

**RESEARCH PAPER****The Language Attitudes and Choices of English Language Learners at the University of Sindh: A Comparative Study of Sindhi and English****¹Iram Sagheer *, ²Lubna Khalil and ³ Muhammad Ashraf Kaloi**

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***Corresponding Author** | eyumhatti91@gmail.com**ABSTRACT**

The current research study aims to analyse the language attitudes of undergraduate English language learners (ELLs) towards both (Sindhi and English) languages. It aims to investigate the language choices of undergraduate English language learners (ELLs) in different domains of language use. The study uses the quantitative research design, the questionnaire survey was distributed among 150 participants who were selected through purposive sampling. The results show that participants have almost the same attitude towards both (Sindhi and English) languages. Exploring their attitudes towards the Sindhi language. They stated that Sindhi is our mother tongue, it's our childhood language, and it should be used in all domains of language use, it must be used in all domains of language use, nevertheless, they indicated that Sindhi should be taught side by side with the English language. Moreover, by exploring their attitudes towards the English language in comparison to the Sindhi language, the participants stated that it's important for them to speak English in all the domains. English should be learned everywhere because it's the official language of the state. Knowledge of English made possible for them to advance academically, its necessary for their success in career. Lastly, they even declared that learning the English language improves their economic status.

KEYWORDS

English Language Learners, Language Attitudes, Language Choices, Language Policy, Undergraduate

Introduction

In broad terms, language is an essential aspect of human identity, and it is seen as an important foundation of an individual's ethnic identity. The mother tongue is highly identified with distinct ethnic communities. It is also the basic indication of several ethnic groupings (An, J. 2018). Nearly 7000 languages are spoken worldwide, most at risk of extinction and may be abandoned by the end of the twenty-first century. Several economic and social factors can lead to the death of languages. One of the most significant factors contributing to language death is speakers' attitudes towards their languages. Suge argued that the attitudes of language speakers have an important effect on maintaining their language. If the language speakers have a positive attitude towards their language, language maintenance will occur. However, if language speakers have a negative attitude towards their language, language maintenance may not happen.

Furthermore, they may maintain their language (Suge, 1967, cited by Ginting, 2018). As Abbas mentions, if speakers have a negative attitude towards their language, the language's future is threatened. (Abbas 2018). Adding more to the concept of language

attitudes, Baker said that language attitudes are made up of three primary elements: affective, cognitive, and willingness to respond. These components are not always aligned.

Moreover, Language attitudes are placed in the minds of the speakers, and they can only be identified through their actions and behaviours (Hyrkstedt & Kalaja, 1998). Suge explored that tradition and behaviour of the speakers towards their language can demonstrate the negative and positive attitudes of the speakers towards their languages. (Suge, cited by Ginting, 2018). Further, attitudes are socially formed phenomena with a long-lasting tendency (Garrett, 2010, p.29). They are language varieties and language styles that may trigger perceptions of younger individuals regarding the language of the speaker and their community membership, which are typically influenced by language beliefs, resulting in biased perceptions of shared features among group members (Garrett, 2010, p.33). Ginting explored that language attitudes can be expressed as a positive or negative evaluation of the language; several circumstances determine the person's language attitude.

- (1) Individuals think that using a particular language provides them benefits.
- (2) Individuals are more inclined to accept and employ a wide diversity of languages.
- (3) Individual opinions and ideas about a particular language motivate them to acquire and use it (Ginting, 2018).

Language attitudes have their roots in social and political dynamics, as well as in discussing analytical and assessing perspectives. Adegbija, who has concentrated on maintaining and promoting languages, believes that to understand the formation and development of language attitudes, one must go back to the past to examine the social, and political forces that formed the nation through its history. (Adegbija, 1994). Moreover, language choices and language use are affected by language attitudes. As stated by Jaspal, language is more than merely an instrument for communication; it is also regarded as an essential symbol of social identity at various levels of personal autonomy, such as subcultural or national. As a result, the individual's beliefs and language attitudes will influence their language choices and use (Jaspal, 2009). Crawford and Pablo stated that language choice is determined by an individual's attitude toward a language.

A speaker with good opinions toward a language will more likely support its use (Crawford & Pablo, 2016). Such negative attitudes may result in language shift or death. In addition, Crawford and Pablo think that the language attitudes of speakers are affected by the position of languages in a specific society. Pakistan is a multilingual state with six central and more than 59 minor languages (Rahman, 2006). The major languages of Pakistan are Punjabi 44.15, Pashto 15.42, Sindhi 14.10, Saraiki 10.53, Urdu 7.57, Balochi 3.57, and Others 4.66. All of these languages belong to four different families of language: Iranian, Dravidian, Indo-Aryan, and Sino-Tibetan; the majority of languages belong to the branch of the Indo-European family, which is called Indo-Aryan. However, the state's language policy does not recognize the present variety of languages, nor are these indigenous languages seen as beneficial for instructional purposes in private and public schools. Language policies, both general and educational, are defined by the exclusion of regional languages.

Pakistan's official language is English; because of colonialism, it has become the most prominent language in all-powerful domains. Even after 70 years of independence, English is still used solely for court and administrative duties (Ansari & Mangool, 2015). Most of the country's population uses English exclusively. It is seen as a status symbol, and

the government mandates English teaching institutions. English is often considered as a passport to a successful future (Umrani & Bughio, 2017) as it reflects the language of power and prestige. English is also employed as the language of the medium of instruction at educational institutions (Soomro, 2016). Rahman (2006) states that the government prioritizes English and Urdu languages over others. As a result, individuals prefer to speak English, the state's official language, which affects language choice.

Moreover, it is expected in multilingual and bilingual settings for individuals to choose the official language as a means of interaction since it offers them more advantages, such as social media network growth, financial benefits, and more opportunities (Ferrer & Sankoff, 2004). As speakers of indigenous languages choose to use English, many indigenous languages are currently on the verge of extinction (Manan & David, 2014). Many languages like Badeshi, Chilliso, Gowro, Usho, jo and Kalasha have died or are dying out (Rahman, 2010, pp. 33-34).

Literature Review

Multilingualism is the capacity of an individual or a group of people to communicate in more than one language. A multilingual individual can switch between languages while speaking, reading, or writing. Other words to describe this phenomenon include polylingualism, bilingualism, plurilingualism, diglossia, and languages-in-contact. Multilingualism can be classified as personal, social, or intersubjective (Harshav & Benjamin, 2010). Multilingualism refers to the use of multiple languages by an individual or community. Multilingualism can stem from a variety of factors, including migration, political movements, imperialism, economics, communication, religion, and cultural identity. Most people in the world are multilingual (Trudell, 2009). Historically, multilingualism was viewed as a curse, as using a single language was seen as a blessing from God, while linguistic diversity was seen as a punishment. Today, most individuals consider it a common necessity (Ansold, 2010, cited by Shah, S. 2015). Rogers (2014) conducted a study about multilingualism in education. He stated that many countries now have multiple national or official languages and several minor linguistic groups inside them. Governments have difficulty deciding which of the languages to promote through education and which to exclude from the educational curriculum. English has become the most widely used language in global education and interaction. Some countries have supported a purely English-medium education, putting their native or local languages at risk of extinction.

Talking about the importance of multilingualism, Pinnock (2009,) in his book on language and education –The Missing Link–presented a report of the European Union of 2009. As said in her book, in 2009, the EU (European Union) issued a comprehensive study of multilingualism in 29 countries, including the 27 European Union countries, Türkiye, and Norway. The large number of cultures and linguistic groups represented in this study ensures its findings are valid. It identifies various possible cognitive benefits of using multiple languages in both academic and everyday settings. These include the ability to see problems from multiple perspectives, which is undoubtedly a vital talent in a multicultural environment, as well as the possibility that multilingualism will lead to more innovative and creative problem-solving approaches. Others have proposed that the CLIL (Content and Language Integrated learning or teaching, other topics in foreign or a second language) enhances language learning but not content acquisition. This study, on the other hand, suggests that students in Content and language-integrated learning classes progress faster than others in both language and content learning (Pinnock, 2009). Further, Saraf (2014) added more about the importance of multilingualism. He stated that multilingualism provides an opportunity to read and comprehend the literature of various

languages, which is undoubtedly a great benefit as it gives different types of perceptions and a way to get more knowledge. In a world where knowledge is power, it helps us to access knowledge easily. A multilingual individual enjoys the best privilege than an individual who speaks only one language. In this world where geographical boundaries are ending, we do not see more monolingual people in the powerful domains. Multilingualism provides a great advantage in terms of political edge (Saraf, 2014). The importance of multilingualism is apparent from the above description. However, if you focus on some of the countries, they practice mostly monolingualism, such as Bangladesh. Bangladesh is the poorest country in the world in terms of nation (Rahman, 2010). The country is multilingual with 45 languages, but 98% of the population speaks only the Bangla Language, also known as the Bengali language; only 2% of the population speaks a different language, and English is used in different domains of language use because of colonial legacy. Bangladesh's failure to have clear language planning and effective planning has resulted in a Bangladesh unofficial multilingual state where all spoken languages are not considered equally. This condition is referred to as "multilingualism of unequal" (Ghosh, 2017). Pakistan is a multilingual country with six major languages and over 59 minor languages (Rahman, 2006).

Pakistan's major languages, according to the census, are Punjabi 44.15, Pashto 15.42, Sindhi 14.10, Saraiki 10.53, Urdu 7.57, Balochi 3.57, and Others 4.66. All of these languages are classified into four language families: Dravidian, Iranian, Sino-Tibetan, and Indo-Aryan, with most of them belonging to the Indo-Aryan branch of the Indo-European family (Ethnologue, 2016). However, English and Urdu are used in power sectors such as education, media, government and corporate (Rahman, 2002). The national language of Pakistan is Urdu, which is spoken by just 7% of the native speakers, and English is the country's official language. Although Urdu is Pakistan's national language, the 1973 constitution states that English is the most important language in the setting and has been used for all ceremonial purposes since Pakistan's independence in 1947. Mehboob has observed that English is regarded as a symbol of status and authority, therefore it remains the passport to elite bureaucratic, administrative, social, and military positions (Mahboob, 2002, p.2). Furthermore, Umrani and Bughio state that the country's powerful elite speaks English exclusively. It is viewed as a prestige symbol, and English-language institutes are designated as required by the state. English is regarded as a passport to a prosperous future (Umrani & Bughio, 2017). As English and Urdu are referred, the country's minor languages are under great strain; some are on the verge of extinction because the country prefers only two languages above others. Chilliso, Badeshi, Gowro, Ushojo, and Domaaki are among the endangered languages. (Rehman,2006). Pakistan's current scenario has become increasingly difficult. Because English has been considered the state's official language since partition, it holds all of the economic and social principles of the other main languages in the state, resulting in negative attitudes among speakers toward their mother tongues, including Sindhi, one of Pakistan's major languages.

Language Attitudes

Language attitudes, as defined in sociolinguistics, are subjectively shaped beliefs on any language or variety of languages. Language attitudes are often categorized as both cognitive and personal evaluations. As a result, interpretations are different. The term "language attitudes" encompasses the feelings individuals possess concerning their native language or the language of others (Crystal, 1997: 215). It is primarily employed in psycholinguistic research. Sociolinguistics focuses on language attitudes of individuals which can be favourable or unfavourable as evaluations that individuals give about the relative values of a particular language" (Myers-Scotton, 2006:109). Sociolinguists believe social variables affect language attitudes more than psychological ones (Baker, 1992: 106).

Language attitudes develop beliefs about the language and its speakers, influenced by the social environment, and individual assessments. According to Hymes (1971: 73), language attitudes and the sociocultural standards with which they are connected are essential components of our communicative competence. Positive attitudes towards language can help to grow the language by increasing its demographic and functional power.

In contrast, negative language attitudes promote a reduction in language nihilism, language vitality, and linguistic discrimination among speakers. Researching linguistic attitudes may help anticipate individual behaviour. Prognosis is crucial for languages with dwindling populations. Positive language attitudes are essential for reviving and enhancing a language's status and reputation.

Language Choices

According to David (2006), language choice is influenced by various factors, including social status, gender, education, ethnicity, location, the media, and context. This conclusion is backed by Fasold (1990) and Colmes (1997); individuals create language choices for various reasons; groups and individuals select styles or words in languages that satisfy their different needs, such as communication of ideas, expression, associations with, and separation from individuals. People are endowed with the ability to adjust their language repertoire to new situations and adapt their language to specific goals. As Bentahila (1983) stated, language choice can be affected by factors such as an individual's needs, affiliations, or features of the social setting. Some choices appear to be affected by many variables, possibly with varying weights.

Language choice refers to selecting phrases, words, and clauses from the speaker's language repertoire. For bilinguals and multilinguals, language choices appear automatic, natural, and unplanned. An individual chooses a suitable list style, genre, media, or tone of voice for each conversation based on the interlocutor (who), topic (what), context (where), and media (how). As a behaviour, language selection is simply an action in employing a chosen language depending on the accessible situation. According to Fasold (1984), it is not as straightforward as we might think because choosing one or more languages within an interaction is quite challenging to use and understand. For example, children who use language choice to react to others in their daily lives will use language choices to make the language easier to grasp. According to Grosjean, people change the variety of languages they employ daily (p.127). Most people's expression also pertains to their language choice, which allows them to explain their demands as easily as possible. As a result, many people clarify their wording in communication to ensure that the addresses are understood as intended (Grosjean, 1982)

Effects of Language Attitudes on Language Choices

In Pakistan, Rahman has researched the comparison of attitudes toward English and Urdu-speaking groups. The study showed that 90% of the participants valued the English-speaking group less than the Urdu group. This research conflicts with Pakistani politicians and states that students have shaped a subtractive attitude toward the regional language, resulting from the utilization of English in their lives. (Rahman, 1998). Furthermore, Khalid studied Pakistani learners' attitudes and motivational orientations toward acquiring English as a second language. The study revealed that there are no opposing alignments regarding the status of English and Urdu and that these two languages are highly respected. (Khalid, 2016). Another study was undertaken in Indonesia by Dewi and Setiadi on language attitudes and factors influencing students' language choices in the English Department at Bina Nusantara. The findings revealed that

learners have good attitudes regarding English; they see it as an international language that opens up additional professional opportunities. They also listed two reasons for preferring the English language: exposure to the English language and lectures in English.

Further, Shah et al. (2015) conducted a study on the language attitudes of parents and their kids regarding multilingualism in Faisalabad, focusing on only three languages: English, Urdu, and Punjabi. It has concentrated on education, age, social standing, gender, and family background to establish various views towards these languages. The study used mixed methods research and found that parents' and children's attitudes toward these languages differ substantially, with parents and children emphasizing the importance of learning English. Furthermore, parents prefer that their children only utilize English and Urdu (Shah et al. 2015). Moreover, Astuti (2021) researched language attitudes and language choices towards English by students of English in the second year. Her study used a mixed-methods research design. She collected data through questionnaires, interviews, and direct observation. Her study showed that students have more positive attitudes toward the English language; they consider it an important language, and they believe it should be mastered for classroom activities and verbal interaction in formal contexts. (Astuti, 2021). Sudiarthi et al. did the research in the context of

Saraswati is a multicultural context where people come from different ethnicities and regions. The study showed that students have positive attitudes towards the daily languages of English, Bahasa Indonesia, and regional languages. They use Bahasa Indonesia, the state's official language (Sudiarthi et al., 2022). Lastly, Kalybek studied language choices and attitudes at a multilingual Kazakhstani university. The study used a quantitative research design. The result showed that students have different choices of language use; they mostly preferred the Russian language to English, and in the end, they considered their mother tongue and Kazakh mainly in a domestic context. (Kalybek, 2023)

Material and Methods

The current study has used quantitative research. Quantitative research uses natural science methodologies to generate numerical data and hard truths. This approach uses statistical tools to demonstrate a cause-and-effect relationship between two variables. Empirical research allows for precise measurement. The researcher's data can be categorized and measured by using specific units. Quantitative research allows for the creation of tables to facilitate data analysis. (Ahmed et al., 2019). The quantitative research paradigm, it has used the questionnaire instrument to analyse the language attitudes and language choices of undergraduate English language learners (ELLS). In academic research, questionnaires are an innovative and widely used method for evaluating attitudes, beliefs, perceptions, and decisions (Muijs, 2004, p. 45). According to Oppenheim, a questionnaire is a valuable research tool for data collecting; it is defined as a set of statements arranged in a specific order and constructed according to precisely stated standards (Oppenheim, 1992, p. 100).

Moreover, the study has used purposive sampling. According to Palys, every sampling is purposeful because picking a study group usually reflects the researcher's objectives and goals (Palys, 1997, p. 137). The most challenging aspect of purposive sampling is choosing places, times, and people who can provide researchers or intellectuals with the data they require to answer the research questions of their research (Maxwell, 1996, p.70). The investigator used purposive sampling in her research work. So, the researcher chose undergraduate students enrolled in BS part 1 II English Applied Linguistics. The overall number of individuals who participated in the research was 150.

The site for the collection of data was the Institute of English Language and Literature, University of Sindh.

Results and Discussion

Questionnaire Section-1: Use of Language in Different Domains

The first part of the questionnaire was titled "language use in different domains". This section was divided into five different subsections associated with five domains of language usage, including language use at home among family and relatives, language use at university, language use in the media, and language use for emotional self-expression. Each subsection included distinct statements about their domain, and each subsection had a different number of questions ranging from 3 to 8. The overall number of statements for all subsections was 20, which aimed to gather data about the language choice of undergraduate English language learners (ELLs) in diverse domains, such as which language the undergraduate English language learners (ELLs) choose to use in different domains.

Table no 1 reveals that most respondents have favourable opinions toward their mother tongue (Sindhi) by selecting favourable options about family and relatives. Many of the participants, 87.0% (65% +22. %), indicated they only speak Sindhi, mostly with their father. Regarding language use with their mother, almost all the participants, 90.6% (76.0%+14.0%), stated that they mostly speak Sindhi with their mother. On statement no 3, participants responded positively, with 68% (49.7%+18.3%) saying they only, mostly Sindhi, with their siblings. When asked about language use with their grandmother, 99% (91.7% + 7.3%) answered they solely use Sindhi and mostly Sindhi. For language use with a grandfather, almost the exact percentages 98% (90.0% + 8.0%) of the participants stated that they solely speak Sindhi, mostly Sindhi, as spoken by their grandfather. When asked about the language they used to call one of their family members, most participants (80%) (55.0%+25.0%) answered they mostly used Sindhi or just Sindhi. Regarding language use with relatives in face-to-face conversations, 73.0% (45.0%+28.0%) of participants said they use only Sindhi, mostly Sindhi, while a small percentage (26.7%) said they use both Sindhi.

Table 1
Language Use in Family

Statements	Sindhi only	Mostly Sindhi	Sindhi and English	Mostly English	English only
Which language do you prefer to use with your father?	65.0%	22.7%	12.3%	—	—
Which language do you prefer to use with your mother?	76.0%	14.0%	10.0%	—	—
Which language do you prefer to use with your siblings?	49.7%	18.3%	29.0%	3.0%	—
Which language do you prefer to use with your grandmother?	91.7%	7.3%	1.0%	—	—
Which language do you prefer to use with your grandfather?	90.0%	8.0%	2.0%	—	—
Which language do you prefer to use when you call one of the family members?	55.0%	25.0%	19.2%	.8%	—
Which language do you prefer to use with your other relatives, when you talk to them face to face?	45.0 %	28.0%	27.0%	—	—
Which language do you prefer to use with your at family gatherings?	55.7%	23.7%	17.6%	3.0%	55.7%
Which language do you prefer to use with your relatives at family gatherings?	55.7%	23.7%	17.6%	3.0%	55.7%

Table 2

Language Use at University					
Statements	Sindhi	Mostly Sindhi	Sindhi& English	Mostly English	English only
Which language do you prefer to use with your teacher?	10.0%	8.0%	53.0%	23.0%	6.0%
Which language do you prefer to use with your classmates?	10.0%	13.0%	71.0%	5.0%	2.0%
Which language do you prefer to use at university when you discuss the specific issues of language and education with your university fallows?	9.0%	9.0%	59.0%	17.0%	6.0%
Which language do you prefer to use at university when you discuss general topics (sports, politics and weather,) with university followers?	13.0%	11.0%	54.0%	14.0%	8.0%
Which language do you prefer to use at university when you try to make your fallow understand a specific topic related to your syllabus at university?	10.0%	11.0%	21.0%	51.0%	7.0%

The second domain of language usage, "language use at university," included five statements. The first statement in this section addressed the language used when interacting with teachers. In response, 53% of participants indicated they use both Sindhi and English, while 53.0% reported predominantly using Sindhi and English. Additionally, 29.0% (23.0% + 6.0%) stated that they mostly and only use English. A minority of 18.0% (10.0% + 8.0%) mentioned that they interact with their instructors mainly in Sindhi. The second statement in this domain queried the language used with classmates. Most respondents, 71.0%, indicated they use both Sindhi and English, while 23.0% (13.0% + 10.0%) reported using mainly or exclusively Sindhi with their peers. Regarding the language used for discussing specific topics related to language and education, 59.0% of respondents stated they use both Sindhi and English. In contrast, 23.0% (17.0% + 6.0%) reported mainly using or exclusively English. For general discussions on familiar topics such as sports or weather, 51.0% of respondents indicated they use a mix of Sindhi and English, whereas 24.0% (21.0% + 10.0%) claimed to use primarily or exclusively Sindhi.

Table 3
Language Use in Media

Statements	Sindhi	Mostly Sindhi	Sindhi& English	Mostly English	English only
Which language do you prefer to use Rdio programs?	13.0%	22.0%	31.0%	25.0%	9.0%
Which is your favourite language for T.V entertainment?	14.0%	9.0%	35.0%	32.0%	10.0%
Which language do you prefer to read the newspaper?	13.0%	16.0%	41.0%	15.0%	15.0%

The third domain of language usage pertains to "language use in media" and encompasses three specific areas of inquiry. The first area assessed was the preferred language for listening to radio programs. According to the responses, 31.0% of participants preferred Sindhi and English, while 34.0% (25.0% + 9.0%) preferred only English, mostly English. Additionally, 35.0% (13.0% + 22.0%) favoured Sindhi for radio programs, mostly or solely. The second area of inquiry examined the preferred language for television entertainment. Results revealed that 42.0% (32.0% + 10.0%) favoured English, whereas 35.0% preferred Sindhi and English. Meanwhile, 23.0% (14.0% + 9.0%) preferred Sindhi as their favourite language for television entertainment. The final area of assessment focused on the preferred language for reading newspapers. In this category, 41.0% of respondents

expressed a preference for both Sindhi and English. Meanwhile, 29.0% (13.0% +16.0%) preferred reading newspapers primarily in Sindhi. Similarly, 30.0% (15.0%+ 15.0%) stated a preference for reading newspapers predominantly or exclusively in English.

Table 4
Language Use for Emotional Self-Expression

Statements	Sindhi	Mostly Sindhi	Sindhi& English	Mostly English	English only
Which language do you prefer to express your happiness?	31.0%	17.0%	36.0%	9.0%	7.0%
Which language do you use when you are angry, stressed and confused?	43.0%	23.0%	21.0%	9.0%	4.0%
Which language do you use when you are in a hurry?	43	30.0%	16.0%	8.0%	3.0
Which language is used in your Family?	36.0%	24.0%	20.0%	12.0%	8.0%

The final domain of language use explored in this study pertains to emotional self-expression, comprising four statements. The first statement examined the language preference for expressing happiness. Results revealed that 48.0% of respondents prefer to express their happiness primarily or exclusively in Sindhi, while 36.0% use both Sindhi and English, and 16.0% favour mostly or solely English. The second statement investigated the preferred language when experiencing stress, anger, or confusion. Here, 66.0% (43.0.0%+23.0%) of participants indicated a preference for Sindhi, 21.0% for both Sindhi and English and 13.0%(9.0%+4.0%) for mostly or only English. The third statement addressed language to use when in a hurry, with 73.0% (43.0%+30.0%) favouring Sindhi, 16.0% using both languages, and 11.0% (8.0+3.0) preferring English. The final statement focused on the language of dreams, revealing that 60.0% (36.0+24.0) of respondents dream in Sindhi, 20.0% in both Sindhi and English, and another 20.0%(12.0%+8.0%) in English. These findings underscore the predominant role of Sindhi in emotional and subconscious language use among the participants.

Questionnaire Section-3: Attitudes towards the Sindhi Language

The second section of the questionnaire, titled "Attitudes towards Sindhi Language," comprised 14 statements designed to gather data on participants' attitudes towards their mother tongue, Sindhi. This section specifically addressed the value that undergraduate English Language Learners (ELLS) assign to Sindhi, recognizing its status as one of the oldest and most significant languages of Sindh, Pakistan. The statements explored the participants' perspectives on the importance of using Sindhi as a medium of instruction alongside English at all educational levels.

Table 5
Language Attitudes towards Sindhi

Statement	Strongly Agree	Undecided	Disagree	Strongly Disagree
I think that the Sindhi language is the most beautiful.	63.0%	31.0%	5.0%	1.0%
Sindhi is the most prestigious language because it is thought to have originated before partition.	30.0%	58.0%	10.0%	2.0%
Sindhi is a sign of my ethnic identity.	37.0%	41.0%	16.0%	6.0%
Sindhi is more useful than English.	15.0%	31.0%	22.0%	27.0%
Sindhi is my mother tongue.	60%	40.0%	— — —	— — —
Sindhi must be studied at every university level.	31.0%	45.0%	11.0%	11.0%
Sindhi should be used officially beside English in all domains.	26.0%	50.0%	16.0%	7.0%
Sindhi has been dying at my home.	16.0%	25.0%	7.0%	33.0%

Sindhi is the language of my childhood.	73.0%	27.0%	—	—
Sindhi is important to be used in all domains.	32.0%	48.0%	13.0%	7.0%
Sindhi is important to be used for instructions at all educational levels.	28.0%	55.0%	11.0%	10.0%
Sindhi is related to Sindhi culture and history.	39.0%	55.0%	5.0%	3.0%
My family's youngsters must speak properly in Sindhi.	35.0%	51.0%	8.0%	6.0%

The findings presented in Table 5 illuminate the attitudes of undergraduate English language learners (ELLS) toward their mother tongue (Sindhi). This study segment delves into several dimensions of respondents' perceptions of the Sindhi language. The initial statement examined respondents' aesthetic appreciation, probing whether they considered Sindhi to be the most beautiful language. Impressively, 94.0% (63.0% + 31.0%) of respondents agreed and strongly agreed, with a minority, 5.0% remaining uncertain and a marginal 1.0% expressing disagreement. The subsequent inquiry assessed the perceived prestige of Sindhi, particularly in light of its historical lineage traced back to the pre-partition era. Here, 88.0% (30.0% + 58.0%) of respondents indicated agreement, while 10.0% remained undecided, and a small proportion, 2.0%, dissented, questioning its prestige based on historical provenance. The exploration then shifted towards the symbolic significance of Sindhi in respondents' ethnic identity, revealing that 78.0% (37.0% + 41.0%) strongly agreed and agreed with the statement. In comparison, 16.0% were indecisive, and 6.0% dissented, suggesting a nuanced understanding of the language's role in self-identity construction. In evaluating the utility of Sindhi relative to English, opinions diverged, with 46.0% (15.0% + 31.0%) strongly agreeing, 32.0% (27.0% + 5.0%) disagreed and strongly disagreed, and 22.0% remaining undecided. Finally, unanimity was observed regarding respondents' identification of Sindhi as their native language, with 100% (66.0% + 34.0%) strongly agreed with the statement, underlining the profound connection between individuals and their linguistic heritage. These insights underscore the pivotal role of education in language preservation, highlighting the significance of linguistic instruction in safeguarding cultural heritage.

Furthermore, the investigation into language attitudes towards Sindhi as a medium of education revealed significant insights into respondents' perceptions and sentiments. Findings indicate a strong consensus of 76.0% (31.0% + 45.0%) among participants supporting the inclusion of Sindhi at all university levels, underscoring its perceived importance in the educational sphere. Additionally, a unanimous agreement of 100% (60.0% + 40.0%) was observed regarding respondents' identification of Sindhi as their native language, highlighting a deep-rooted connection to their linguistic heritage. Furthermore, attitudes towards the formal use of Sindhi alongside English yielded notable results, with a majority 76.0% (26.0% + 50.0%) expressing support for its integration across various domains. Concerns about Sindhi's decline within communities were also evident, with a significant portion of 56.0% (19.0% + 37.0%) acknowledging its perceived demise. Despite this, sentiments regarding Sindhi's significance in education remained steadfast, with a substantial proportion of 79.0% (28.0% + 51.0%) advocating for its use as an instructional medium across all educational levels.

Moreover, the study delved into the historical and cultural significance attributed to Sindhi, revealing a strong association of 92.0% (39.0% + 53.0%) between the language and Sindhi tradition and history. This underscores the profound attachment respondents maintain towards their linguistic and cultural heritage. Finally, the importance of intergenerational language transmission within families was emphasized, with a majority 86.0% (35.0% + 51.0%) affirming the necessity for children to communicate proficiently in Sindhi. These findings provide valuable insights into the complex dynamics shaping attitudes towards Sindhi language usage in various contexts, shedding light on its perceived role in education, cultural preservation, and intergenerational continuity.

Questionnaire Section-4: Attitudes towards English Language

The subsequent section of the questionnaire, herein referred to as the "Attitudes towards the English Language" segment, encompassed ten statements designed to elicit data regarding the language attitudes exhibited by undergraduate English Language Learners (ELLs) towards the English language. This section was devised to gauge the extent to which participants ascribed value to the English language, encompassing their perceptions of its significance across various domains, their inclination towards utilizing English for interpersonal communication within academic settings, and their beliefs concerning the socioeconomic benefits associated with English language acquisition.

Table 6
Language Attitudes towards English

Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
It is important to me to speak English in all domains.	27.0%	51.0%	11.0%	10.0%	1.0%
I prefer to use English for interaction at university.	30.0%	60.0%	3.0%	6.0%	1.0%
English is more useful than Sindhi.	20.0%	39.0%	19.0%	20.0%	2.0%
English is a reflection of social class.	32.0%	40.0%	11.0%	13.0%	4.0%
English is the prestigious language in the state, so it is better to learn it.	25.0%	65.0%	5.0%	4.0%	1.0%
Knowledge of English is necessary for success in my job.	42.0%	50.0%	5.0%	1.0%	2.0%
Knowledge of English made it possible for me to advance academically.	40.0%	53.0%	2.0%	3.0%	2.0%
English is more important than Sindhi in my studies.	29.0%	45.0%	11.0%	14.0%	1.0%
Learning English improves my economic status.	29.0%	49.0%	15.0%	6.0%	1.0%

This section aimed to gauge the respondents' attitudes towards the English language through a series of statements. In response to the initial statement, I need to speak English in all domains, most respondents, comprising 78.0% (27.0% + 51.0%), expressed strong agreement or agreement. In comparison, 11.0% (10.0% + 1.0%) indicated disagreement or strong disagreement, and an equal proportion remained undecided on the significance of English proficiency across various domains.

Subsequently, the second statement, I prefer to use English for interaction at university, elicited a substantial agreement from 90.0% (30.0% + 60.0%) of the respondents, with only 7.0% (6.0% + 1.0%) expressing disagreement or strong disagreement, and 3.0% remaining uncertain regarding their preference for English as the medium of interaction in the university context. Lastly, the third assertion evaluated respondents' attitudes towards the utility of English compared to Sindhi, positing that "English is more useful than Sindhi." In response, 59.0% (20.0% + 39.0%) of the respondents concurred, while 22.0% (20.0% + 2.0%) expressed disagreement or strong disagreement, and 19.0% remained uncertain regarding the comparative utility of English and Sindhi.

Respondents' analysis of the significance attributed to the English language included multiple assertions. One such assertion posited that English serves as a reflection of social class. Responding to this statement, 72.0% (32.0%+40.0%) of respondents either strongly agreed or agreed, while 17.0% (13.0%+4.0%) disagreed or strongly disagreed, with 11.0% remaining unsure. Another assertion evaluated the perception of whether English should be learned and utilized universally due to its status as the state's official language. Most respondents, 77.0% (37.0%+40.0%), strongly agreed or agreed with this assertion,

while 13.0% (10.0%+3.0%) disagreed or strongly disagreed, and 10.0% remained uncertain. Furthermore, respondents were asked about the extent to which proficiency in English facilitated intellectual success. A significant majority, 93.0% (40.0%+53.0%), strongly agreed or agreed that knowledge of English contributed to intellectual success, while only 5.0% (3.0%+2.0%) disagreed or strongly disagreed, with 2.0% expressing uncertainty. Lastly, respondents were queried on whether English is considered the most prestigious language in the state and whether it is thus advantageous to learn it. 90.0%(25.0%+65.0%) of participants either strongly agreed or agreed with this statement, while 5.0% disagreed or strongly disagreed, and 5.0% remained undecided regarding the prestige and necessity of learning English in the state.

To evaluate the importance of English proficiency among respondents, the survey included a section probing their perceptions regarding the necessity of English language skills for job success. Respondents were presented with the statement; Knowledge of English is necessary for success in my job. Analysis revealed that 92.0% (42.0% + 50.0%) of participants either strongly agreed or agreed with this assertion, while only 3.0% (1.0% + 2.0%) expressed disagreement or strong disagreement. Additionally, 5.0% of respondents remained uncertain about the matter. Subsequently, the section delved into the significance of English within the academic realm, with participants asked to assess its importance relative to their native Sindhi language. The statement "English is of greater significance than Sindhi in my studies" yielded a response of 74.0% (29.0% + 45.0%) in favoured, with 15.0% (14.0% + 1.0%) expressing disagreement or strong disagreement, and 11.0% remaining undecided. Finally, participants were prompted to consider whether proficiency in English correlates with improved economic status, responding to the declaration, "Learning English improves my economic status." A substantial 78.0% (29.0% + 49.0%) concurred with this assertion, while 15.0% remained unsure, and 7.0% (6.0% + 1.0%) dissented. These findings suggest a widespread recognition among respondents of English proficiency's instrumental role in professional success and economic advancement.

Conclusion

This study was conducted to analyse the effects of language policy on the language attitudes and language choices of undergraduate English Language learners (ELLS). The research study specifically considered Sindhi language speakers as the participants. It has comparatively analysed the language attitudes of the participants towards both (Sindhi and English) languages. Further, it has analysed the effects of their language attitudes on their language choices in different domains. To investigate the language attitudes and language choices of the respondents, the research used the quantitative research paradigm, which specifically considered the close-ended questionnaire, which consisted of different sections and subsections to analyse the language attitudes and language choices of the participants. Descriptive SPSS was used to analyse the data of the questionnaire survey.

Language, in broad terms, is an essential aspect of human identity, and it is seen as an important foundation of an individual's ethnic identity. So, the language can be maintained if the speakers have a positive attitude towards their language. It may not occur if the speakers have a negative attitude towards their language since the language attitudes of the speakers towards their language will affect their language choices in different domains. In undergraduate English learners (ELLS) language attitudes towards Sindhi and English language, the analyses have shown that participants have similar attitudes towards both languages. While expressing their attitudes towards the Sindhi language, the majority of the participants strongly agreed that Sindhi language is the most beautiful language; Sindhi is a sign of my ethnic identity, and it is the most prestigious language because it is thought to have originated before partition, Sindhi must be studied

at every university level, Sindhi should be used officially beside English in all domains, Sindhi is related to Sindhi culture and history, and my family's youngsters must speak properly in Sindhi. While speaking about attitudes towards the Sindhi language, they stated that they need to speak English in all domains of language use. English should be used everywhere as it is the official language of the state, and they believed it is also the prestigious language of the state, so it is better to learn it, English is a reflection of social class, knowledge of English academically advances their skills; and lastly, they indicated that learning the English language improves their economic status.

Additionally, while addressing the second question of the study, which talks about the language choices of the undergraduate English language learners (ELLS) in different domains of language use. The analysed data in the first domain of language use, named as language use with family members and relatives at home have indicated that most participants prefer to use mostly Sindhi language among their Family members and Relatives. While expressing their language choices in the second domain of language use labelled as use of language at university, most participants indicated that they chose to use both (Sindhi and English) languages at university. Further, speaking about the fourth domain of language use tagged as the use of language in Media, most participants expressed that they often prefer to use both (Sindh and English) languages. Exploring their language choices about the fourth and last domain of language use labelled as the use of language for emotional Self-expression, most of the participants expressed that they use both (Sindhi and English) languages when they express the emotional aspect of their self. Conclusively, the study has shown that language policy does not have more effect on the language attitudes of undergraduate English language learners (ELLS). The study participants have shown positive attitudes towards both (Sindhi and English) languages. They value both languages certainly at the same level. Moreover, in terms of the language choices, they chose to use both (Sindhi and English) languages in all the domains of language use according to the needs of the domain of language use.

Recommendations

Based on the findings, the study recommends that bilingual education be strengthened by incorporating both Sindhi and English as mediums of instruction across all educational levels. This would help maintain Sindhi language proficiency while ensuring students can access the academic and career benefits associated with English. Furthermore, language policies should actively promote the use of Sindhi in formal and professional domains to elevate its status and prevent language decline. Raising awareness about bilingualism's cognitive and social benefits through educational campaigns could also shift perceptions of English as merely a status symbol, promoting equal respect for regional languages. Lastly, developing more educational resources in Sindhi would help integrate the language into modern academic contexts and make it more relevant for students in various fields.

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