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RESEARCH PAPER

Social and Psychological Compulsions of English Language Use: The Negative Outcomes

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PAPER INFO	ABSTRACT
	English language enjoys the Political, constitutional and official status in Pakistan. Its worldwide use justifies its status in Pakistan. Speaking English is the desire of the people. This fashion of English language use is an outcome of social and psychological aspects. The society privileges the individuals with the competence to speak English. On the other hand, every individual is inclined psychologically to use English which is uncontrollable. All the factors behind these social and psychological compulsions to use English Language will be brought into discussion in this research paper. The data is collected from the daily conversation of people and personal experience of the researcher from the individuals desperate to speak English Language. The collected data is analyzed by explaining it in the sphere of social and psychological circle.

Introduction

World English from 1920, International English from 1930 and global English from 1950s are the different titles given to English Language and the third label is often misunderstood as socio-economic globalization (McArthur, 2004, p. 3). These titles are changed at times but the fact remains that English is a language that has its own standing in the world apart from its high influence in all the areas of the world. English is language that cannot be disputed in the world. According to an estimate the understanding of English language is increasing up to the level of 1/3 of the world population and the number of English speakers is increasing with every passing day. (Crystal, 2012, p. 155). Latin was the international language widely understood in past and English can be called as Latin of today's world. (Al-Dabbagh,2005). At present, English is official language of more than 52 countries.

Mohd-Asraf (2005)

Its influence spans the entire globe, and there is hardly any country today that does not use English in one way or another or that is not affected by its spread. (p. 103)

The authority uses its power to extend or expand the use of language in different settings which is termed as language allocation (Gorman 1973: 73). The authoritative decisions made by the governments are linked to state matters, hence, cannot be termed as decisions of language but of politics. It all depends upon the policy of the state to declare a language national or official.

It has been observed by many scholars that when state makes language planning it is considered as norm (Jernudd and Das Gupta 1971: 211; Rubin & Jernudd 1971: XVI; Weinstein 1980: 55). Apart from state sponsored language planning, the efforts of individual language planners cannot be overlooked. The following are the nominated language planners who worked individually: Samuel Johnson for English (Bate 1975: 240-260; Sledd & Kolb 1955); Ben Yehuda for Hebrew (Fellman 1974); Noah Webster for American English (Weinstein 1982); and St Stefan of Perm for Komi (Ferguson 1968a). Preparation of dictionaries, making linguistic rules and norms, determining spellings are the works entitled to individual language planners but they have nothing to do with the policy of using language at specific settings. It is the state machinery that decides the domain of language use in different settings. The planning of the individuals in language is termed by some of the scholars as 'language treatment' because of the difference of language planning by the individuals and state (Jernudd 1977; Paulston 1983: 58).

In France, for instance, the dialect of the elite of Paris was imposed as 'standard' French (the French language) whereas the other varieties of French were undervalued. The Academie Francaise then standardized the language (Cooper 1989: 3-11) and the other French dialects -- some of which were entirely different languages -- were neither taught in schools nor used in literature or in the media (Jacob & Gordon 1985).

It is a phenomenon that the elite is having a decisive role in the decision making of language policy by promoting one language or dialect with an aim to make it a language for official use and keeping their approach to such language. In all the societies there are more than one languages used or dialects of one language but these languages and dialects remain unprivileged due to the overwhelming impact of the official language prescribed by the elite. The declaration of a language as official language is justified by the elite claiming that the ruling elite had to take every possible step to run the nation smoothly including the minorities, hence the language policy is justified. Laitin and David(1988) claims that the rationalization adopted by the ruling elite in such policies is referred as 'State Rationalization'. Weber (1968:809-838) has coined a term 'formal rationality' that means to follow the standardized procedure to run the administration smoothly and efficiently. It seems apparently an

act of mercy and benevolence of the ruling elite but the fact remains otherwise that the elite claim the steps taken for the smooth functioning of state machinery but it actually benefits them by protecting their interests and their easy access to the official language. It hardly has to do anything with the state matters and sincerity with the functioning of the state. In this way, the purpose of language only remains to protect the rights of the ruling elite and a symbol for their power preserving functions.

The multilingual countries face a serious problem of linguistic ethnicity if one local language is given priority over the other, it leads to ethnicity crises (Wardaugh 1987: 164; Harrison 1960; Greenberg 1965). For example, Hausa, Igbo and Yoruba are the three main languages spoken in Nigeria and if priority is given to any one of these languages, it will rise ethnicity problems in the state (Paden 1968: 199-213). Amharic was the language prioritized by Haile Sellasie's received resistance from Somali, Tigrinya and Omro language groups in Ethopia (Bender 1985: 277). There are more than hundred languages used in Cameroon with the population of more than five million people (Alexandre 1968: 120-121). Privileging one language in such situations not only creates division among the resident of that state but turns impossible for the state to make every language standardized for governance and education (Todd 1983: 167-168).

The third world countries suffered from the problem of dominating factor of west specifically in the countries that have been part of colonialism which is known as neo-colonialism (Phillipson and Robert 1992). The local languages are not used in the domains of military, judiciary, administration at higher level, diplomatic level and commercial employment and such language only halts ones social mobility. The use of local languages is not acceptable even by the native users of that specific language because of its use at lower level. These complex situations are prevalent in third world countries having greater influence of English language. Almost every resident of third world countries prefer to use English language at official level. There is always a possibility for the individuals to get attracted by the cosmopolitan elite although the emotional and rhetorical level is supported by the national language. For instance, every resident of Philippine is convinced to provide the knowledge of English language to his children for the good of his future (Sibayan 1983: 94; also see Miller 1981).

There is a trend in societies to get attracted by modernism although the societies face resistance at times due to the restriction of religion towards Secularization and Westernization. On the other hand, an unorganized and spontaneous resistance is observed to the approaching of absence of character in humans and uniformity of modernism. It may also be considered as the reason of non-acceptance of individual language planners and language academies. Hebrew in Isreal and Hindi Language Planning bodies in India are found to be indifferent by the general public. (Cooper 1989: 19).

Pakistani Perspective

All the undemocratic forces got legitimation in the regime of General Zia ul Haq (1977-1988) in the name of Islam and nationalism of Pakistan. As Urdu has remained part of nationalism of Pakistan and it was promoted by Zia. There was an executive order passed by General Zia ul Haq in 1979 that the medium of instruction from class one would be Urdu so that the matriculation exams would be completely conducted in Urdu in 1989 (PT 4 Feb 1979; D 24 Nov 1980). An established policy in Pakistan before 1979 that English was the medium of instruction but Zia Ul Haq, the then president of Pakistan, changed the policy shift which had to revert in 1987. It might have been reverted due to the mounted pressure from Pakistani elite. It was announced that English medium schools could carry on their activities of teaching as before (PT 12 Nov 1987; editorials of D 18 Dec, N & M 13 Nov 1987). Although General Zia tried to make an end to English as medium of instruction in English medium schools but he also protected the privilege of English language like other rulers. General Zia enhanced the use of Urdu language but English enjoyed the higher status and the same policy is still in vogue in Pakistan. The policy of English being the privileged language of elite is in practice till date.

There is not any authentic source to calculate the exact number of Pakistanis who can communicate in English language. 2.7% people were calculated who were capable to use English language in the census of 1961 (Rashid A. Census 1961: IV, 30-32). It is essential to get competence in English language to seek job and the middle class always endeavors to secure job. In this way, the percentage of English users should have increased but it has been declined. The candidates who passed matriculation exams, if calculated as literate in English, the percentage of English speakers would have 19.56% (Census 1981: Table 4.6, p. 31). It is a bitter fact that those who pass matriculation exams are not capable to use English language and they are unable to read their

English textbooks and merely manage to cram the lessons to get pass marks in Board Exams. Only 3 to 4% of the entire population are capable to communicate in English Language. On the other hand, Urdu is national language of Pakistan and the professionals, policemen, army men and the people residing in urban areas are fluent in Urdu.

Most of the students, who pass matric exams with the medium of English, are not capable of speaking English and find it difficult to read the textbooks which they are destined to memorize to pass their exams. There are only 3 to 4 percent of the population in Pakistan who are capable to communicate in English Language. Urdu is widely used in Pakistan and 20% population can use it very fluently and it is also easily understandable by the illiterate or rural class. Urdu is widely used because of the inter-provincial communication and the use of it in newspaper and electronic media including films and radio.

Urdu is the mainstream language in all the institutes of Pakistan but in rural areas of Sindh, Sindhi is the medium of instruction and Pashtu in some of the areas of KPK (Khyber Pakhtunkhawa). The local languages are used as medium in poor class schools. On the contrary, medium of instruction is English in all the armed forces and elite schools with all the textbooks of all the subjects written in English and, sometimes, the science subjects only. The cadet colleges and the elite schools are the top level institutes. These schools are under the administrative control of armed forces directly or indirectly. Fauji foundation (Army), Shaheen Foundation (Air force) and Bahria Foundation (Navy) are the organizations that work under the respective administrative controls. The other department of government including railway, telephone, telegraph, custom department etc also run their own institutes. There are other model schools established by the federal government with better teaching staff and environment as compared to all the mainstream institutes. These schools are only in the access of the students whose parents serve in the respective departments. They take hefty dues from the students whose parents do not serve in the departments. In this way, the ruling elite trespasses the rule of giving education at public expense through the medium of English language (Rehman, 1995).

Material and Methods

The data is collected from the National University of Modern Languages (Islamabad) offering short courses of English language. The speaking skills classes in the courses were keenly observed to get the required words.

The data is also collected from a Parent teacher meeting in a school where uneducated parents were discussing routine affairs with each other. The school is located in the rural territory of Islamabad.

The chosen incorrect words spoken by them are analyzed in the sphere of social and psychological compulsions.

Results and Discussion

National University of Modern Languages (NUML) Islamabad, is a renowned university for the education of languages. It provides facilitation in more than 30 languages and the students from different areas of Pakistan prefer to take admission in the university to get fluency in the languages. English language courses enjoy highest number of students as compared to other languages because of its global acceptability and necessity. Most of the students take admission in the English language courses to get more chances of employment. Almost 100% of the students who take admission in the language courses have the schooling background of government and private schools with almost no fluency in English. They are left with the only option to take admission in these courses and improve their English that would help them to get stable government or private jobs in Pakistan. The students

get aware with the fact that their survival in the market is only possible if they get fluency in English language.

Different behaviors of the students are observed in the language courses that describe the desperate nature of them to learn English language. In doing so, they sometimes commit mistakes which can be used to elaborate the social and psychological compulsions and pressure to use English language. One student from interior Sindh was studying foundation course of English in NUML and his learning process was observed by the researchers to prove the theory that social compulsion and psychological pressure to use English Language do more harm to the language proficiency than any good.

The student supposedly named "X" came on rostrum in the speaking skills lesson to describe any special event of his life in English as instructed by the teacher. He had been attending the course for three months and felt himself confident when came. He started describing the event of his childhood with passion and he seemed to be overjoyed by the fluency of English language that he had acquired during his course. Only after speaking for one minute, he started struggling in finding relevant words and sentences. While describing the event he came across the incident where wanted to describe "hole/ditch" that he jumped over running. As a matter of fact, he could not recall the word "Hole/ditch" and he started struggling to find the word. In Sindhi language the word "hole/ditch" means "Khaddu". His mother tongue was Sindhi so after spending time to search appropriate word from English language that he could not find, he described it as *"I ran very fast and there came a 'KHADDU' and I went over the "Khaddu"*. Although his classmates started laughing but he, unintentionally, described the problem caused by the societal pressure of using English language. This example portrays the reality of our English language policy that has damaged the confidence of the students and restricted them only to the use of traditional English which has nothing to do with language competence.

Another example of the psychological pressure of speaking English language is taken from the discussion from group of people. One of them used a word "*GARRBARRATION*" and no one objected his word. The other one used a word "*MAHSOOSMANT*" by making an impression of it as English word. The word '*GARRBARR*' is an Urdu word means "*PROBLEMATIC*' and the word '*MAHSOOS*' means 'feel'. Both these words are incorrectly used by making an amalgam of Urdu word with suffix of English "TION" and "MENT". English is the elite language in Pakistan and people feel it pride to speak English without taking care the accuracy of words. Psychologically they feel that the use of English words will help them to be presented as educated and qualified. It is observed that people do not always find appropriate words of English and they create new words by mixing part of word from their local language with the part of English word. It is very common in Pakistan that the people believe that the addition of "tion" "ing" and "ment" with the

local word makes it a word of English. People believe that if they are unable to speak complete words of English it is better to add these suffixes with the words of local language words to make an impression of their capability to use English language. As mentioned earlier, people feel it pride to use English words in their daily conversation because of the psychological impact and social acceptance of English language to a higher level.

English is enjoying an elite status in Pakistan and the situation is not different in third world countries specifically the countries of subcontinent that remained under the hegemony of the Britian. The trends of language diffuse from political and elite class to lower middle class and rural areas. The elite schools offering trained teachers of English language that are only in the approach of political and elite class. The syllabus and the competence of the teachers in elite schools is much higher than that of general government and private schools. 98% of the students in general government and private schools believe that they are at a lower level in education from the students of elite schools because of the English language proficiency attained by the elite school children. Society only accepts the individual educated who is fluent in English language. A very intelligent student hardly makes his place as intelligent student in society if does not have fluency in English language. On the other hand, the learners who are not intelligent students but have fluency in English language are believed to be the highly qualified individuals. Every individual is convinced with the fact that having fluency in English language creates an impression of being educated and qualified in the society.

The examples mentioned above describe the unintentional mistakes of the individuals that they commit in their effort to maintain their status acceptable for society. The individuals, who do not use words or sentences of English in their daily lives, suffer from inferiority complex and make every effort to use words of English in every sentence of Urdu or local language in their conversation to represent them as educated. In the general government and private schools the individuals are not taught the skills of speaking, listening, reading, and writing, hence they fail to overcome their hesitation of using English language. This major weakness in the education system keeps them away from the use of the English language.

Conclusion

The ruling elite is successful in developing a theory that the use of English is inevitable for the survival in society but provided nothing to the commoners to learn it. The schools equipping the students with a fluency of English language are not in the approach of middle class due to heft fees. The ruling elite has done nothing for the commoners to make their approach to those schools by offering them scholarships or allotting some seats in all the elite schools for them to make a balance of imparting education of English language.

The middle class learners will keep on mixing the words of more than one language to make amalgam of words unless they are being taught English as language not as subject. The learners must be provided every facility of learning at equal levels. It is the responsibility of the ruling elite to take certain steps to impart the knowledge of English language as they have provided to ruling elite learners.

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