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A Mixed Method Study: Reframing the Impact of Postcolonial Linguistic Attitudes on Socioeconomic Crisis in Pakistan through Selected YouTube Videos and Google-form Responses

1 Nusrat Sultana

Lecturer in English University of Education, Lahore, Multan Campus

Email id. nusrat.sultana@ue.edu.pk

2 Ghulam Abbas

MPhil English, Institute of Southern Punjab, Multan.

Abbasmalik9190@gmail.com

3 Saima Siddique

Assistant Professor in English

GOVT. APWA GRADUATE COLLEGE LAHORE

saimaacif@gmail.com

***Abstract:** This research paper explores the language attitudes prevalent in Pakistan and their impact on evolving socio-economic crisis in Pakistan. For this purpose, three YouTube videos about the use of languages were selected randomly as qualitative data. And, the quantitative data was collected through a google-form comprising 20 questions. The responses were collected by employing the snowball sampling technique. Thus, mixed method approach was followed for the collection and analysis of the data. The responses received through google-form added quantitative reliability to qualitative analysis. The findings of this research exhibit that in Pakistan English language is prioritized and promoted as a more prestigious language as compared to native and other international languages. The pretended language attitudes in Pakistan are connected with British colonization and the*

absence of planning and policy further proliferate them. Therefore, the selected YouTube videos and google-form responses are analyzed qualitatively from post-colonial perspective. The mixed method analysis explored that the colonial and discriminatory language attitudes exist commonly among Pakistani people and an inclusive language planning and implementation of an appropriate policy are urgently required for the promotion of indigenous and other international languages to moderate Pakistani peoples' attitudes and to foster socioeconomic stability in Pakistan.

Keywords: *attitudes, native languages, international languages, colonialism, superiority complex, inferiority complex, multilingualism, socioeconomic growth*

1. Introduction:

Even after 77 years of independence, colonization is still surviving through Pakistani peoples' attitudes. They do not have clarity of purpose, direction and the usefulness of available resources. Their economic and social issues shoot from the British coloniality. Especially, their language attitudes deter their social and economic growth. English language and prestige are two sides of the same coin. As a result, they prioritize English more than their local and indigenous languages though they are attached to them emotionally. Ashraf & Khaleel (2024) state the same that in Pakistan linguistic disparity is a perplexing issue. English language is anticipated as a surety to achieve international prospects. The superiority complex of the elite class and the inferiority complex of the middle and low class with regard to English language proficiency promote disparity attitudes to local and indigenous languages. Therefore, all the other local and international languages are neglected as compared to English.

The researches discourage monolingualism and preference to English language as both of these attitudes minimize the scope for progress in this diversified world. Likewise, Al Amin & Hamid (2023), Alhamami (2023) and Sah & Li (2018) suspect that the anticipated benefits of English language learning for ethnic, socioeconomic, and gender minority groups are mostly unfulfilled and Kubota (2023) concludes that this approach marginalizes the poor and ensures influential people's progress. According to Haidar & Fang (2019) Sah & Li (2018) and Sultana (2024) promotion of English as medium of instruction involves colonial attitude as it helps conserve power

and all world resources to a small group. And the promotion of English language learning reinforces the colonial mindset. Therefore, they plead to undo the colonial predicaments by encouraging positive attitudes to multilingualism by promoting learners with various linguistic backgrounds. The above-mentioned studies pronounce multilingualism as the better option for surviving in today's challenging world. Clyne (2017) elaborates that multilingualism guarantees knowledge and competence in more than one language. According to Clyne (2017) the people who are capable of making themselves understandable in more than one language are known as *individual multilinguals*. Their capability of learning and using multiple languages makes them valuable at all social, economic and international levels.

Changing colonial attitudes towards languages is necessity of present time to manage the global distances as Saudi Arabia has amended its language policy to get better economic and cultural prospects. Similarly, Alhrahshah & Khasawneh (2024) share that Saudi Arabia under “*Vision 2030*” has been promoting linguistic diversity to get highly capable employees in all fields from all over the world. The advantages of speaking more languages transcend the economic benefits. Sulymonbekovna & Kamoliddinovna (2024) Amangeldi (2019) endorse that learning new languages is a significant skill that promises abundant supports in individual and professional growth. Predominantly, it boosts competition and economic growth. Simultaneously, multilinguals are capable of transferring information efficiently as far as meetings, presentations, business dealings are concerned. It is because they are equipped with multiple examples of a situation and through clues and words in multiple languages they simplify the complex issues. Therefore, we can say that humans' well-being, businesses and economy depend on multilingualism.

According to <https://onlinelibrary.wiley.com/doi/abs/10.1002/bs.3830100203>, Jacob Marschak originated the concept of “*linguanomics*” which means the relationship between economy and language in his book “*Economics and Language*” in 1965. Linguanomics is a global economic manifestation which observes the role of linguistic skills on income and trade and it counts the benefits of language planning and usefulness of minority languages in shaping economic growth. According to

https://en.wikipedia.org/wiki/Economics_of_language, the German sociolinguist Florian Coulmas explains that language and economy interact strongly. He believes multilingualism essential for business, economy and trade and dislikes colonial and monolingual approach towards language learning as it results in monopoly.

1.1 The Statement of the Problem

The people in Pakistan cherish their own local languages. Their command over English and Urdu is mediocre and they feel embarrassed when they fail to speak and understand English. According to Pakistan's 2017 census, maximum people speak regional languages and only 7-8 percent people speak Urdu in Pakistan. The rest of the people speak Urdu as a “*lingua franca*” with a little precision to link with the people of other provinces. To be true, the low socioeconomic condition of people is a result of political maneuvering because they are deliberately taught to assume English only as a special language of communication, trade, job and honour. This is why people in Pakistan consider their local and other international languages less important though those languages may be more helpful for their socio-economic pursuits. Thus, this research study aims to explore why people in Pakistan prioritize Urdu and English for achievement of higher education, jobs, visa abroad and good fame, neglecting other indigenous and international languages that may also be more useful for them.

1.3 Research Questions

The following questions will be focused on in this study:

1. What colonial attitudes do Pakistani people have about languages?
2. Can multilingual policy solve socioeconomic crisis in Pakistan?

2. Literature Review

This section enlists the researches and reports about languages and languages attitudes relevant to this research. Most of the research studies report that language skills are essential for earning a livelihood and without appropriate skills in a particular language, it is almost impossible to enhance one's income. Li & Yao (2024) put in

force the learning of languages as a profitable phenomenon to repel economic crisis all over the world. Similarly, Ashraf & Tsegay (2016) explain that individuals from less influential class with low proficiency in the main languages of their areas are apt to fall into the snare of not speaking any language well, thus it decays their opportunities of securing good jobs and illuminating their status in society. They put forth that promotion of monolingualism strengthens colonial attitudes and power ideologies that limit the progress of the majority of less influential people.

In Pakistan, no particular attention has yet been given to the issues pertinent to economy and languages. For example, “Article 251” of the Pakistani Constitution National Assembly (2018) demands to replace English with Urdu in official settings, but in reality this has not been implemented. In this context, it is timely and urgent issue to explore the connections between power, ideology, and language education, which have important implications for policy development in multilingual societies of Pakistan. Channa (2017) & Rahman (1996) state that since Pakistan came into being we did not revise our language policy because we inherited the education system from the *British Colonial System* and included both English-medium and vernacular-medium education for specific administrative roles. English language has been made a prestigious language in Pakistan by our country’s elite class. The same way, Rehman (2002) expresses that English-medium schools serve the country’s elite class who can afford expensive fees and these schools are considered symbolic of quality education because of immense use of English language at the cost of Urdu and other regional languages in Pakistan. In “*National Education Policy*” (2009) all indigenous and international languages found no particular space when the government accepted the symbolic power of English and recommended to change the medium of instruction from Urdu to English for teaching sciences and mathematics from Grade 4 and onward. Similarly, Khalid (2016) & Shamim (2008) report that people in Pakistan also accepted these two languages ignoring the other. There had developed a national consensus on the matter. People in Pakistan proudly use Urdu as a national symbol and English as a symbol of prestige.

In this scenario, both Urdu and English are considered perilous to local languages, because governmental support for Urdu and English has restricted the opportunities for other languages. According to *Multilingual Language Practices in Education in Pakistan: "The Conflict between Policy and Practice"* a research work published in (2021) informs that in Balochistan, Sindh and KPK people are unhappy because of the lack of language policy for the promotion of indigenous and international languages. The issue of learning national and international languages highlights a third political direction in terms of language policy in Pakistan that is linked to economic growth and to the international market in terms of jobs and other opportunities. Remorsefully, Ashraf (2018b) and Shamim (2008) exposed that in Pakistani context, language planning had just been based on the notions of nationalism, religion and development as it had no special concerns with economic growth through language development and awareness.

People in Pakistan may stop underestimating local and other international languages if Government popularizes policies to control English imperialism and linguicism. If people are instigated to learn Urdu and English, the same way, they may be motivated to learn other languages as well. Similarly, *Multilingual Language Practices in Education in Pakistan: "The Conflict between Policy and Practice"* (2021) a work by multiple Pakistani researchers informed that the participants from KPK and Balochistan confessed that they witnessed negativity about their local languages among people in major cities of Pakistan. They agreed to acquire English language education like the students of Punjab only because opportunities of admission to universities and good jobs were available only on the basis of English language skills. Synchronously, Balochi and Sindhi employees expressed concerns over negative attitudes of federal people to local languages during their official meetings. They experienced a serious demand of English in Islamabad. Pomerantz (2007) & Rahman (2005) share that shift from regional and national languages to English was found as the most desired factor in the responses of the participants of KPK. They reported that English is the route to success for high-status leadership, as well as for admission to higher education institutes anywhere.

The government policies and support can alleviate the financial pressure on learners for learning languages. They must be given more language choices. The restriction to learn particular languages and associating them to economic growth and prestige is not a workable human approach. Regretfully, the language policies do not encourage local languages and poor economic conditions obstruct English language learning. Henderson (2005) relates English language learning to economic factor. She proved that students' performance in English language was affected by their economic backgrounds and surroundings in many European countries. Likewise, Ashraf et al., (2016) found that mostly public and private school teachers link English language learning with economic backgrounds of the students. Poverty detains their learning of English and chances of earning as well. Students from low socioeconomic families were reported to use local languages with their families and communities. Though Urdu was *Lingua Franca* and English was compulsion for class and yet they did not have command on English because they use home languages extensively for expressing emotions.

Knowledge of multiple languages equips learners with skills that help them deal processes connected with economic purposes like business, trade and immigration. Similarly, Gellner (1983) & Silverstein (1979) and Phillipson (1992) view that multilingualism affects social concepts by generating the collective values, economic standards and political control that reflect the social standards and principles of bigger human society. This social control is governed by economic and political factors. Contrarily, Phillipson (1992) & Rahman (1996) detect the glass ceiling between economic factors and language learning policies. They claimed that marginalized groups are persuaded to acquire a particular national or international language to obtain a stable economic status while political powers keep strengthening the policymakers' positions in controlling and spreading their personal ideologies through a particular language. Bourdieu (1991) & Piller (2015) support the above given views that politically strengthened language ideologies impact language production through the systemic link between language, power, and society. The influential political

individuals interfere with the process of defining a language policy and which actually may not be applicable in a society that is based on a class system.

We can look at multilingualism from two angles. It does not mean acquiring international languages; it also includes national and regional language attainment. In our own country and across borders, there are many economic doorways. That is why local and global language literacy and communication at the same time must be under consideration to produce effective coordinated actions across the larger economic enterprises. Today's latest growing economy involves consistent interactions across geographical locations. For this purpose, a proper language planning and policy are required because according to Castells (2000) the local and international exchanges and interactions between different people and nations require an effective process for communication and standardized forms for coding and receiving information. Simultaneously, Castells (2000) endorses that language is the medium of business, an asset in itself and sometimes a barrier to trade. This means that as much as the proper language planning can open economic doors in the world for different countries, the same way, the marginalization of languages can aggravate the economic crisis around the globe.

Likewise, Christofides and Swindinsky (2010) in the University of Guelph studied that bilingual employees earn more than their unilingual counterparts, even if they are not using their language skills on the job. Moreover, Habib (2011) shared surprising findings regarding multilingualism and competition among countries' market on the basis of languages. He says that small sized and medium sized companies in Sweden, Denmark, Germany and France who invested in languages were able to export more goods. German companies invested more on multilingual staff and as a result earned more in markets. Simultaneously, he added that English language would not suffice in the changing economic climate because local languages of countries and Chinese language in the global market were becoming valuable, gradually. Importance of English has been declining remarkably since 2000. The same way, Deneire & Benmokhtar (2024) sustain that many countries like Germany, Italy, Sweden and Netherland, etc., overestimate English as a language of trade and progress that may

impede economic progress because importance of other languages is becoming an established reality.

According to Hardach (2018) language has special significance for a large scale national and smaller scale business levels. She points out that exports, work force and economic growth are linked to linguistic heterogeneity. The originator of *Facebook* “Mark Zuckerberg” learnt Mandarin, acknowledging that it was the language of a developed business country to enhance his business profitability by entering Chinese market. Grin (2008) endorses that the economic power of language by citing “Willie Brandt”, the former Chancellor of the Federal Republic of Germany who said, “*If one wants to sell his goods to another person he must speak the purchaser’s language, but if one is interested in buying something then purchaser must know seller’s language*”. Hardach (2018) shares the figures presented by the World Economic Forum (2018) to implore the people to eliminate the colonial pressures of learning English only. The World Economic Forum (2018) informs that in European Union 56%, in Netherlands 99%, in Denmark 97%, in Germany 67%, and in Poland 57% population is bilingual while in America, a strict policy regarding shifting from English to learning other languages has also been announced to connect to the world and to reduce economic crisis. Grin, Sfreddo & Vilaincourt (2010) and Qaiser & Grigoriadis (2024) establish that the increased productivity in businesses is guaranteed with multilingualism.

Correspondingly, according to World Economic Forum Report (2023) speaking more than one language can boost economic growth. According to the report, employers in the healthcare, social assistance, trade, education sectors, professional and technical services and construction sectors are most likely to demand for multilingual employees in future. The sociolinguists like Hogan-Brun & Dabašinskienė (2024) work on language planning and practices in multilingual settings with a current focus on the economics of multilingualism. They apprehend peoples’ particular preference for English language may upset them in future. In an another article, *Why Multilingualism is Good for Economy* (2017) Hogan-Brun expressed that the strategy

of trading through English communication only was the reason behind recent economic decline around the world.

The similar facts are conveyed in a report “*Language and the Economy*” (2020) that the demand for linguistic skills has been constantly rising on the European labour market. Therefore, there is an urgent need to master different international languages that play a pivotal role in international relations, trade and business overseas. There is also a growing interest in the role that regional and local languages play in local and cross-border economies. This report provides food for thought that the learning and promotion of regional languages have substantial benefits to the local economy along with social and regional cohesion.

Bradley (2008) in an online article, “*Languages Generate One Tenth of Swiss GDP*” proved an ever growing relationship between language and economy and shared the findings of the Leap Project Financed by Swiss National Research Programme to endorse how languages generated economic value and what impact they had on specific sectors and jobs. Grin (2008-2010) mentioned that Switzerland had been popularized as an appealing and attractive business country by linking its success with the beauty of multilingualism and multilinguals skills. “*The Elan Study*” and “*Leap Project*” (2006) published by the European Commission informed that English was no more the widespread language. Many other languages were used by the people for business and trade. These reports suggested an increase in investment to develop language skills across EU to produce far reaching economic benefits, especially, in terms of a positive impact on *Small and Medium Sized Enterprises* productivity and export performance. *The Elan Study* (2006) encouraged the company managers and directors to zealously speak other languages in order to facilitate agreements with their foreign business partners (P.25) and asserted that multilingualism could enable us to receive better information about the business environment and new ideas about production, raw materials, marketing and trade channels (P.4). Likewise, the European Commission Report (2018) stated that once English language was used worldwide as a business language but to build strong business relationships many

other languages were needed to be learnt. And Motion for a European Parliament Resolution (2008) also confirmed the importance of multilingualism by declaring it an asset for Europe. It's "Clause F" acknowledged multilingualism as a citizen's rights referring to article 21 and 22 of the charter of Fundamental Rights.

In an article by Judith and Paola (2017) "*The Benefits of Multilingualism to the Personal and Professional Development of Residents of The US*" describes that attainment of multilingualism in childhood supports well-being and it results in cognitive and economic development in the long run. Judith and Paola requested to consider it important for economic growth particularly and for social company generally. Most of the researches and the findings favour multilingualism. Only, Odochi (2019) reported the antagonistic views of "*Linguanomics*" who feel that economic growth through multilingual knowledge will affect the social peace. Odochi (2019) shares that they wish to restrict commerce and trade to nations who have the same international languages and they count sociocultural values of nations more important as compared to economic benefits.

2. Methodology:

This is an exploratory research. The data was collected from two different sources to do mixed method research. Firstly, three YouTube videos named as: (1) *English Reporter Prank*, (2) *Foreigner in Pakistan* and (3) *Punjab Assembly Members' Interviews in English Language* were collected to study the attitudes of Pakistani people towards languages following simple random sampling to give an equal chance to all videos produced about languages. Secondly, a google-form was formulated to collect quantitative data from people with particular knowledge of languages belonging to different cities of Pakistan. The google-form contains 20 questions related to the importance of regional, national and international languages from socioeconomic point of view. These questions have been devised following Likert scale and bio-polar question technique to collect diversified answers to cross check the responses. The responses were collected from the respondents by employing snowball sampling technique because relevant people were required for the collection of pertinent information. 62 people responded to the questionnaire. The respondents

include 72% women and 28% men. More than 80% people were doing jobs in different government and private sectors and abroad. The following are the links of videos used as qualitative data.

- 1) <https://youtu.be/DdLHcKB4ZR0> English Reporter Prank (2021)
- 2) <https://youtu.be/Ivs4S5huDMY> Foreigner in Pakistan (Prank) (2022)
- 3) <https://youtu.be/SSIQscgrEoU> Punjab Assembly members interviews (2011)

The linguistic analysis of the videos and responses was conducted by following postcolonial theoretical lens. It is the most suitable lens because linguistic issues in Pakistan relate to colonialism. The language policy, planning and at the same time language attitudes in Pakistan are the by-product of colonization that endorse English as the official language showing disregard to regional, and other international languages. Even in some situations Urdu seems to be marginalized though it also had official status in language policy of Pakistan. And, for semiotic analysis, Kress and Van Leeuwen's model (2006) was applied to study the non-verbal aspects in the videos.

4. Analysis and Discussion

In this section, the above-mentioned YouTube videos and sixty two responses of google-form will be analyzed and explained. The analysis of YouTube videos about and google-form will be conducted employing postcolonial theoretical framework. Moreover, the quantitative data collected through google-form will validate the findings of the post-colonial analysis.

4.1 Qualitative Analysis of YouTube Videos

The people in the videos are seen participating as interviewers and interviewees. The linguistic analysis will focus on the features of postcolonial theoretical framework like *mimicry*, *sophisticated attitudes*, *inferiority*, *superiority*, *savagery*, *exotic self*, *demonic self* and *prestige* to expose postcolonial impact in Pakistani peoples' linguistic attitudes towards languages other than English. In the selected videos, the interviewers are found *mimicking* the foreign spoken English pronunciation and accent to confuse the interviewees who possess mediocre English communication skills.

In the 1st video, the interviewer highlights the confusion, fear, inferiority complex of the people in terms of English language use. Most of the interviewees were able to answer in just yes and no. They did not know the meaning of the questions even. The participants were common persons like students, delivery boys, visitors, and drivers who belonged to middle and lower middle class. Only one or two persons who were good at English communication were not asked more questions justifies that people with low English language efficiency were the target of the fun. The questioning technique of the interviewers highlighted that they had some kind of inferiority complex and insecurity because they seemed to dislike the persons who had command over English communication skills like them. Pathan, Al Murshidi, Ayyaz, & Alvi (2024) also found the same about Pakistani people that they are conscious of their prestige and therefore, they prefer English in different settings to appear stylish. The selected videos disclosed two kinds of attitudes i.e., *inferiority about using local languages and superiority* about using English. Most importantly, it is noted that 80% screen time has been allocated to show the English language *inferiority* of the people in Pakistan.

In the 2nd video, the members of the Punjab Assembly in 2011 had been displayed having no proper English language skills though they were influential persons and at the same time, the representative of Government of Pakistan. And, ironically enough that they promote and adore English language and English medium school system. Moreover, it was surprising that they were well-established people economically even without English language communication skills which were popularized essential in social, educational and official systems by the government influential like them. And, the facts proved that though English language was important yet its pressure was just colonial inbuilt and it could not always interfere with the economic progress.

The 3rd video named as “*Foreigner in Pakistan*” was produced by a person who disguised himself in the get-up of a foreigner. He exemplified how people in Pakistan were impressed by white and so-called *sophisticated* people who could speak English.

This video exhibits that the people in Pakistan who can speak English have *superiority complex* and make others feel *inferiority complex*. They display themselves so-called *natural* and *sophisticated* through foreign appearance and foreign language usage. On the other hand, they display other people *exotic, demonic and savages* by exposing their use of local languages, poor English and appearance. So, it can be determined that such videos encourage English language system as an ideal and superior one. In the same way, Syed, H. (2024) unravels the discrepancy philosophies about English language schooling in Pakistan. He reports that English dexterity serves as a fantasy line of discrimination among teachers and people to strengthen linguistic and socioeconomic grading. Channa (2017) and Rehman (1996) stated that English language had been made a precious and prestigious language in Pakistan by our country's elite class particularly who were politicians and by the people who had superiority complex. They promoted language barriers to distinguish themselves and their children from poor and local language speakers and to make the English school system appear costly and unreachable. This selected video, uncovered a double-edged ironical situation where political leaders and the educated class in Pakistan seemed to achieve the higher status either by showing relatedness to English class and system or by promoting English and by pleasing the English people.

4.2 Quantitative Analysis of the Google Form Responses

The quantitative analysis empowers the qualitative analysis as it exhibits that local and other international languages are not encouraged in Pakistan. It is found out that the colonial impact still exists in Pakistan and it is that is apparent through mentality and attitudes embedded in the selected videos and at the same time by the responses of the people via google-form. Below are given 20 figures comprising responses of the designed questions. Their analysis aligns with the qualitative analysis.

Which language (s) you can use while speaking and writing?
62 responses

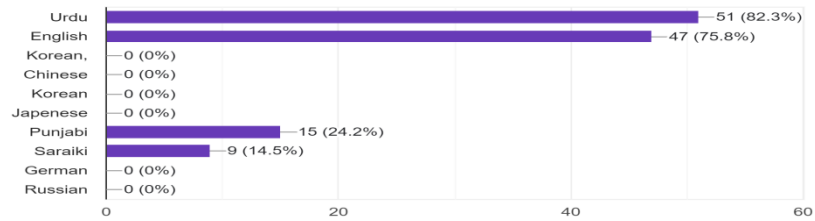


Figure 4.1

The Figure.4.1 reveals that Urdu and English are used in speaking and writing widely in different cities of Pakistan. According to the respondents Urdu is extensively used in speaking and writing as compared to other local and international languages. Both English and Urdu are referred as prestigious languages.

Which language (s) you can just read and understand?
62 responses

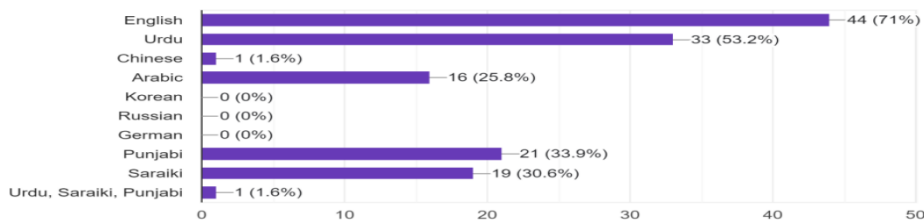


Figure 4.2

The figure 4.2 discloses respondents amazing perspective about reading and understanding English and other languages. Here, unexpectedly, they have responded to have more knowledge of English as compared to Urdu and other languages.

Which language you use while talking to your friends and family members?
62 responses

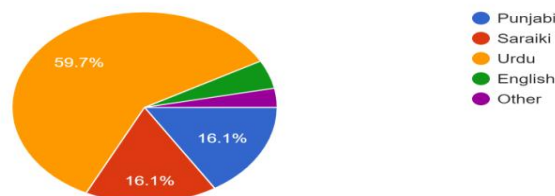


Figure 4.3

The *figure 4.3* shows that Pakistani people’s approach to local languages is changing and Urdu has been widely accepted as *lingua franca* in Pakistan. It means that language policy in Pakistan has forced them to compromise their local languages. Only 16 percent respondents replied that they spoke either Punjabi or Saraiki while talking to their family and friends. Contrarily, almost 60% people showed their preference for Urdu.

Which language you prefer to speak in official settings?
62 responses

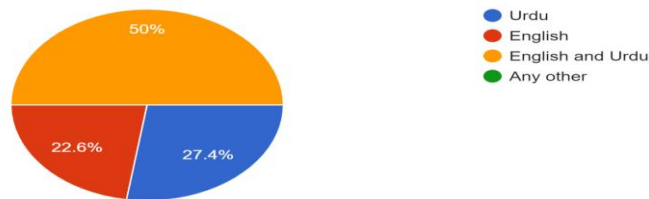


Figure 4.4

The *figure 4.4* exposes English as the most preferred language in official settings in Pakistan. Urdu is the second preference or they code-switch between English and Urdu. It means that most probably, people prefer to talk in English in their official settings. Similarly, a research work “*Multilingual Language Practices in Education in Pakistan: “The Conflict between Policy and Practice”* (2021) informed that the Balochi, Sindhi, KPK research participants observed the colonial language attitudes among people working in cities like Islamabad. They prefer using English as they had diverged from using local languages.

Which language, people are obsessed with in Pakistan?
62 responses

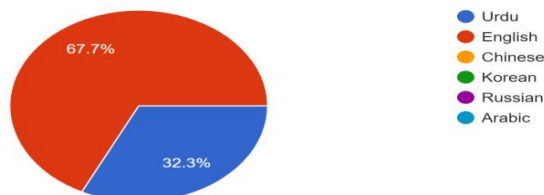


Figure 4.5

The *figure 4.5* explains the language choice of people in Pakistan. According to respondents, mostly people like English whether they have a command on English language or not but they are obsessed with English language. This data clearly displays the approach of Pakistani people towards language choice.

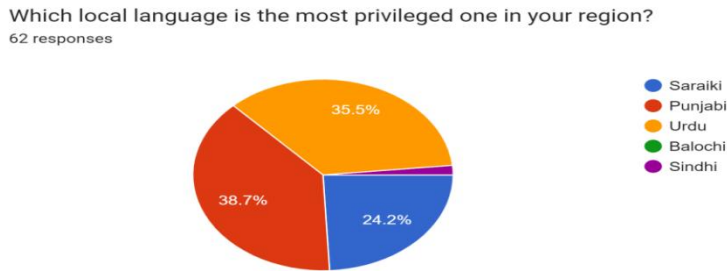


Figure 4.6

The *figure 4.6* highlights that 39% respondents reported extensive use of Punjabi in Pakistan as the most used regional. Urdu is reported to have strong place among language choices. But 24% percent people opted Saraiki as the third important choice among people as a regional language. The *figure 4.6* informs us that Punjabi language has a special status among regional languages and close to the hearts of people.

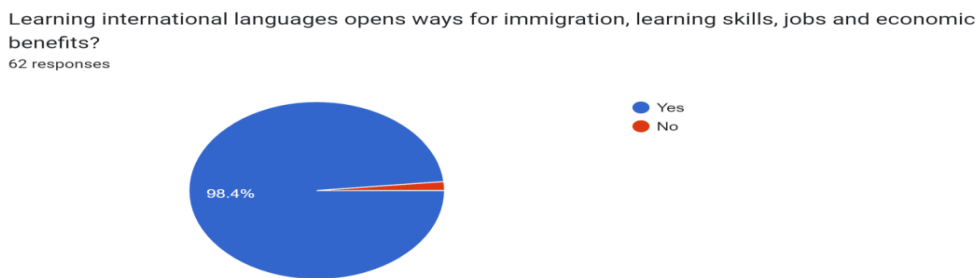


Figure 4.7

The percentage of responses in *figure 4.7* displays that 98% respondents understand the importance of international languages in term of economic stability. The facts and figures prove that people understand the importance of the role of international languages in relation to personal, national and international growth and economy.

Is learning the language of economically superior country a path to economic stability?
62 responses

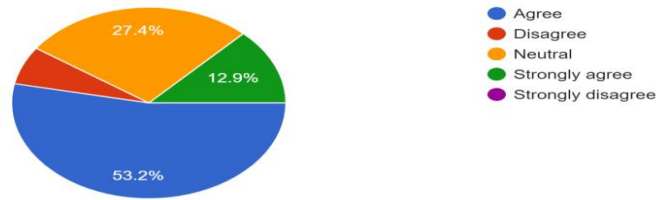


Figure 4.8

The figure 4.8 affirms that the respondents understand the importance of international languages spoken in economically strong countries. The total percentage in response of the options agree, strongly agree mean that 66% respondents understand the importance of learning languages of economically strong countries. Simultaneously, 24% peoples' neutral response does not mean they disagree with the idea.

Every language is equally important socially, politically and economically.
62 responses

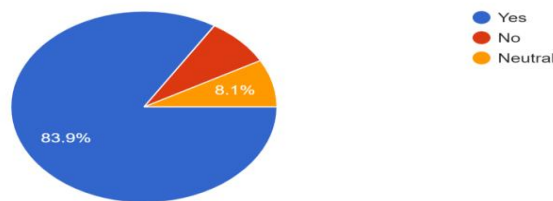


Figure 4.9

The figure 4.9 gives us a clear-cut answer about the equality of the languages whether regional, national or international. Majority ensured the importance of languages from social, political and economic points of view with almost 84% positive responses. Similarly, 8.1% neutral responses also do not seem to disagree.

Multilingualism can promote social and economic peace and harmony around the world and can reverse the present unstable economic situation?
62 responses

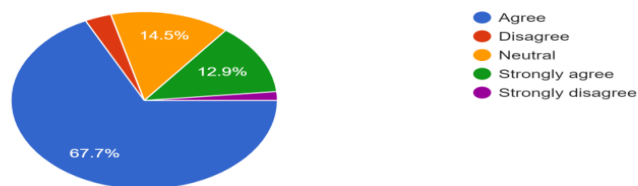


Figure 4.10

The findings of the question in figure 4.10 show that 67% people agree, 12.9% people strongly agree and 14.5% respondents are neutral about the importance and impact of multilingualism. Collectively, it means that 80% people accept multilingualism as a surety for socioeconomic peace and harmony in the world. Similarly, most of the sociolinguists except Odichi (2019) report language and economy researchers to have found multilingualism ideal for socioeconomic settlement.

On what basis, second and third language should be acquired in the light of recent challenges?
62 responses

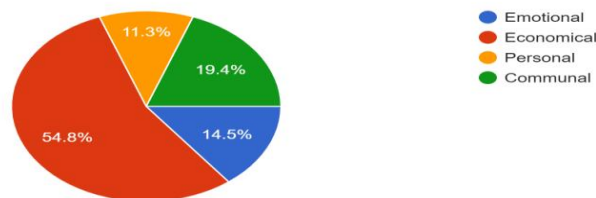


Figure 4.11

The figure 4.11 shows that people prefer 2nd or 3rd language learning from economic point of view. As far as first language is concerned, it is for personal, communal and emotional purposes but as far as 2nd and 3rd language learning is concerned respondent have a clear idea that it should be learnt and taught for professional, commercial dealings and immigration purposes. Similarly, Clyne (2017) states that in America people are expected to speak different languages at homes, schools and offices to improve their economic conditions.

Is it wise to get stuck to learning English only as second language amid lurking default for many countries in 2023?
62 responses

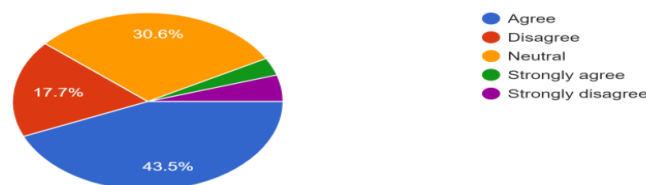


Figure 4.12

The figure 4.12 describes that colonial and postcolonial eras strongly impacted Pakistani peoples' linguistic choices. 43% responses in agreement while 31% neutral responses expose that English is their favorite language. Pakistan's elite class, media,

Pakistani leaders and higher education institutes privilege it and therefore, it is difficult for common Pakistani people to decide whether to keep English in future as a language of strong economy or to accept other international languages of economically more strong countries where English is not privileged.

Learning and speaking your regional and international languages can reduce the distances among national and international communities.
62 responses

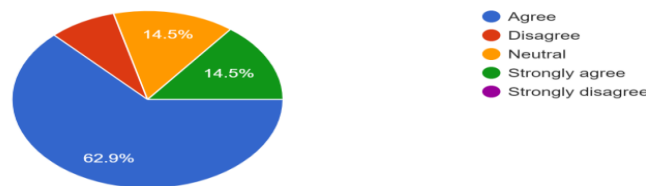


Figure 4.13

The figure 4.13 indicates that most of the respondents believe that learning regional and international languages can promote harmony and diminish the distances across national and international borders. It means that majority of them has a clear idea of the importance of bilateral and multilateral relationships. Similarly, their confusion that sprouts from coloniality and post-coloniality in terms of linguistic choices can be mitigated through language policy and planning in Pakistan.

Appropriate language policy regarding multilingualism can benefit Pakistan economically.
62 responses

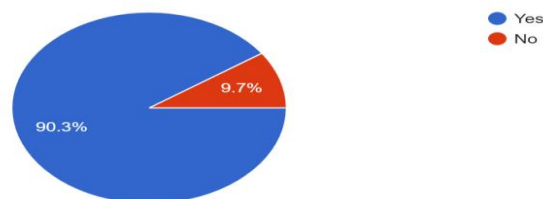


Figure 4.14

In figure 4.14 the percentage of responses in relation to *bio-polar* question shows that Pakistani economic crisis can be minimized by appropriate language policy regarding multilingualism i.e. the use of other regional languages along with Urdu and other

international languages along with English. 90% respondents understand that there is a need of language policy regarding promotion of multilingualism in Pakistan.

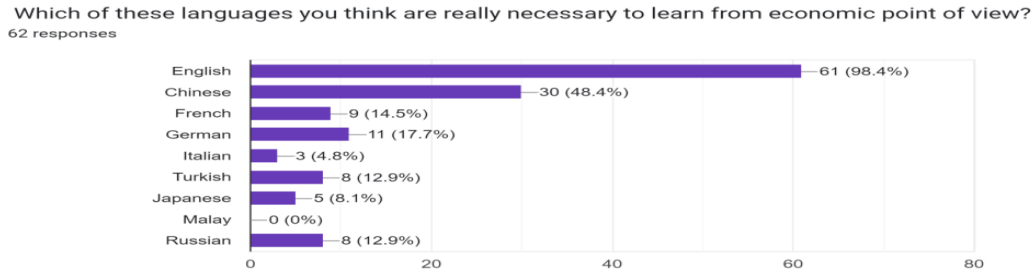


Figure 4.15

The figure 4.15 exposes the colonial repertoire of Pakistani people because the 99% respondents privileged English language as compared to other languages that belong to economically emerging countries. Chinese language is second, German is third, Russian is fourth and Turkish is fifth in terms of their choice of language. Contrarily, Hardach (2018) informs that Chinese is the language of progress by asserting that the originator of Facebook also learnt Chinese to enter into the country and its market to grow his business.

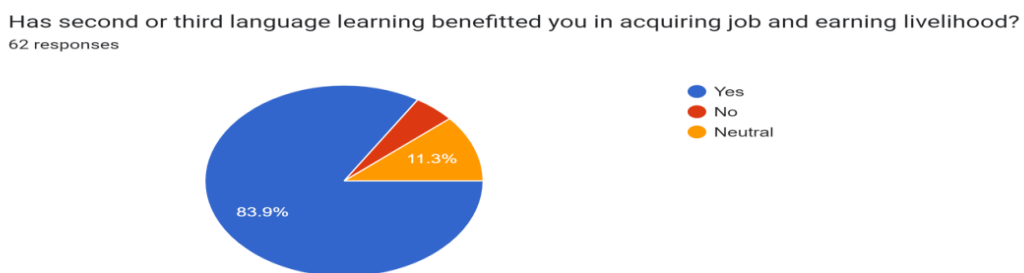


Figure 4.16

The Figure 4.16 exhibits that almost 84% respondents believe that in Pakistan acquiring 2nd language (that is most probably English as shown in figure 4.15) is a guarantee to job achievement and economic strength. Moreover, the responses also inform that bilingualism and multilingualism exist in our country and people have awareness about its importance.

Are you learning any new language for acquiring education and for job abroad?
62 responses

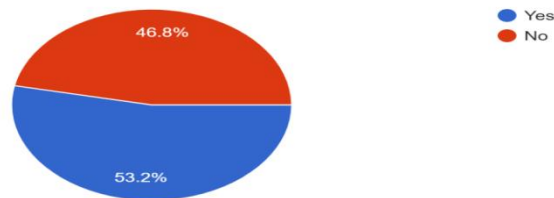


Figure 4.17

The figure 4.17 demonstrates that people in Pakistan learn languages for economic security. But for them language learning means to learn English language most probably, because responses of figure 4.5 and figure 4.15 indicate Pakistani peoples' obsession with English as compared to other languages popular from economic point of in different parts of the world. In a hierarchy, English still scores the highest as far as the comparison of the economically popular languages is concerned.

Children should be taught different languages in early childhood?
62 responses

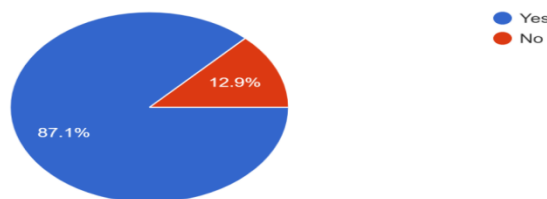


Figure 4.18

The above given figure 4.18 illustrates that the majority of people in Pakistan know that languages are better learnt in childhood. 87% people answered positively. This positive percentage is further endorsed by the findings shared in the article, “The Benefits of Multilingualism to the Personal and Professional Development of Residents of The US” (2017) produced by Judith and Paola. They add a scientific affirmation that the exposure to languages in childhood would definitely simplify language learning process.

Learning more languages will create equality among people and languages thus diminishing the hegemony of one nation and one language around the world.
62 responses

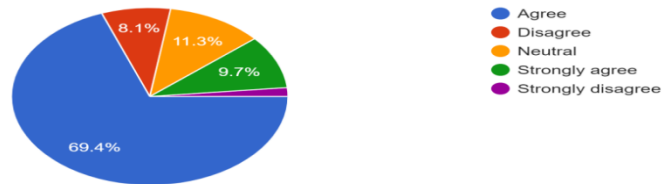


Figure 4.19

The above given *figure 4.19* explains that the majority of people feel that language diversity can moderate the hegemony of one language and one nation as we see in the case of English as far as Pakistani peoples’ linguistic attitudes, language policy and planning are concerned. This response relates to language policy in Pakistan as Urdu and English are stated official languages in its policy. Most of our time is spent in learning English and people from different provinces of Pakistan are detained from speaking their own languages like Sindhi, Pashto, Balochi, Saraiki and Punjabi in order to learn and focus on Urdu and English particularly. Only for this reason, mostly people do not learn in schools and colleges.

Language diversity is a solution to ethnic and social issues.
62 responses

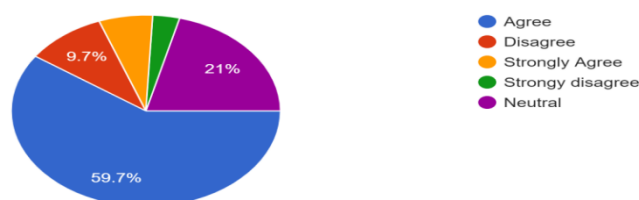


Figure 4.20

The *figure 4.20* indicates that almost 60% respondents agreed that linguistic diversity can provide a solution to ethnic and social problems soared in Pakistan. Here, 21% neutral responses and 9.7% respondents’ rejection of language diversity reflects two important things: firstly, colonial mentality still exists in Pakistan, secondly, lack of language planning and policy keep confusion and dissatisfaction among the people. As a result, people are immunized to the systems introduced politically in the past and

they have no interest in languages that can contribute in building a healthy nation or even can destroy a nation if left ignored.

5. Conclusion

This section contains discussion and elucidation regarding questions stated in the first section for the particular inquiry. On the basis of qualitative analysis of the selected videos through colonial lens endorsed by quantitative analysis of the google-form responses it is explored that Pakistani people's linguistic attitudes are tinted either with inferiority or with superiority in terms of language learning. The linguistic choices and attitudes of Pakistani people sustain colonial effects. They feel superiority in speaking English only as compared to speaking any other language of the world. Simultaneously, Pakistani people exhibit more inferiority complexes, if they fail to speak English particularly. These marginalized attitudes to their local languages and other international languages are by-product of colonialism and post-colonialism which are further reprocessed by the media and politically influential people in one way or the other.

The quantitative figures of the google-form inform us that people know the worth of languages and cherish their local languages but their preference for English language stems from their inferiority complex. They acknowledge the importance of languages from socioeconomic perspective. But They need to be updated about the importance of other economically strong countries and their languages because still a very few people have been found to be interested in learning other languages like Chinese, Russian, German and Turkish according to findings of the google-form responses. Their top priority is still English. Though they have shown their acceptance to learn languages other than English yet they have given 71% weightage to English language.

The qualitative analysis of selected videos and the quantitative analysis of google-form responses validate that English language has been popularized by certain tactics like mimicry and by inciting inferiority complex in people. An elite and influential class having no majority popularizes English by speaking it confidently in front of people from mediocre class having no English medium education to enjoy British-like

superiority. Hence, Government of Pakistan has to plan a proper language policy to stimulate learning of local and other international languages to minimize class system and to promote internal and external economic stability and harmony.

Through media the importance of languages is to be propagated like propagating the importance of saving water vehemently to secure Pakistan from economic challenges emerging due to the lack of multidimensional relations within and outside the countries. Pakistan is about to suffer from scarcity of multiple resources in future because of economic decline. To an extent, the promotion of languages will soothe internal borders and external borders bulging with socio-economic problems. Chinese language has been chosen by almost 50 percent respondents as a language of economy in future. So, a language policy and planning is required to maximize the eagerness of learning languages of prosperous economies. Similarly, an article *Why Multilingualism is Good for Economy* (2017) and a study by Odochi (2019) disfavour plurilingualism or addiction to English language because it can encumber progress in future because of lack of resources in English speaking countries which are extensively being used since long. Lastly, we can conclude that languages are living entities because human beings have emotional association with languages, thus respect, equality, acceptance and admiration for languages can settle most of our socioeconomic issues. Simultaneously, findings conclude that the negative attitudes to local and all other international language are products of coloniality and these can be perilous and disastrous. Therefore, only proper language planning and policy can minimize the negative and so-called colonial linguistic attitudes and can foster respect for all languages and multilingualism.

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