

## THE EFFECT OF LINGUISTIC INSECURITY ON ESL LEARNING: A CASE STUDY OF L1 PUNJABI SPEAKERS

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### Abstract

*The purpose of this study is to investigate the attitude of linguistic insecurity among Pakistani L1 Punjabi speaking intermediate students. 'Linguistic insecurity' refers to 'a set of language attitudes in which speakers have negative feeling about their native variety' (Trudgill 2003). Due to linguistic insecurity the speakers try to use a variety/language enjoying higher status in their speech community. Thus the speakers' perception about their own language develops the attitude of linguistic insecurity among them. The major aims of this research were to find out L1 Punjabi speakers' linguistic insecurity and then the relation between linguistic insecurity and gender and the relation between linguistic insecurity and English as second language learning. This study is quantitative. Data collection was done through questionnaire having 13 close ended questions. After careful inquires 30 L1 Punjabi speakers of intermediate level were randomly selected from the three institutions of Sheikhpura. Among these 30 participants 15 were male and 15 were female. English Proficiency Test comprising all the four skills was designed by the researcher to check ESL proficiency of the participants. The results collected through the gathered data revealed the presence of linguistic insecurity among Pakistani L1 Punjabi speaking inter students for their mother tongue. The results also showed that the attitude of linguistic insecurity was much more among women as compared to men. The results of English proficiency test and questionnaire revealed that the linguistic insecurity for Punjabi leads L1 Punjabi speakers towards better ESL learning.*

*Key words:* Linguistic insecurity, language attitudes, ESL learning, bilingualism

### Introduction

The issue of linguistic insecurity remained the limelight of research in sociolinguistics since Labov (1966) coined this term. Much research was done on European languages. But unfortunately there is no research done on the attitude of linguistic insecurity in Pakistan though it is very much prevalent in Pakistan. Pakistan is a multilingual country. More than 72 languages are spoken in Pakistan (Ethnologue 2009). All these 72 languages do not enjoy equal status and prestige. Even some languages are considered as inferior languages when compared with the prestigious languages. The present study aims to find this attitude of linguistic insecurity among L1 Punjabi speakers for their mother tongue, Punjabi. Further the research has aimed to look the relation between linguistic insecurity and gender as it is seen that women often use prestigious language and have more attitude of linguistic insecurity as compared to men.

### Literature Review

Man is a social animal and he can not live alone. He uses the tool of language to communicate with other human beings. As with the progress of world acquisition of one language is no more sufficient to live and to communicate with rest of the world. Thus today most of the speakers are no more monolingual. With this shift on multilingualism there is shift on establishing identity on the basis of language used by the speakers. In this way in modern era language and identity have become synonym for each other. Language users make use of language to establish their identity (Kim, Siang, Fei & Ya'acob 2010). Today all the languages of the world are not enjoying equal status. This inequality in the prestige of various languages is generating linguistic insecurity among the speakers/users of the language (Trudgill 2003).

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Linguistic insecurity is a set of language attitudes where the speaker have negative feeling for his/her language as that language is not giving prestige to him/ her. Thus in multilingual societies speakers often have this attitude of linguistic insecurity towards the language which is enjoying low prestige in that society (Block 2007, Norton 2010, Young 2008). Language reflects identity and in this global world everyone wants to establish his/her identity as a powerful person. Norton (2010) asserts that language should be understood not just as a “linguistic system, but as a social practice in which experiences are organized and identities are negotiated” (pp. 351).

English is the official language of Pakistan and Urdu is the national language Pakistan. In spite of so many local and regional languages English is enjoying the highest prestige over the rest of all the languages. Despite of the efforts of government to support and promote Urdu language the likening and the prestige for English language among the Pakistani people is very much alarming (Khaliq 2006). Pakistani people are psychologically inclined towards English as language has also psychological implication (Chalak & Kassaian 2010). This psychological inclination for a prestigious considered language is creating language death for those languages as these languages are loosing their status in our society (Carrera-Sabaté 2006). At present Urdu is safe because it still has a large number of speakers and it is still our medium of instruction at Public Sector schools.

Language learning is not a simple process rather it is the most complex process. It involves many factors such as society, age, gender, motivation and politics as well (Al-Tamimi & Shuib 2009, Wiebesiek, Rudwick & Zeller 2011). Today English has become lingua franca. The number of English speakers and learners is on increase. In most of the countries it is learnt as second language. Due to the demand of English every country is paying a lot of attention towards ESL learning. This learning and acquisition of English as a second language involves the sociological, psychological and anthropological dimensions of language learning and the language learners (Block 2007, Pavlenko & Blackledge 2004, Norton 2010). Attitudes play key role in the process of learning. As Larsen-Freeman and Cameron (2008:96) explain, “we change a language by using it”. The Sociocultural Theory (SCT), grounded on Vygotskian thoughts asserts that language learning is also sociocultural process. The principles of the SCT are applied to SLA and ESL by Lantolf and Thorne (2007). They elucidate that “SCT is grounded in a perspective that does not separate the individual from the social and in fact argues that the individual emerges from social interaction and as such is always fundamentally a social being” (p. 217-8). In sociocultural prospect of language learning, learning of second language is not a simple and neutral process rather it is “conflictual and transformative” process (Norton 2010: p. 357). That is why studies on ESL learning show that ESL learners gain more competence in English in such societies where learners want to have identities associated with English (Block 2007). In Pakistan women constitute more than half of the total population. It means the attitudes and perceptions of women especially those who are educated are very much important in determining the future of linguistic map in Pakistan. It is the observation of the researcher that Pakistani women like the other women of the world have more the attitude of linguistic insecurity in them. They often use language to establish their status and prestige in the society.

For achieving prestige and status they use such language as gives them status and hence they have negative attitude for their mother tongue i.e. Punjabi. Further as it is noted from the above discussed literature that there is a close relation between social factors and language learning. Due to this attitude of linguistic insecurity, linguistically insecure speakers of Punjabi become better learners of English as they have high motivation for English.

#### Research Questions

The present research has following research questions:

1. Do Pakistani intermediate students have the attitude of linguistic insecurity for Punjabi?
2. Whether or not L1 female Punjabi speakers are more linguistically insecure than L1 male Punjabi speakers?
3. What is the effect of L1 Punjabi speakers' linguistic insecurity on their ESL learning?

#### Methodology

The present research is descriptive and quantitative. For finding the answers of the above mentioned research questions survey was conducted. The participants for the linguistic insecurity and identity survey were selected by random sampling. The survey was done with the help of a questionnaire designed by the researcher. The present research had three variables that were gender, linguistic insecurity and ESL learning. Linguistics insecurity is the independent variable of the first research question. Gender is independent variable of the second research question and linguistic insecurity is the dependent variable of the second research question. For the third research linguistic insecurity is the independent variable and ESL learning is the dependent variable.

#### Questionnaire

The questionnaire was comprised of 13 close ended questions. The close ended questions provided the quantitative data about linguistic insecurity of L1 Punjabi speakers about their mother tongue. The close ended questions were having three options: one was Punjabi and the second was English and the third option was any other language.

#### English Language Proficiency Test

A test was made by the researcher. This test was consisted of four sub tests. These four sub tests were about reading, writing, listening and speaking skills. These tests were of 60 marks, each skill having 20 marks. The purpose of this test was to check ESL learning of L1 Punjabi speakers.

#### Sample

The sample of the present study comprised of 30 L1 Punjabi speakers studying at intermediate level and who were learning English as their second language. These participants were selected through random sampling. Among these participants 15 were female participants and 15 were male participants. The equal number of male and female participant was kept to check the relation between linguistic insecurity and gender.

#### Data Collection Procedures

For the collection of data the researcher went to the three selected colleges of Sheikhpura. These three colleges were Government Post Graduate College for Women Sheikhpura (GPW), Government Degree College Sheikhpura (GC) and Punjab College Sheikhpura (PC). Ten students from each college were randomly selected whose mother tongue was Punjabi. These students were first given survey questionnaire and then their English language proficiency test was taken. For keeping the equal representation of male and female students of inter level 10 female participants were selected from GPW as it was a female college, 10 male participants from GC as it was a male college and 5 male and 5 female participants from

PC as there was coeducation in that college. All the steps of data collection were taken while keeping in mind all the variables of the research. The researcher also kept in mind the sanctity of research in her mind while conducting research. The respondents were given due respect and prestige and they were never forced for anything at any step of the research. Further the permission from the concerned authorities of each institution was also taken for doing research at the three colleges. The participants were provided with the help at every step where they felt difficulty.

## **Results**

### **Survey Questionnaire Results**

The question number 1 of the questionnaire was “which language would you like to speak”? The answer for this question is that out of 15 female participants no student wanted to speak Punjabi. All the 15 female students wanted to speak English. Thus 100% L1 female Punjabi speakers wanted to discard Punjabi and they wanted to speak English. On the other hand out of the 15 male students 5 students wanted to speak Punjabi, 9 students wanted to speak English and only 1 student wanted to speak other than these two languages. So 33.33% L1 male Punjabi speakers still wanted to speak Punjabi and 60% of L1 male Punjabi speakers wanted to speak English. The second question asked to the participants was about the most prestigious language in their opinion. For none of the females, Punjabi is prestige giving language. Thus for all L1 female Punjabi speaking students English is a prestigious language. Among the male participants, 11 participants considered English as a prestige giving language, 4 students rated Punjabi as a prestigious language. The percentage for Punjabi as prestigious language among L1 male Punjabi speakers is 26.67%.

The third question of the questionnaire was “which language does not give respect to its speaker?” The answer for this question given by the female participants is that all the females marked Punjabi making 100% L1 female Punjabi speakers’ perception about Punjabi is negative. Among the male participants, 12 marked Punjabi, 1 male participant marked English language and 2 marked other languages. The fourth question of the questionnaire was about the most inferior language. Again all the females marked Punjabi as the most inferior language. Out of 15 male students, 12 students i.e. 80% marked Punjabi and 3 i.e. 20% marked other than these languages. The next question of the questionnaire was about the desire to be associated as the native speaker of Punjabi, English or other language. 5 females wanted to be associated as the native speaker of Punjabi, while the rest of 10 wanted to be the native speakers of English. So 33% of L1 female Punjabi speakers wanted to associate themselves as native speakers of Punjabi. On the other hand 10 male students i.e. 75% wanted to associate themselves with the native speakers of Punjabi, 2 associated themselves to Urdu and 3 have associated themselves to English. Opinion about the national language was asked in the sixth question. None of the female participants wanted to see Punjabi as their national language, 10 females i.e. 67% wanted Urdu as the national language and 5 female students i.e. 33% wanted to see English as their national language. Among the male participants 5 i.e. 33% were in the favour of Punjabi as their national language, 8 i.e. 53% favoured Urdu as their national language and 2 favoured English as their national language. The question number 7 of the questionnaire was “by speaking which language you can get high status in the society”. Among the 15 female participants the answer for Punjabi, English and other than these languages is 0, 15, and 0 respectively. Thus 100% of Punjabi L1 females considered English as a language that gives high status to its speakers. Male participants have ranked 1, 14, and 0 for Punjabi, English and other languages respectively.

Question number 8 asked about the language which was a hindrance in the way of success for the students. Among the 15 female students all i.e. 100% of the female students considered Punjabi as a hindrance in their way of success. 7 i.e. 47% male students considered Punjabi, and 8 i.e. 53% considered English as a hindrance in their way of success. Identification on the part of the participants for the language was the theme of the next question. None of the females wanted to identify herself with Punjabi, 5 i.e. 33% Punjabi L1 speaking females wanted to identify themselves with Urdu language and 10 i.e. 67% wanted to show their identification for English. 6 i.e. 40% male participants identified themselves with Punjabi, and 9 i.e. 60% wanted to identify themselves with English. “Literature of which language is aspiring” was the tenth question of the survey. The answer for this question from the side of the females was that 3 i.e. 20% female students considered Punjabi literature and 12 i.e. 80% female students considered English literature. Among the 15 males, 9 i.e. 60% male participants considered Punjabi literature as aspiring and 6 i.e. 40% rated English literature. The next question of the questionnaire was the wish of the participants to study which language. None of the females wanted to study Punjabi language. All females wanted to study English language. While the 4 i.e. 27% male students wanted to study Punjabi and 11 i.e. 73% wanted to study English. Question number 12 asked the participants about “Which language do you speak when you want to make your good impression on others”. None of the females had written Punjabi. All i.e. 100% ticked the choice of English. For the same question 3 male students ticked Punjabi and 12 ticked English. The last close ended question of the survey was “which movies do you frequently watch”. Among the female participants none marked the choice for Punjabi, 8 i.e. 53% marked for English and 7 i.e. 47% marked for other languages. From the male participants 5 i.e. 33% participants marked Punjabi and 10 i.e. 67% marked English.

### **English Language Proficiency Test Results**

In order to check English proficiency of L1 Punjabi ESL speakers a test based on all the four skills was given to the students of intermediate. The test was taken of those participants who participated in survey questionnaire. The male participants were titled as M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14 and M15 respectively. Similarly the female participants were titled as F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14 and F15. The results of the test are in the following table:

Table 1: English language proficiency test result

<b>Male Sr. No</b>	<b>Marks Obtained</b>	<b>Female Sr. No</b>	<b>Marks Obtained</b>
M1	35	F1	42
M2	39	F2	50
M4	30	F4	39
M5	50	F5	47
M6	33	F6	30
M7	42	F7	51
M8	37	F8	47
M9	40	F9	39
M10	40	F10	43
M11	42	F11	54
M12	47	F12	52
M13	39	F13	50

M14	52	F14	49
M15	45	F15	53

### Interpretation of the results

The survey questionnaire was designed to find out the answer of first and second research question of the present study. The results show that Pakistani L1 Punjabi speakers have the attitude of linguistic insecurity for their mother tongue i.e. Punjabi. All the female participants of the present study wanted to speak English and they did not want to speak Punjabi though it is their mother tongue. This shows that women have more the attitude of linguistic insecurity as compared to men. 33% of the male participants still wanted to speak their mother tongue. Among male L1 Punjabi speakers more than half of the population wanted to speak English. This shows that L1 Punjabi speaking males are also having the attitude of linguistic insecurity though this linguistic insecurity is less among men as compared to women. Second question of the questionnaire directly measures the attitude of linguistic insecurity as it asks the participants about their prestige considering language. The results of this question again show that L1 Punjabi speaking community has the attitude of linguistic insecurity for their mother tongue. For all the female participants English is a prestigious language. For the male participants English is the most prestigious language as 73% of the male L1 Punjabi speakers considered English as prestige giving language. The results of second question prove that female Punjabi L1 speakers are more linguistically insecure than male Punjabi L1 speakers.

There is close relation of language and respect. The third question was about the language that does not give respect and power to its speakers. All the female L1 Punjabi speaking participants regarded Punjabi as a language that does not give prestige and power to its speakers. The results again prove that female L1 Punjabi speakers have strong attitude of linguistic insecurity among them for Punjabi. The results of the male participants also prove that male L1 Punjabi speakers have also the attitude of linguistic insecurity though it is a little less than the female L1 Punjabi speakers. Fourth question of the survey directly asked the participant about the language that is inferior for them. All the female participants marked Punjabi as an inferior language. This shows that they have the attitude of linguistic insecurity for their mother tongue. This proves our first research question. The percentage of men i.e. 80% considering Punjabi as an inferior language is less than females' percentage i.e. 100% though a very large number of males i.e. 12 out of 15 also have the attitude of linguistic insecurity for their mother tongue i.e. Punjabi.

Table 2: Survey Result

Theme of the question	Male frequency for Punjabi	Female frequency for Punjabi	Male frequency for English	Female frequency for English	Male frequency for other	Female frequency for other
Want to speak	5	0	9	15	1	0
Prestigious	4	0	9	15	0	0
No respect	12	15	1	0	2	0
Most inferior	12	15	0	0	3	0
Association	10	5	3	10	0	0
National lang.	5	0	2	5	8	10
High status	1	0	14	15	0	0
Hindrance	7	15	8	0	0	0

<b>Identification</b>	6	5	9	10	0	0
<b>Aspiring lit.</b>	9	3	6	12	0	0
<b>To be studied</b>	4	0	11	15	0	0
<b>Good impression</b>	3	0	12	15	0	0
<b>Movies</b>	5	0	10	8	0	7

Table 3: Survey Results Percentage

<b>Theme of the question</b>	<b>Male for Punjabi</b>	<b>%</b>	<b>Female for Punjabi</b>	<b>%</b>	<b>Male for English</b>	<b>%</b>	<b>Female for English</b>	<b>%</b>	<b>Male for other</b>	<b>%</b>	<b>Female for other</b>
<b>Want to speak</b>	33%		0		60		100		7		0
<b>Prestigious</b>	27		0		73		100		0		0
<b>No respect</b>	80		100		7		0		13		0
<b>Most inferior</b>	80		100		0		0		20		0
<b>Association</b>	67		33		33		67		0		0
<b>National lang.</b>	33		0		13		33		54		67
<b>High status</b>	7		0		93		100		0		0
<b>Hindrance</b>	47		100		53		0		0		0
<b>Identification</b>	40		33		60		67		0		0
<b>Aspiring lit.</b>	60		20		40		80		0		0
<b>To be studied</b>	27		0		73		100		0		0
<b>Good impression</b>	20		0		80		100		0		0
<b>Movies</b>	33		0		67		53		0		47

The desire of becoming the native speaker of another language is also an aspect of linguistic insecurity from the part of the speakers for their mother tongue. The results of the fifth question revealed that most of the female wanted to be the native speakers of English though their mother tongue was Punjabi. Thus they had the attitude of linguistic insecurity for Punjabi and much likening for English. Punjabi L1 speaking male participants associated themselves to be as the native speakers of Punjabi as 10 out of 15 asserted their identity as the native speakers of Punjabi. The results of this question prove that Punjabi L1 speaking females are linguistically more insecure about their mother tongue as compared to Punjabi L1 speaking males. Sixth question asked about the opinion of the participants about the national language. None of the females wanted to see Punjabi as their national language. But 5 women out of the 15 wanted to have English as their national language. Thus women wanted to replace Urdu with English. This shows that women have the attitude of linguistic insecurity not only for their mother tongue but also for their national language i.e. Urdu. Thus they want to replace Urdu with English. Male participants wanted to make Punjabi as their national language as well. 5 out of 15 participants voted for Punjabi as their national language. While most of the male participants wanted to see Urdu as their national language. This shows that L1 Punjabi male speakers have more solidarity for their mother tongue as compared to L1 Punjabi female speakers.

Language and power are closely related with each other. Speakers use the language that gives them high status. The next question of the present research asked the participants about the language that gives high status to its speakers. All the females regarded that English is the only

language that gives high status to its speakers. Male participants also regarded that English is the language that gives high status to its speakers. The results of the Q.7 show that L1 Punjabi speakers have the attitude of linguistic insecurity for their mother tongue and they give prestige to English. Punjabi is a hindrance in the success in the view of all the L1 Punjabi female participants. This again shows that females have the attitude of linguistic insecurity for Punjabi. Male participants also thought Punjabi as a hindrance in their way of success but most of the males considered English as a hindrance to success. This shows that though Punjabi L1 speaking males are also linguistically insecure about their mother tongue yet they are less insecure as compared to Punjabi L1 speaking females. Most of the female participants identified themselves with English. Only 33% of the female participants identified themselves with Punjabi. This also proves the attitude of linguistic insecurity on the part of female participants. Most of the male participants also established their identity with English and rejected their identity with Punjabi, their mother tongue. The results show that L1 Punjabi speaking males are linguistically less insecure as compared to L1 Punjabi speaking females.

“Literature of which language is valuable” is the tenth question of the questionnaire. Only 20% female participants regarded Punjabi literature as valuable. 80% of female participants marked English literature valuable. This again shows attitude of linguistic insecurity on the part of Punjabi L1 speaking females. More than half of the male participants regarded Punjabi literature valuable as 60% of the Punjabi L1 speaking male participants marked Punjabi literature as valuable. 40% of male participants regarded English literature valuable. Though male participants also had the attitude of linguistic insecurity yet they were linguistically less insecure as compared to Punjabi L1 speaking females. Among the female participants of the present research none wanted to study Punjabi. All of the female participants wanted to study English language. Thus results show that women have the attitude of linguistic insecurity for their mother tongue i.e. Punjabi. Most of the male participants also did not want to study Punjabi as 11 out of 15 participants wanted to study English language. This proves the attitude of linguistic insecurity among the Punjabi L1 speaking males. But this attitude of linguistic insecurity is less among males as 4 male participants still wanted to study Punjabi. Language is a power tool through which the speaker establishes identity. When a speaker retains from his own mother tongue and wants to establish his identity through another language this shows that he has the attitude of linguistic insecurity for his language. The 12<sup>th</sup> question asked the participants about their choice of language for making good impression. All the female participants answered English. This shows strong attitude of linguistic insecurity among the Punjabi L1 speaking females for their mother tongue.

The attitude of linguistic insecurity is also very much prevalent among male participants of the present research as 80% of the male participants said that they spoke English for making their good impression upon others. This attitude of linguistic insecurity is less among male participants as compared to the female participants as 20% of the male participants said that they spoke Punjabi for making good impression. Art and movies are the part of a culture and people mostly watch those movies which are in their favourite language. The disliking for Punjabi on the part of female participants is also seen in their answer for the Q. no. 13. None of the female participants watched Punjabi movies. Most of the female participants watched English movies. This once again shows the attitude of linguistic insecurity from female side for their mother tongue. Male participants watched Punjabi as well as English movies. 33% of the male participants marked that they were used to watch Punjabi movies and 67% were used to watch English movies.



Thus the results of the survey questionnaire clearly show that Punjabi L1 speakers have developed the attitude of linguistic insecurity among them for their mother tongue i.e. Punjabi. They do not want to establish their identity through Punjabi language. They regard Punjabi language as an inferior language. English is the most prestigious language for Punjabi L1 speakers. The results collected through survey clearly show that attitude of linguistic insecurity is very much found among the L1 speakers of Punjabi. They want to discard their identity associated with Punjabi and they want to associate themselves with a language that enjoys high status in their community. The results of the second research question show that females are linguistically more insecure as compared to males. Punjabi L1 speaking females have strongly broken their ties with Punjabi by saying that Punjabi is an inferior language and it does not give respect to its speakers. Further for all the females Punjabi is a hindrance in the way of success. There is close relation between the attitude of linguistic insecurity and ESL learning. The people who have more linguistic insecurity for their mother tongue, they are better ESL learners as the results proved women better ESL learners. In order to overcome linguistic insecurity, linguistically insecure speakers want to have command over that language which is enjoying high prestige in their society. In this way by learning a prestigious language they try to overcome their linguistic insecurity for their mother tongue i.e. Punjabi. This thing becomes clear when we look at the average results of English Proficiency Test of male and female participants.

Table 4: Average Male and Female Test Score

	Male	Females
<b>Total test score of all participants</b>	619	698
<b>Average score of test</b>	41.26	46.53

As we know that L1 Punjabi female speakers are more linguistically insecure than L1 Punjabi male speakers, so there is a direct relation between linguistic insecurity for mother tongue and ESL learning. Thus in Pakistan most of the young L1 Punjabi speakers feel linguistic insecurity for Punjabi and they consider English as the most prestigious language. They discard their identity from Punjabi and want to learn English in order to establish their supremacy with the help of language.

### **Conclusion**

From all of the discussion based on the collected data it becomes clear that the feeling of linguistic insecurity is very much found among Pakistani L1 Punjabi speakers. They rank Punjabi much below to English and in this way they have negative feelings for Punjabi. For them to speak Punjabi is like to lose respect in the eyes of hearer. Further most of the people associate themselves with English and want to make their identity with English. This linguistic insecurity for Punjabi is more among the females as compared to the males. Similarly the level of association for Punjabi is much high among the men as compared to the women. Thus the present research shows the women have more the attitude of linguistic insecurity as compared to the men. So there is a need of hour that we should try to develop positive feelings for Punjabi especially among the educated Pakistani females as they constitute more than 53% of Pakistani population. In this situation it is an alarming fact most of the Pakistani females who are more than half of the total population are inclined to an international language i.e. English and they want to discard their mother tongue. If we have not paid due attention to this issue then in future there may be the possibility of genocide for Punjabi.

### **Recommendations**

The present study has brought so many aspects of one language attitude i.e. linguistic insecurity in Pakistan. It has brought so many areas in which research can be done in future. For instance in the present research the status of only one regional language i.e. Punjabi is researched. Researchers can do research on other regional languages as well. It will help us in determining the status of other regional languages. Further in the present study research is carried out on the intermediate students. There is need of carrying research on all the educational levels so that we can know about the perception of students of different levels about their national and regional languages.

Future research can also be carried out about the teachers' perception about national language i.e. Urdu and also about the regional language/s as we know that a teacher has very significant impact upon his/her students. His/ her attitude can easily change the attitude of students about language/languages. The present research is carried out only in one province of Pakistani i.e. Punjab. It can be carried out in the other provinces of Pakistan so that we have the knowledge about the attitudes of the people of other provinces. This will give a comprehensive picture of linguistic insecurity in Pakistan with reference of different regional languages.

In Pakistan the literacy rate is still very low especially in villages and backward areas. Most of the people are illiterate but still the urge to speak English or Urdu is very much seen in them. So research can be done on these people with reference to the attitude of linguistic insecurity. It will help us to know about the population that is losing feeling of association for their regional language and also for their mother tongue as we know that in Punjab Punjabi is the mother tongue of most of the people.

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