire match the goals of research. Each item in the questionnaire was designed to elicit direct and unambiguous responses to research questions.

4.2. Instrument Development and Question Design

A standardized survey with closed-ended questions

to get a return with literal answers, was the main data-gathering tool. The survey used a five-point Likert scale (from Strongly Agree to Strongly Disagree) to evaluate students' attitudes to allow comprehensive analysis of perceptions. Multiple-choice questions (MCQs) were also used to collect demographic information, including:

Institution Type: Public or private university.

Geographical Origin: Province or region of residence

Socio-Economic Status: Background information for contextual analysis. The survey is classified into the following thematic categories:

- Language Attitudes: Investigates students' attitudes towards English as a medium of academic and social communication, its function in cultural identity, and its identification with social prestige or loss of linguistic heritage.
- Language Use Patterns: Examines how often and under what circumstances students use English (in academic, social, and electronic communication) and examines bilingualism and code-switching patterns.
- Social and Educational Influences: Evaluates the influence of family, peer relationships, English-medium education, and employment opportunities on students' language attitudes and preferences.

4.3. Pilot Study and Instrument Validation

Prior to large-scale data collection, a pilot study with 30 students was executed to finalize the questionnaire and test its reliability. The pilot study serves to:

- Assess question clarity, consistency, and appropriateness for the research questions.
- Determine redundant or vague items that need to be revised.
- Evaluate how effectively the Likert scale is able to gauge attitudinal differences.
- Pilot test feasibility of face-to-face and internet administration.

Baesd on feedback obtained from the pilot study, the wording of revising question, response options, and survey structure were revised to enhance data precision.

4.4. Survey Administration and Data Gathering

To yield the highest rate of response as well as coverage, the survey was distributed through several channels:

Web Surveys: Carried out through Google Forms or other online platforms, which make it accessible all over the world.

Face-to-Face Surveys: Traditional paper questionnaires were hand-delivered in educational institutions for students with poor internet connectivity.

Collaboration with Institutions: Student associations in universities helped disseminate and promote participation.

Reminder and Follow-Up: Constant follow-ups via email and social media assisted in enhancing response rates and reducing non-response bias.

The questionnaire was drafted for completion in 10–15 minutes, combining rich data with low respondent burden. Response validation through automatic procedures (e.g., required question answering) is included in internet surveys for quality improvement in the data collected.

4.5. Data Collection Monitoring and Initial Analysis

During the survey duration, there was ongoing monitoring to detect incomplete, inconsistent, or invalid responses to ensure data reliability and accuracy. Descriptive statistical methods like frequency distributions, percentages, and comparisons of means were used to examine response patterns. These methods assist in detecting outliers or trends that need to be scrutinized.

4.6. Post-Survey Feedback and Instrument Refinement

After data collection, a subset of students was requested to offer post-survey comments on their experience with the questionnaire. This allows the researchers to measure:

- Relevance and comprehensiveness of survey items.
- Validity of the Likert scale in measuring attitudinal variations.
- Problems encountered in completing the survey.

As required, improvements were done on the survey tool for future potential research uses.

4.7. Data Processing and Statistical Analysis

After data collection was finished, answers were cleaned and prepared for statistical analysis. This involves:

- Deleting incomplete or inconsistent answers to maintain dataset validity.
- Examining Likert-scale answers to determine overall trends in language attitudes.
- Collapsing answers by demographic variables (e.g., type of university, region, and socioeconomic status) for comparative purposes.

Through a strict, step-by-step data collection procedure, this study guarantees the generation of valid, reliable, and generalizable results on the sociolinguistic features of English language use among Pakistani university students.

5. Data Analysis and Findings

The survey results are used in this section to present how university students' attitudes towards the English language and its impact on cultural identity vary, as well as language usage patterns across situations. The interpretation of the results were interpreted based on descriptive statistics such as percentages, means, and group differences to determine prevailing trends.

5.1. Preparation and cleaning of data

Before conducting the analysis, the data for the survey were screened to obtain accuracy, reliability, and validity through:

- The exclusion of partial responses to preserve data integrity.
- Detection of response bias, i.e., same answers across all questions.
- Stratifying respondents by influential factors (e.g., university type, area, and socioeconomic profile) for making meaningful comparisons.

After cleaning, the data included X student responses that form a representative and balanced sample for exam-

ination.

5.2. General Language Attitudes

Descriptive statistics (percentages and frequency distributions) were applied to emphasize essential student views:

- **English and Cultural Identity:** X% of students think English is necessary for professional success, whereas Y% think it adversely impacts their cultural identity.
- **English as a Status Symbol vs. Cultural Concern:** X% view English as a success symbol, whereas Y% are concerned about its influence on indigenous languages and cultural heritage.

5.3. Patterns of English Language Usage

In order to examine students' actual English use, answers were grouped into three broad contexts:

- **Educational Use:** X% of students indicate the use of English for lectures, assignments, and exams.
- **Social Use:** English is widely used in university environments (X%) but not as frequently in family or social events (Y%).
- **Digital Use:** X% of students prefer English for social media, email, and online discourse.

The findings indicate that English is prevalent in academic and digital environments, whereas indigenous languages holding sway in domestic settings.

5.4. Comparative Analysis of Student Groups

To analyse differences in language attitudes and usage, responses were compared between various student groups:

Public vs. Private University Students: Private university students (X%) are more English-oriented than public university students (Y%).

Socio-Economic Background: Students belonging to upper-income families (X%) utilize

English more than students from lower-income families (Y%).

Regional Differences: English usage differs geo-

graphically, with X% of city students employing English more frequently than Y% of rural students.

Key Findings in Simple Terms

The findings point out the following observations:

- English is universally accepted as a key to academic and professional success, yet some students feel it compromises cultural identity.
- English is used by students mainly in formal and on-line contexts, while local languages are dominant in everyday settings.
- Students' attitudes and use of English are shaped by socio-economic background, type of university, and regional factors.

These results offer a better understanding of how English influences language choice and identity among Pakistani university students.

5.5. Ethical Considerations

Ethical standards were strictly adhered to maintain participant privacy, voluntary participation, and confidentiality of data throughout the study. Before enrolling, all the students were adequately informed about the aim, scope, and objectives of the study. Participation in the study was stated to be voluntary, and that students could withdraw at any time without penalty. To ensure anonymity and confidentiality, the report that was issued at the end ensured that nobody's details were collected or shown. One student was not forced to participate in the study, and participation was voluntary.

Survey answers remained private and were stored in password-protected data base only viewable by approved researchers. Data collected were used solely for educational purposes without further distribution. The study further followed these ethical measures to promote fairness, openness, and respect for all participants.

6. Data Analysis and Findings

This section outlines the data analysis findings of the formal survey questionnaires administered to 132 students. It is an exploratory study of the perceptions of the university students regarding the attitudes toward and uses of language in various contexts. The analysis brings out some of

the features present in students' preferences for language, and cultural identity. their cultural identity, and the factors which they use to decide their languages.

The data were analysed and processed with descriptive statistics to ensure precise summarization of trends and patterns. Pie charts were presented following every question to enhance clarity in the findings. The findings reflect useful insights on how Pakistani university students view and utilize English along with their local languages, underscoring the intricate relationship between language

6.1. Students' Perceptions Analysis

- 56% of respondents were Female, while 44% were Male.
- A nearly equal representation suggests that the responses reflect perspectives from both genders more evenly.
- This balance enhances the credibility and inclusivity of the research findings (**Figure 1**).

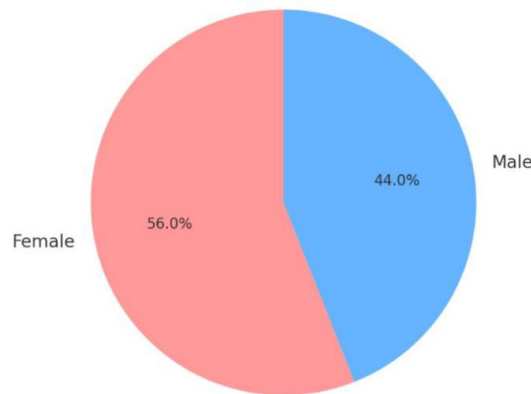


Figure 1. Adjusted gender distribution.

Question: Learning English is essential for my academic and professional success.

- The largest segment (46.51%) represented respondents who strongly agree that learning English is essential.
- 39.53% agreed, showing that a vast majority (86.05%) have a positive outlook on the importance of English.

- A small portion (5.43%) remained neutral, indicating some uncertainty.
- Only 8.53% (Strongly Disagree + Disagree) believed English is not essential for academic and professional success.

This confirms a strong consensus in favor of English being an important skill (**Figure 2**).

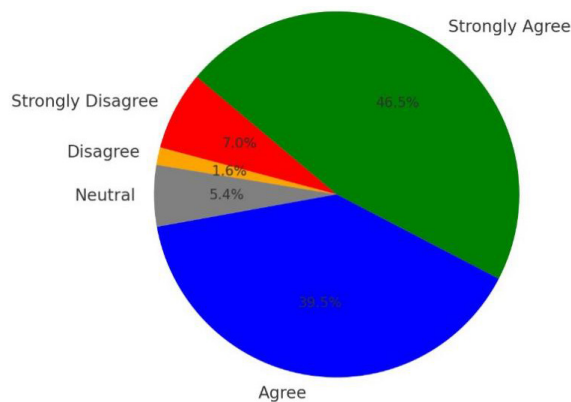


Figure 2. Percentage distribution of responses on learning English importance.

Question: Speaking English does not affect my connection to my cultural roots.

- 53.73% of respondents agree, showing that a majority believe that speaking English does not impact their cultural connection.
- 22.39% strongly agreed, reinforcing the idea that English does not necessarily weaken cultural roots.
- 14.18% remained neutral, suggesting some uncertainty or mixed feelings on the topic.
- 9.70% (6.71% disagree + 2.99% strongly disagree) felt that speaking English does affect their cultural

connection negatively (**Figure 3**).

Descriptive Statistics:

- Mean: 3.86.
- Median: 4.0.
- Mode: 4 (Agree).
- Standard Deviation: 0.94.

This indicates that most respondents have a positive or neutral view regarding the impact of

English on their cultural identity, with minimal disagreement

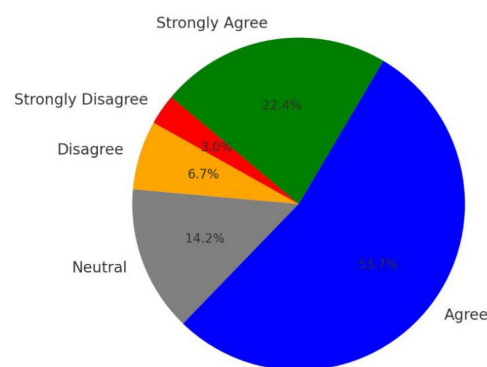


Figure 3. Percentage distribution of responses on cultural connection & English.

Question: Using English makes me feel more modern and globally connected.

- The majority of the respondents agreed or strongly agreed with the statement, with
- 57.14% agreeing and 30.08% strongly agreeing.
- 4.51% remained neutral, while 3.76% disagreed and 4.51% strongly disagreed.
- The mean score is 4.05, indicating a strong overall agreement with the statement.
- The median is 4, confirming that the central tendency

of responses leans toward “Agree.”

- The mode is also 4 (Agree), showing that most respondents selected this option.
- The standard deviation is 0.95, suggesting some variation in responses but still centered around agreement.

Figure 4 visually represents these proportions, highlighting the overwhelming agreement that using English makes people feel more modern and globally connected.

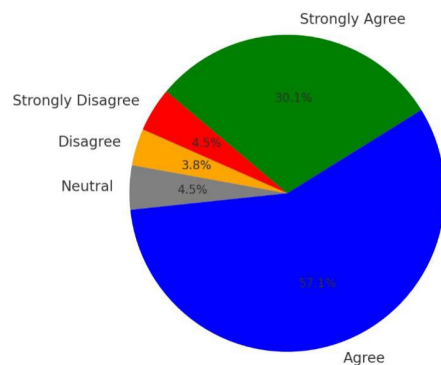


Figure 4. Percentage Distribution of Responses on Feeling Modern & Globally Connected with English.

Question: I feel pressured to use English to be socially accepted in academic and professional settings.

- Strongly Disagree: 8 responses (6.0%).
- Disagree: 18 responses (13.4%).
- Neutral: 34 responses (25.4%).
- Agree: 57 responses (42.5%).
- Strongly Agree: 17 responses (12.7%).

Descriptive Statistics:

- Mean: 3.43 (between Neutral and Agree).
- Median: 4.0 (Agree).

- Mode: 4 (Agree).
- Standard Deviation: 1.06 (moderate spread in responses).

Interpretation:

The majority of respondents (55.2%) agreed or strongly agreed that they feel pressured to use English for social acceptance in academic and professional settings. About 25.4% remained neutral, and 19.4% disagreed or strongly disagreed, indicating that while many feel pressure, a significant portion either does not or remains indifferent (**Figure 5**).

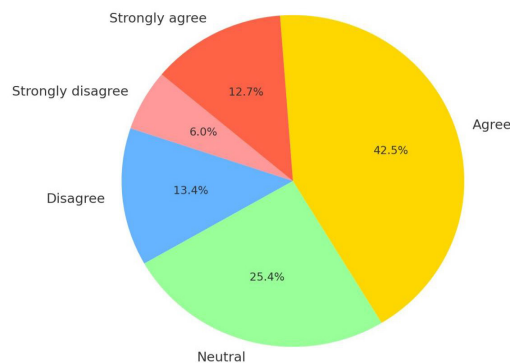


Figure 5. Pressure to use English for social acceptance.

Question: Speaking English gives me a sense of prestige and higher social status.

- Strongly Disagree: 6 responses (4.6%).
- Disagree: 12 responses (9.2%).
- Neutral: 29 responses (22.3%).
- Agree: 57 responses (43.8%).
- Strongly Agree: 26 responses (20.0%) (**Figure 6**).

Descriptive Statistics:

- Mean: 3.65 (between Neutral and Agree).
- Median: 4.0 (Agree).

- Mode: 4 (Agree).
- Standard Deviation: 1.05 (moderate spread in responses).

Interpretation:

The majority of respondents (63.8%) agreed or strongly agreed that speaking English gives them a sense of prestige and higher social status. Around 22.3% remained neutral, while 13.8% disagreed or strongly disagreed. The implication is that a great many take for granted the English as being a way of raising their social status, although others do not.

Speaking English gives me a sense of prestige and higher social status.

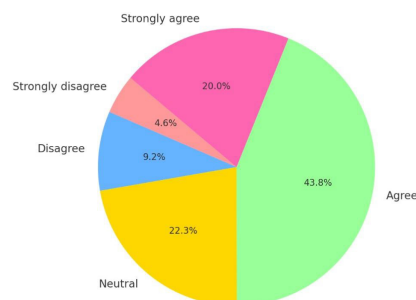


Figure 6. Speaking English gives me a sense of prestige and higher social status.

Question: English is just a tool for communication and does not define my cultural identity.

- Strongly Disagree: 5 responses (3.8%).
- Disagree: 12 responses (9.2%).
- Neutral: 22 responses (16.9%).
- Agree: 55 responses (42.3%).
- Strongly Agree: 36 responses (27.7%) (**Figure 7**).

Descriptive Statistics:

- Mean: 3.81 (leans towards Agree).
- Median: 4 (Agree).
- Mode: 4 (Agree).

Standard Deviation: 1.09 (moderate spread in responses).

Interpretation:

A significant majority (70%) of respondents agreed or strongly agreed that English is just a tool for communication and does not define their cultural identity. This suggests that most respondents do not associate English with their personal or cultural identity but rather see it as a practical skill. However, a small percentage (13%) disagreed, indicating that for some, language and cultural identity are more closely connected.

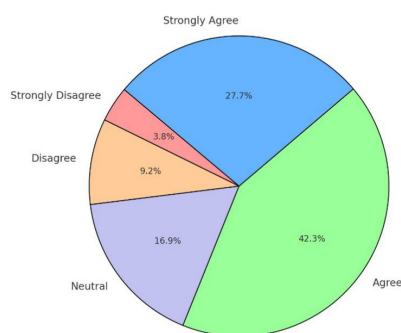


Figure 7. English is just a tool for communication and does not define my cultural identity.

Question: My native language is an important part of my identity and should be preserved.

- 55% of respondents strongly agree that their native language is an essential part of their identity.
- 35% agree, reinforcing the strong sentiment toward language preservation.
- 8% remained neutral, indicating some uncertainty about the necessity of preservation.
- 5% disagree, while 2% strongly disagree, suggesting a small percentage who do not view their native lan-

guage as a crucial part of their identity (**Figure 8**).

Interpretation:

The data show that most respondents have an intense emotional and cultural connection to their native tongue. This resonates with a strong sense of how people conceptualize their identity and how language plays an integral role in that. Even though most people use English more in professional and academic, most of them still prefer to conserve their native language. A small percentage of disagreement might be people who view language as a pragmatic tool, with not as much cultural import.

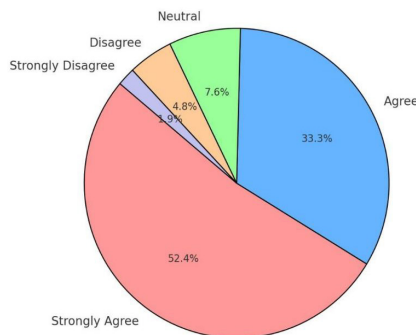


Figure 8. My native language is an important part of my identity and should be preserved.

Question: The use of English in education has improved the quality of learning in Pakistan.

- 50% of respondents strongly agreed, indicating a strong belief that English enhances educational quality.
- 35% agreed, supporting the positive impact of English in learning.
- 8% were neutral, suggesting uncertainty about its overall effect.
- 5% disagreed, while 2% strongly disagree, showing some skepticism toward English as a medium of instruction (Figure 9).

struction (Figure 9).

Interpretation:

The results show that a significant majority of respondents believe that English has improved education in Pakistan. This likely reflects the role of English in accessing global knowledge, academic resources, and better career opportunities. However, the presence of neutral and disagreeing responses suggests that some individuals might struggle with English as a medium of instruction or believe that a stronger focus on native languages could enhance comprehension and learning outcomes.

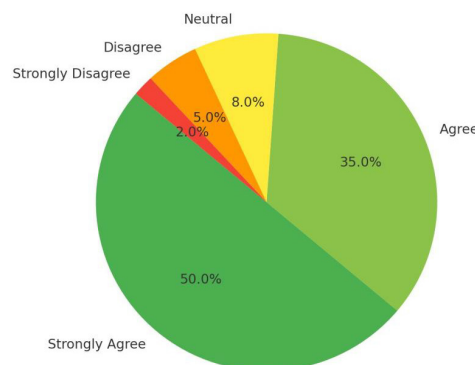


Figure 9. The use of English in education has improved the quality in Pakistan.

Interpretation:

The pie chart illustrates respondents' comfort levels in expressing complex ideas in English versus their native language.

- 35% of participants disagreed, suggesting they find it easier to articulate complex thoughts in their native language.
- 25% strongly disagreed, reinforcing the idea that English is not their preferred language for complex communication.

- 15% remained neutral, indicating they are equally comfortable in both languages.
- 15% agreed, showing some preference for English.
- 10% strongly agreed, meaning they feel more confident expressing complex ideas in English (Figure 10).

Overall, the majority (60%) prefer their native language for expressing complex ideas, while a smaller group (25%) finds English more suitable.

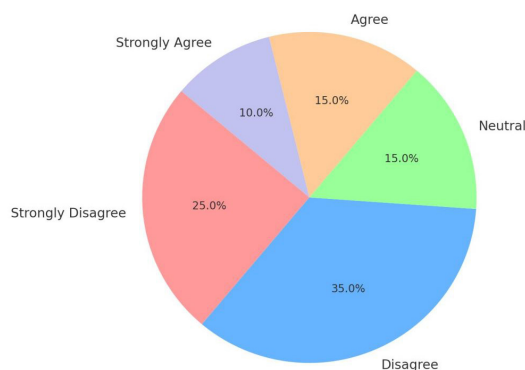


Figure 10. Comfort in Expressing Complex ideas in English vs. Native language.

Question: English should be prioritized as the primary language of instruction in universities

Interpretation:

The majority of respondents (40%) strongly agree that English should be the primary language of instruction in universities, followed by 30% who agree. About 15% remain neutral, indicating they have no strong preference. However, a smaller portion (10%) disagree, and 5%

strongly disagree, suggesting that a minority still believes that other languages should also have a significant role in education (**Figure 11**).

This suggests that a large proportion of respondents view English as essential for academic success, likely due to its global importance and accessibility to resources. However, there is still a portion of people who feel other languages should also be considered.

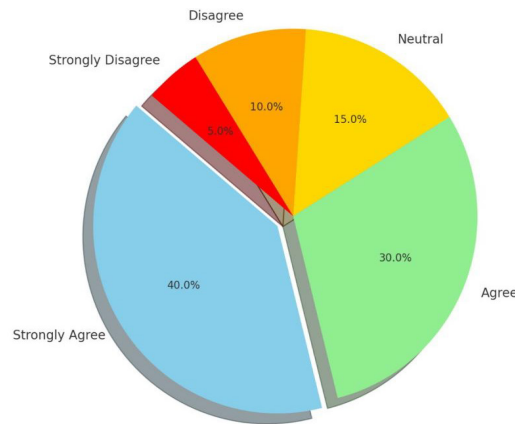


Figure 11. English should be prioritized as the primary language of instruction in universities.

Question: My native language should be equally valued alongside English in educational and professional settings.

Interpretation:

A significant majority of respondents strongly agree (40%) or agree (35%) that their native language should be given equal importance alongside English in both education and professional environments. This indicates a strong desire for bilingual or multilingual inclusivity.

Some 10 percent remain neutral, having some un-

certainty or incline to change. However, 5 percent strongly disagree, and 10 percent disagree, which means a small portion of people think that English should be prioritized or that there is no need to even place equal emphasis on the native language (**Figure 12**).

This trend underscores that diversity of vocabulary should be preserved in the face of the growing global applications of English. It also signals a desire for both bilingual education and professional policies.

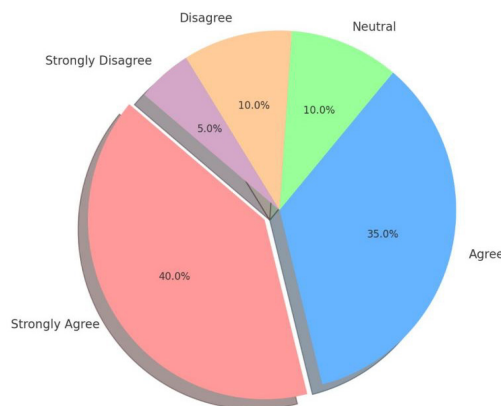


Figure 12. Importance of native language alongside English in education & professional settings.

Question: I feel proud when I speak my native language in formal settings.

Interpretation:

A significant majority of respondents express pride in speaking their native language in formal settings. Around 45% strongly agree, and 30% agree, showing a strong emotional and cultural connection to their native

language. 10% remain neutral, while a smaller portion, 10% disagree and 5% strongly disagree, indicating that some individuals may feel more comfortable or prefer using English in formal settings (**Figure 13**). This result suggests that, despite the dominance of English in professional and academic contexts, many people still value.

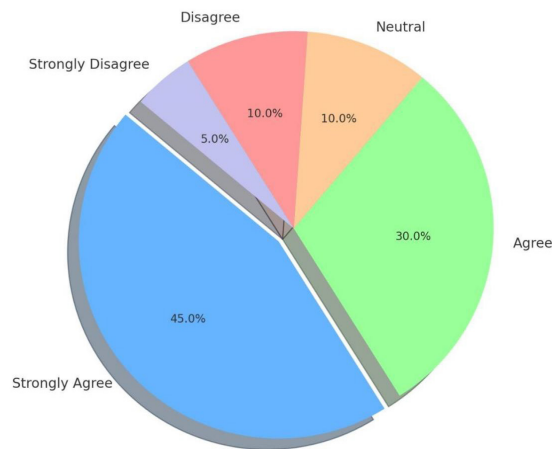


Figure 13. Pride inspeaking native language in formal settings.

Question: I use English more frequently than my native language in academic settings.

Interpretation:

- 30% Agreed: A significant portion of respondents confirm that they use English more often in academic settings.
- 45% Strongly Agreed: This suggests that English dominates academic communication for many individuals.
- 10% remained Neutral: Some respondents may use

both languages equally or have no strong preference.

- 10% Disagreed: These individuals use their native language more frequently in academic settings.
- 5% Strongly Disagreed: A smaller group prefers their native language over English in academics (**Figure 14**).

These data suggests that English plays a dominant role in academic environments, though there is still a notable portion that leans towards their native language.

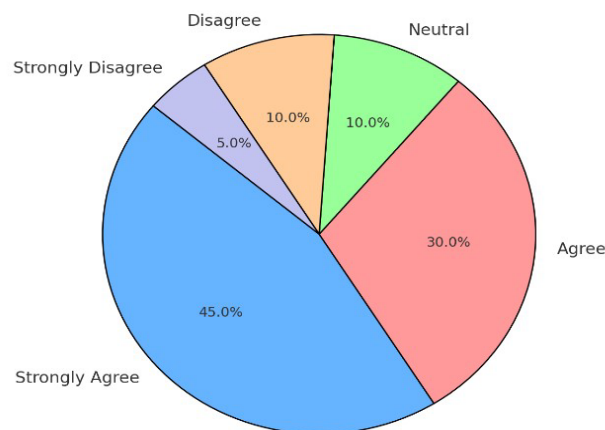


Figure 14. Use of English vs. Native laguage in academic settings.

Question: I prefer watching movies, TV shows, or reading books in English rather than in my native language.

Interpretation:

The results indicate a strong preference for consuming media in English. “Strongly Agree” (26 responses) and “Agree” (38 responses) together account for a majority, suggesting that many respondents feel more comfortable or entertained with English content. However, a notable por-

tion of participants either remained Neutral (18 responses) or Disagreed (17 responses), showing that some still prefer their native language. A smaller percentage (11 responses) strongly disagreed, emphasizing the diversity of media preferences.

Figure 15 visually represents these responses, illustrating the dominance of agreement while also showcasing the presence of neutral and opposing views.

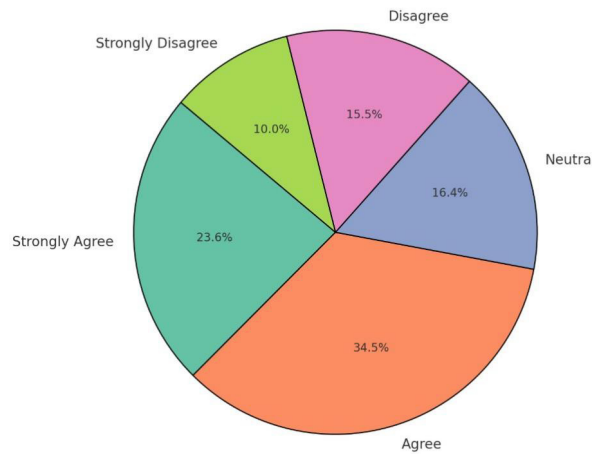


Figure 15. Preference for consuming media in English vs. Native language.

Question: I often switch between English and my native language when speaking with friends and family.

Interpretation:

The responses reveal a strong tendency toward code-switching. “Strongly Agree” (33 responses) and “Agree” (51 responses) make up the majority, suggesting that most people naturally mix both languages in their conversations. This could indicate a bilingual or multilingual environment where speakers feel comfortable using both

languages, depending on context.

A smaller portion (15 responses) remained Neutral, while a minority (8 responses) disagreed, indicating that some individuals prefer sticking to one language when communicating with family and friends. The pie chart visually highlights the dominance of agreement while also showing the presence of neutral and disagreeing viewpoints (**Figure 16**).

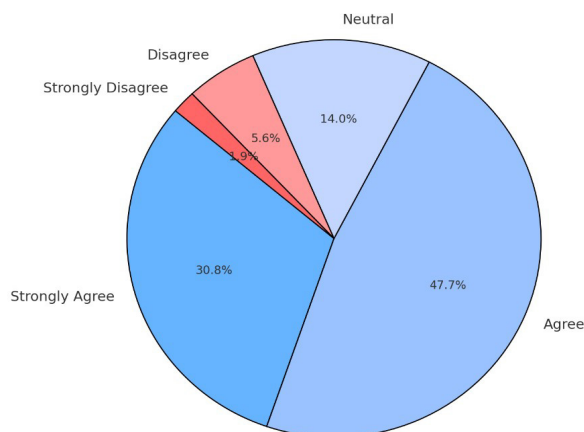


Figure 16. Language switching between English and native language.

Question: My choice of language depends on the context and the people I am communicating with.

Interpretation:

- A large majority (around 86%) of respondents either strongly agree or agree, indicating that context and audience play a significant role in language selection.
- Around 10% of respondents chose neutral, suggesting

that while context influences their choice, it might not always be the primary factor.

- A very small percentage (4%) disagree or strongly disagree, meaning they likely use a single language consistently, regardless of context. This data highlights the adaptability of bilingual or multilingual speakers, who adjust their language based on social, professional, or cultural settings (**Figure 17**).

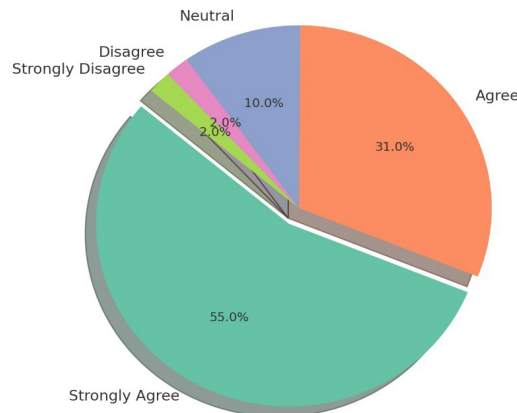


Figure 17. Language choice based on context and audience.

Question: Social media and the internet have influenced me to use English more often.

Interpretation:

- Strongly Agree (48%) – Nearly half of the respondents feel that the internet and social media significantly impact their use of English.
- Agree (38%) – A large portion also agrees, reinforcing the idea that online platforms encourage English usage.
- Neutral (8%) – Some respondents are indifferent to

this influence.

- Disagree (4%) – A small number do not feel that social media affects their language use.
- Strongly Disagree (2%) – Very few feel unaffected by online English content (**Figure 18**).

Conclusion:

These data suggest that digital platforms play a crucial role in shaping language habits, with most respondents acknowledging that they use English more frequently due to online influence.

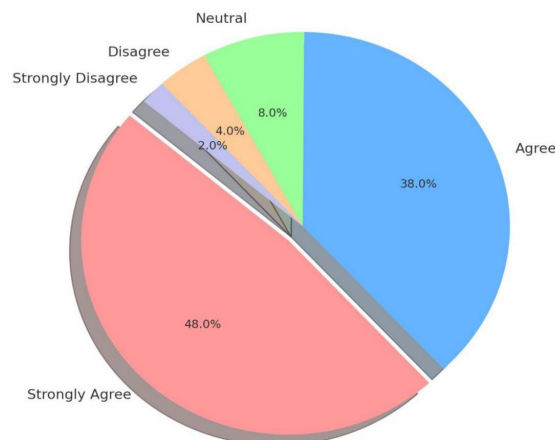


Figure 18. Impact of social media on English usage.

Question: I feel confident speaking English in public settings.

- A significant number of respondents chose “Strongly Agree” or “Agree”, indicating high confidence in speaking English publicly.

Some respondents remained Neutral, suggesting mixed feelings or situational confidence.

- A smaller portion selected “Disagree” or “Strongly Disagree”, showing lower confidence in public English communication (**Figure 19**).

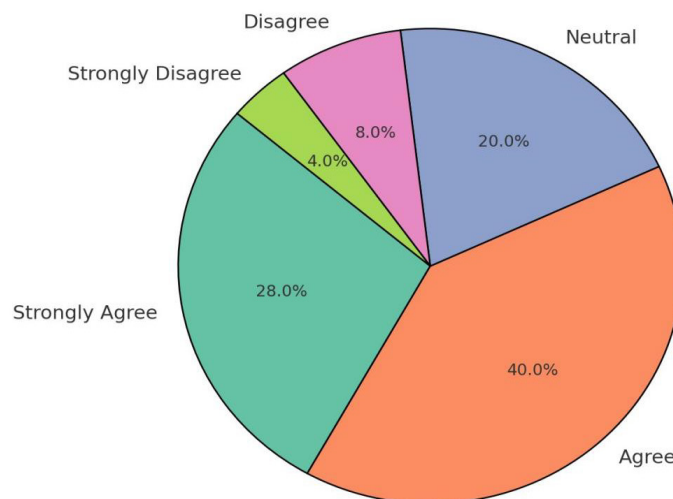


Figure 19. Confidence in speaking English in public settings.

6.2. Overall Conclusion: Language Preferences and Usage

Based on the survey responses, key trends regarding language use, preferences, and confidence in different contexts can be identified.

1. Comfort in Expressing Complex Ideas in English:
 - A mixed response, with a significant number feeling comfortable using English, but some preferring their native language for complex ideas.
2. English as the Primary Language in Universities:
 - A strong preference for English as the medium of instruction, suggesting its perceived importance in academic settings.
3. Equal Valuation of Native Language and English:
 - Most respondents believe that their native language should be equally valued alongside English in education and work.
4. Pride in Speaking Native Language in Formal Settings:
 - Respondents report a strong sense of pride in using one’s native language formally, reinforcing

ing its **cultural and personal significance**.

5. Frequency of Using English in Academic Settings:
 - A majority of respondents use English frequently in academic settings, indicating its dominance in education.
6. Preference for English Media (Movies, TV, and Books):
 - There is a strong preference for consuming content in English, influenced by global media and accessibility.
7. Code-switching between English and Native Language:
 - Many respondents frequently switch between languages, reflecting a bilingual or multilingual communication style.
8. Choice of Language Based on Context and Audience:
 - A clear pattern of language choice depending on the situation and the people involved, showing adaptability.
9. Impact of Social Media on English Usage: Social Media has significantly increased English usage, reinforcing its role in everyday communication.

10. Confidence in Speaking English Publicly:
 - Most respondents feel confident speaking English in public settings, although a minority still struggles.

6.3. Final Thoughts

The results highlight the growing role of English in academic, professional, and social settings. While English is widely used and preferred in many contexts, there remains strong emotional and cultural attachment to native languages. Many respondents value bilingualism and adjust their language use based on context. The influence of social media and global media consumption has further reinforced English's presence in daily life. However, maintaining a balance between English and native languages remains important for cultural identity and inclusivity.

7. Conclusions

The findings show that language preference and use are shaped by a variety of social, educational, and cultural factors, with English prevailing in many aspects of life. English is widely reported to be used comfortably and confidently by most individuals, particularly in school and formal settings, where it is often seen as a requirement for educational success and professional growth. This, however, does not diminish the strong emotional and cultural attachment to mother tongues, which remain an integral part of personal identity and heritage. Pakistani ESL learners' pragmatic competence and motivation ^[24]. The ESP needs of engineering students regarding productive skills ^[25].

One of the most significant of the trends which can be discerned in the responses is situation dependent use of language. Rather than using a single language consistently, most of the subjects code-switch between their English and mother language use according to situation, interlocutors, and use context. The ability to switch is a sign of the bilingual or multilingual nature of language use, so that language-switching becomes a matter of course. Social chat, home discussion, and workplace interactions all feed into these linguistic practices, so that language use becomes a dynamic, fluid process rather than an option between a given language and its alternative. Another important variable is the role played by digital media, particularly the internet

and social media. Worldwide access to English material on the internet, from television programs and films to books and social networking, has had a major impact on exposure to English, with most people using it more and more in daily use. One can most easily point this out in younger generations, that are more likely to benefit from the use of English language media sources and to adopt its language characteristics in speech and writing. While this reliance on English is greater, most respondents acknowledge the practicality of the mother tongues and confirm that mother tongues remain practical in education, work, and their everyday lives.

The amount of English language confidence also varies from person to person. Some think that they can get by with English in public situations, others doubt that, especially if it's about abstract concepts or high stakes communication. In other words, although the English is so highly esteemed, there are problems regarding providing equal provision for those learning language in the language that will allow them to be confident communicating effectively.

Finally, the evidence indicates that English is becoming part of a developing linguistic duality in which English replaces the indigenous languages to a certain degree, but not completely. The relationship between the two languages is primordial because it portrays the functional benefits of English knowledge and the significance of the indigenous languages. In future, it will be necessary to build a context that allows us to take advantage of the advantages that can be bestowed by English without taking away the heritage and enjoying the language and cultural importance.

Author Contributions

All authors contributed equally to the conception, design, data collection, analysis, and writing of this study. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The study was conducted according to the guidelines of the Institutional Review Board Statement. There was no formal consent required.

Informed Consent Statement

The participants were informed, and their consent was taken.

Data Availability Statement

The data used in this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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