

English Language Anxiety Emerging from Multilingualism, Cultural Diversity, and Ethnicity in Higher Education Settings in Pakistan

Humaira Irfan

University of Education, Lahore, Pakistan

Patricia Pashby

University of Oregon, USA

Keywords

- Language anxiety
- Multilingualism
- Cultural diversity
- Ethnicity

Abstract

This study explores how multilingualism, cultural diversity, and ethnicity in Pakistan the impede potential for English language acquisition ability and motivation in Pakistani universities. Most university students are multilingual, speaking a vernacular language plus Urdu and English. Multilingualism and cultural diversity spark ethnic identity, a symbolic and multifaceted phenomenon. This study examined the perceived abilities of students' English, their level of language anxiety, and how these might interact with multilingualism, cultural diversity and ethnicity. Using a mixed-method approach, qualitative and quantitative data was collected from two higher education commission (HEC) approved universities of Pakistan. 300 postgraduate students completed a questionnaire and 12 faculty members and 12 postgraduate students participated in focus group interviews. Findings reveal that students experience language anxiety, contributing to a lack of success in university courses. Multilingualism, cultural diversity and multi-ethnicity contribute to this through students' reliance on native and national languages to communicate. Recommendations include culturally responsive teaching, building learner motivation, and developing and offering program-specific English courses.



This work is licensed under

[CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/)

1. Introduction

Pakistan is a pluralistic country embedded with unique linguistic, cultural and ethnic diversity. This multilingualism and cultural diversity contribute to ethnic identity, a symbolic and multifaceted phenomenon. Government policy made compulsory the teaching of languages Urdu (national language) and English (official language) with the purpose to create linguistic and cultural hegemony across the country, to protect the country from regional autonomy and disintegration. Limited resources hamper the teaching and learning of the English language. In addition, multilingualism, multiculturalism and multiethnicity complicate the use of English in educational institutions, particularly higher education. Many postgraduate students suffer from language anxiety as they face the linguistic challenges of using English while working on their academic goals.

1.1. Purpose of the Study

The purpose of the study is to explore how multilingualism, cultural diversity, and ethnicity in Pakistan hamper students' ability for English language learning and motivation in higher education settings in Pakistan. These influences consequently lead to English language anxiety amongst students.

1.2. Research Questions

This study was guided by two research questions:

1. What linguistic struggles and anxiety do students experience when using English in higher education in Pakistan?
2. How do multilingualism, cultural diversity and ethnicity stimulate English language anxiety in students in higher education in Pakistan?

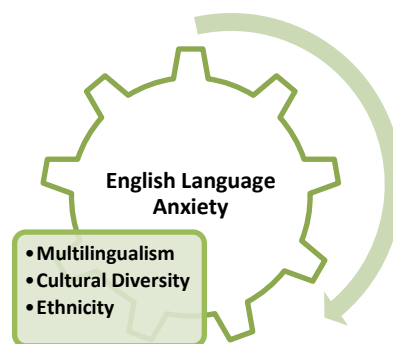


Figure.1 English Language anxiety developing from multilingualism, cultural diversity and ethnicity

2. Literature Review

English has induced multilingualism in many postcolonial countries (Canagarajah, 2005; Cummins, 2006; Kachru, 2008; Schiffman, 2012). This is the case in Pakistan, where English (a colonial language) and Urdu (the national language) act as foils to avert the provinces from too much autonomy and possible dissolution of the nation (Rahman, 2016; Siddiqui, 2016). This scenario drives the belief that linguistic diversity is an important feature of the Pakistani community (Mahboob, 2002). In Pakistan, the vernacular's role comes first, Urdu has the second role, while English takes third (Mansoor, 2004, 2005).

Cultural diversity is another prominent trait of Pakistani society. Hoffman (2006) explains that cultural diversity is related to a subtle cultural heritage that has ethics, customs, vernaculars and divine beliefs of various groups of people. According to Kymlicka and Patten (2002, p.335), cultural diversity is an 'umbrella term' for claims of heterogeneous ethno-cultural groups who have acknowledged the rare individualities and fundamentals of ethno-cultural groups. The Pakistani community encompasses distinct national and provincial entities. Urdu and English, as the link languages, unite the people of diverse groups of the nation for communication and learning across and about multiple cultures (Rahman, 2011).

Linguistic and cultural diversity perpetuates ethnic identity. This is an intricate phenomenon, and one often exploited for political purposes. The movements of cultural and linguistic rights can lead to political ethnic demonstrations. In Pakistan, the creation of new identities constructed on the basis of religion, language or culture has had an ardent appeal for the large groups (Rahman, 1996). Ethno-linguists encourage the public to guard their languages, which become a symbol of identity and cultural heritage. The languages embody intangibles such as the sense of community, a desire for solidarity, identity, power and security. Ethnicity is associated with language, whether symbolically, indexically or implementationally (Rahman, 2016).

During the British Empire, a number of ethnic and nationalist movements in South Asia used language as a symbol for coining a unique identity, such as Hindu and Muslim. These cultural and linguistic concerns acquired a deep political intricacy in the Indo-Pak subcontinent (Mahboob, 2002). The Urdu-Hindi controversy in British India ultimately contributed "to the partition of British India into Bharat and Pakistan" (Rahman, 1996, p.59). Ethnicity involves a "feeling of being dominated, being threatened with the loss of one's culture, as well as being politically and economically disadvantaged" (Rahman, 1996, p.20). After Pakistan's creation in 1947, a language movement in East Pakistan (modern Bangladesh) provoked the Urdu-Bengali controversy (Mahboob, 2002). More importantly, Mohammad Ali Jinnah, the founder and first Governor-General of Pakistan, avowed firmly, "let me make it very clear to you that the state language of Pakistan is going to be Urdu and no other language" (Jinnah, 1948, p.183). Thus, 1948 language policy reflected English's role as a "compromise language" and Urdu became the "symbol of national identity and assimilation to evade provincial autonomy" (Haque, 1983).

Interestingly, English was hailed as an impartial language for both local and international roles (Matsuda, 2017). It was believed that English, reverberating scientific and technological knowledge, will empower and reform the state, whereas Urdu will reinforce people's bond with the Islamic cultural heritage. Thus, English has been an emblem of liberal, pluralistic and sophisticated culture in the society (Canagarajah, 2005; Mahboob, 2002; Mansoor, 2004). Rahman (1996) describes how Urdu and English have received massive antagonism from regional languages. For instance, Bengali and Sindhi ethnic nationalists regarded their language as a symbol of their identity and cultural heritage. The Bangla and Urdu conflict eventually caused the

separation of East Pakistan from West Pakistan in 1971. Sindhi nationalism activated the use of Sindhi language in the realms of power, which eventually acquired the status of the medium of instruction at primary and secondary levels in Sindh (Rahman, 1996). Rasool (2000) argues that mediated endorsement of Urdu and English languages in the structures of the country developed cultural hegemony. Therefore, an emphasis is concurrently laid on cultural hegemony and the value of linguistic and cultural diversity in a community (Crystal, 2011). The Pakistani government's preference for Urdu and English languages has stimulated political, social, economic, and even educational repercussions (Rahman, 2006).

Political tension and antagonism in response to language policy no doubt affect motivation to learn English. Motivation has been extensively recognized by both teachers and researchers as one of the fundamental aspects that impact the success and rate of the second language (L2) learning (Dornyei, 2014; Islam et al. 2020). Even learners with outstanding potential cannot achieve long-term goals without sufficient motivation, and strong curricula and pedagogy alone are not enough to ensure student achievement (Dornyei, 2014). High motivation, on the other hand, can compensate for considerable language aptitude and learning deficiencies (Gardner & Lambert, 1972). Language acquisition includes the development of L2 identity and the assimilation of features from the L2 culture, where "integrative" motivation—the desire to connect with a community of speakers—is more powerful than "instrumental" motivation for academic or career advancement (Gardner, 1985). Motivation to learn an L2 presents intricate and distinctive conditions due to the multidimensional roles of learners and the nature of language itself. Dornyei (2014) explains that motivation interacts dynamically with aspects of cognition and emotion and argues motivation is best understood through a framework of "multiple selves" including the ability to envision a future "ideal self" (p. 521). In Pakistan, many variables affect university students' motivation for using English in their classes and studies: complex and sometimes contentious attitudes toward English, the tension between communities speaking different regional languages, notions of oppression toward one's ethnic identity. These are further compounded by the varying levels of English preparation and proficiency among students (Azam & Saleem, 2019; Javed et al., 2019).

Language anxiety, a key component of motivation (Dörnyei & Ushioda, 2011) is likely to result from the English experiences of Pakistani university students. Research suggests that language anxiety presents a serious barrier to learning a language. For example, it has the potential to reduce willingness to communicate, produce contentious relationships between students, affect academic progress, and even cause students to abandon their studies (Daubney, Dewaele, & Gkonou, 2017; Krashen, 1981; Rafi, 2020).

3. Research Methodology

A mixed-method approach or triangulation design was used; data was collected and analyzed through both qualitative and quantitative instruments. These included focus group interviews and a questionnaire. The two research sites were Higher Education Commission (HEC) approved public universities of Lahore, Pakistan. For this study, pseudonyms are used-Tulip University (TU) and Jasmine University (JU) to protect the confidentiality and anonymity of the universities and the participants. At each university, data were collected at the Department of Education. Participants included postgraduate students and faculty. Fraenkel and Wallen (2003, p.443) describe that triangulation design is used when both quantitative and qualitative data are collected simultaneously to validate the findings. Further, this research is exploratory because

quantitative data extends qualitative data which has been discovered to be more useful to investigate the perceptions about language anxiety.

A questionnaire of 20 closed questions was designed for the postgraduate students. Section 1 included five questions about the participants' gender, age, regional language, highest qualification and medium of classroom instruction in the classroom. Section 2 comprised 15 randomly ordered Likert scale questions with choices ranging from 'strongly agree' to 'strongly disagree' on the topic of students' comfort level and attitudes toward language use. (See Appendix A for complete questionnaire.) The questionnaire was paper-based and estimated to take 20 minutes to complete.

Students of three TU programs (Master of Arts in Research and Assessment, Master of Arts in Business Education and Master of Arts in Secondary Education) and two JU programs (Master of Arts in Education and Master of Arts in Educational Leadership and Management) were invited to participate during their university class sessions. A total of 300 students (153 from TU and 147 from JU) completed the questionnaire.

Two sets of focus group interview questions were developed, one for postgraduate students who had completed the survey and one for faculty. The set of questions for postgraduate students comprised demographic questions such as gender, age, mother tongue, education as a subject and medium of instruction for education followed by four open-ended questions related to challenges with English and effects of multilingualism, multiculturalism, multi-ethnicity on language use. There were 7 demographic questions for faculty such as gender, age, mother tongue, qualifications, designation, teaching experience and medium of instruction for teaching in the university. The open questions for faculty were similar but focused on the language use of their students.

The focus group interview questions for the postgraduate students were:

1. Do you undergo English language problems during your studies in the university?
2. What kind of learning challenges do you experience in the class?
3. How do multilingualism, multiethnicity and cultural diversity influence students' English language acquisition?
4. What are your opinions about the use of regional languages in the country?

The focus group interview questions for faculty were:

1. What are your views about the postgraduate students' English language problems in the university?
2. Do multilingualism, multiethnicity and cultural diversity affect students' English language acquisition?
3. What is the use of regional languages in the country?

Faculty members from the selected Department of Education programs of the two universities were invited to participate in the focus group interviews. Six from each university participated for a total of 12 faculty participants. Students who completed the questionnaire were also invited to participate in focus group interviews. Six postgraduates from each university participated for a total of 12 participants. Each focus group interview was 30 minutes in length.

The data analysis tools were SPSS Version 21 for descriptive analysis and NVivo for transcribing the focus group interviews. Participants of the focus group interviews are

identified by university abbreviation (TU or JU) followed by a teacher (T) or student (S) and a number.

The study carefully has adopted ethical considerations. The permission of selected universities was taken before the dissemination of data collection quantitative and qualitative instruments. The participants filled in the consent forms before responding to the questionnaire and focus group questions. The confidentiality of participants' identities has been ensured with assigned acronyms.

4. Data Analysis

Student responses to the questionnaire revealed insecurities about their English skills and anxiety related to English used in their coursework and studies. They are reluctant to express their thoughts and ideas precisely and confidently in English so feel hesitant about using the English language in classroom for interaction. They feel anxious in regards to grasping teachers' lectures, responding to teachers' queries in English, understanding the reading material, and examinations in the English language. Responses indicated that 67% of TU and 55% of JU students experience tension with note-taking and writing; 70% of TU and 59% of JU students experience nervousness with conversation and interaction in English with teachers; 66% of TU and 54 % of JU students find reading and interpreting texts challenging, and 67% of TU and 59% of JU students acknowledge stress over examinations in English (see Table 1). The last column shows the mean of each given in the table presented below (see Table 1).

Table 1

Views about the language anxiety in universities

	Strongly Disagree (%)		Disagree (%)		Agree (%)		Strongly Agree (%)		Mean
	TU	JU	TU	JU	TU	JU	TU	JU	
Note taking & writing creates tension	8	14	20	20	38	40	30	14	3.60
Talking to teacher in English causes anxiety	7	11	20	13	38	40	32	18	3.68
Misinterpretation of reading texts	9	13	22	19	35	39	30	15	3.55
Examination stress	9	13	19	18	37	40	30	19	3.59
Teaching English language courses	4	1	8	4	42	36	46	51	4.18

Responses from students and faculty during the focus group interviews confirm these findings and provide insights into their possible causes and effects. This data is organized by themes and presented below.

4.1. Observations about language anxiety

Participants reported that language anxiety hinders student learning. TUS4 explained, “the language difficulties are stress. The students attempt their best but language problems intervene.” According to JUT6, “Master’s students are weak in English... they write answers and notes in English but speak Urdu in the class.” TUT2 expressed concerns about students’ ability to read in English: As English is a medium of instruction in universities; the examinations are managed in English. The students are supposed to read articles and books in English but the reading material exceeds their comprehension because of weak reading ability. “They need much time to understand the language to grasp the concepts” (TUT2). TUT4 simply stated, “students are not comfortable with the use of English.” However, JUT6 also stated, “the students feel encouraged if the teachers tell them that it is important to learn English being a global and international language” indicating that motivation may serve to overcome the detriments of language anxiety.

4.2. The use of national and regional languages in universities

The responses gathered from the focus group interviews present ambivalent perspectives in regard to the status of indigenous languages in Pakistan. JUS3 explained that the university students perform the classroom tasks positively if their teachers provide “quotes and examples from the local context in Urdu” to explain and elaborate concepts and that students feel gratified when the teachers clarify their instructions and discussions in Urdu. According to TUS5 “regional languages need development as they represent our culture and traditions.” JUS6 believes “the mother tongues create humour” to improve the classroom atmosphere. TUS2 argued dictionaries and newspapers should be written in regional languages.

JUTI expressed that because regional languages are not endorsed like Urdu and English, the status of the native languages is deliberately depreciated by making them “optional languages” (JUT1) in institutes across the country. Furthermore, as regional languages are valuable and convenient to teach the concepts of many disciplines, they, therefore, should be developed according to global criteria and standards. “Creativity originates from one’s first language” (JUT1). JUT4 agreed: ‘The introduction of a literature or a philosophy course in the regional language can cultivate the beliefs and thoughts of the students.’

Not all participants shared this perspective. TUT4 argued, “English should be emphasised over regional languages at the university level because multiple languages generate discrimination.” According to TUS1, “The mother tongues must be used for only verbal communication.” TUS2 reported, “They can never be important like official languages, which fulfil our needs.” JUS5 asserted, “Regional languages are not required for the development of the country.” JUT2 shared, “My opinion is that mother tongue should be used for preserving the culture only, and further reflected that Sindhis make more efforts than Punjabis for the development of Sindhi in the region. The ethnic activists in Sindh struggled for their mother tongue and were successful to establish Sindhi as the language of classroom instruction in Sindh. However, Punjab is confronted with Punjabi and Seraiki controversy. Thus, Urdu has become the dominant language of Punjab.

4.3. Multilingualism, cultural diversity, ethnicity

Multilingualism is closely tied to themes of cultural diversity and ethnicity. TUS2 explains, “ethnic groups like Sindhis, Balochis, Punjabis have diverse cultures,

education and ego.”JUS3 reports, “Because of multilingualism in universities... we are not able to attain educational goals.”JUT6 believes, “English for education and progress is required but we are still grappling with linguistic, ethno-cultural dilemmas.”University teachers in the classrooms purposely shirk away from “talking about ethnicity” (TUT3). They trust in “national language” to thwart propensities for emotional and possibly violent responses to ethnicity (JUT1). TUT4 pointed to the current “Punjabi and Seraiki” controversy erupting in the province of Punjab

5. Discussion

The findings from the questionnaire indicate that students are insecure about their English skills and experience anxiety using English in their university courses. Data collected from faculty through focus group interviews confirm these and describe various student behaviours that result. These include reliance on Urdu instead of English for various tasks including (1) understanding class lectures and instructions, (2) taking notes and class, and (3) communicating with teachers and classmates. In addition, reading course materials in English is a struggle for some, creating additional concerns because examinations are conducted in English. Figure 2 illustrates the perceived language problems related to anxiety, indicating that all four skill areas are involved.



Figure 2: Students' English Language Problems

The second research question guiding this study enquires how multilingualism, cultural diversity and ethnicity contribute to the English language anxiety experienced by university students in Pakistan. The findings indicate that Urdu and English have a superior status over mother tongues in universities, which seem to only serve as domestic languages which preserve customs and traditions. Faculty and students participating in the focus group interviews had diverse opinions about what role(s) home languages should play. Some strongly believe that English is the most appropriate language to use in the university setting because of its international and academic status. Some see English (and to a similar extent, Urdu) as a way to prevent possible issues that may result from attention to different regional languages and ethnicities, e.g. Punjab, Sindh, Baluchistan, Khyber Pakhtunkhwa and Kashmir. Pakistanis are emotionally devoted to their mother tongues, and throughout history, ethno-linguists have used the languages as a political tool to evoke riots and violence in

the country. This notion endorses the perception that multilingualism is challenging as it has activated many riots in the country.

A few participants expressed the value of using mother tongues in the teaching context. They explained that it can be used to better connect with students as well as enhance their learning experience through the presentation of challenging concepts using language and local examples that are more meaningful to the student. It has been suggested that Urdu embodies the unity and Islamic culture of Muslims while English denotes transnational and progressive beliefs of the community. The expansion of these two languages consolidated cultural and linguistic hegemony in society. The state acknowledged Urdu as an emblem of identity and equivalence for five major ethnic groups as a way to resolve linguistic and ethno-cultural dissimilarities. At the same time, the question of the development of the regional languages comes to the surface because they represent multilingualism and cultural diversity in the country.

It may be argued that multilingualism has stimulated and procreated linguistic and ethnic distinctiveness and unique identities; Pakistanis generally adore their mother tongues and are passionate about them. English is an international language and a lingua franca because of its extensive popularity and deployment at work and in education. It has been a crucial stratagem for shifting conservative outlooks, orthodox values and customs with regards to the country's social, cultural, political and economic progress, modernization and transformation. Globally, the comprehensive use of English and technology has shaped the postmodern and postcolonial world into a large village. Thus English in Pakistan greatly benefits correspondence, entertainment, foreign investment, and education.

The participants in this study generally view the main purpose of teaching English in education as to enrich the students' ability and aptitude in the four language skills of listening, speaking, reading and writing to enable their self-reliant and positive involvement in plentiful academic activities in universities. It is worth mentioning that the Ministry of Education has never intended nor planned to undertake an appraisal of the English language learning scenario to consider the postgraduate students' academic needs for achieving higher education. The assumption was exposure to English over years builds up satisfactory English language proficiency for postgraduate students to accomplish acceptable goals in universities.

In this study, the role of motivation in language learning was raised by some faculty in the focus group interviews. One teacher explained that reminding students of the importance of English as "a global and international language" motivated them to continue working in English, despite their struggles and anxiety. She believes that if the students are intrinsically motivated, they will work hard toward improving proficiency and that teachers can play a role in this through encouragement and regular reminders of the value of English in the globalized context. It must also be noted that some faculty participants suggested that the use of mother tongues and the national language can make the students comfortable and enhance their potential for learning. Making teaching materials and resources as relevant as possible and finding ways for students to maintain a positive social image while actually practising the language will also contribute to motivation (Dornyei, 2014).

Additional recommendations for improving the situation for university students, specifically related to language anxiety, are as follows. English language proficiency courses should be planned and developed in various programs to build self-confidence, competence and self-reliance necessary to overcome their language problems and achieve success at the university. Teacher education programs can support other programs in conceptualizing and creating such courses. In addition, all university faculty should employ culturally responsive teaching methods which integrate the

learning process with students' needs, goals, social and educational backgrounds, and expectations. These must acknowledge the legitimacy of the cultural traditions and linguistic differences of indigenous groups as inheritances that positively influence students' outlooks, aptitudes, behaviour and language learning dispositions..

6. Conclusion

This study endeavoured to explore students' perspectives on their English abilities and language anxiety as they study at a university in Pakistan and the role of multilingualism, cultural diversity, and ethnicity. Through student questionnaires and focus group interviews of students and faculty at the School of Education of two universities, findings revealed that students lack proficiency in skill areas needed for academic success and that they experience language anxiety. Multilingualism, cultural diversity and ethnicity influence the situation. Government policies for English and Urdu, public debate about the role of regional languages, and even political upheaval related to language use and ethnicity present a very complex situation that affects the learning of university students. Many students rely on Urdu and regional languages for communication at university while studying in English. Recommendations for improving the English language experiences of university students include increasing the motivation of students, teaching in culturally responsive ways, and offering additional program-specific courses for developing English language proficiency skills.

References

- Azam, S., & Saleem, T. (2019). Teaching pragmatic competence in Pakistani context: A case of Pakistani EFL learners compliment responses. *Erevna: Journal of Linguistics and Literature* 2(2), 26-49.
- Canagarajah, A.S. (2005). Accommodating tensions in Language in education policies: An afterword. In Lin & Martin, P. (Eds.). *Decolonisation, globalisation: Language in education policy and practice* (pp.194-201). Clevedon: Multilingual Matters
- Crystal, D. (2011). *The Cambridge encyclopaedia of language* (3rd ed.). Cambridge: Cambridge University Press.
- Daubney, M., Dewaele, J. M., & Gkonou, C. (2017). *New insights into language anxiety: Theory, research and educational implications*. Bristol, UK: Multilingual Matters.
- Dörnyei, Z. (2014). Motivation in second language learning. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (Eds.). *Teaching English as a second or foreign language* .(4th ed.). Boston: National Geographic Learning/Cengage Learning.
- Fraenkel, J., and Wallen, N. (2003). *How to design and evaluate research in education?* (5th ed.). New York: McGraw-Hill.
- Gardner, R.C., & Lambert, W.E. (1972). *Attitudes and motivation in second language learning*. Newbury House: Rowley.
- Gardner, R.C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Haque, A. R. (1983). The position and status of English in Pakistan. *World Englishes*, 2(1), 6-9.
- Hoffman, B. T. (2006). *Art and cultural heritage: Law, policy, and practice*. Cambridge: Cambridge University Press.
- Javed, M., Tahir, A. & Qadeer, A. (2019). The changing roles of students in the blended ELT environment in Pakistan. *Erevna: Journal of Linguistics and Literature* 2(2), 17-25.
- Jinnah, M. (1948). Speech at a public meeting at Dacca, 21 March. In *Quaid-I-Azam Mohammad Ali Jinnah: Speeches and statements 1947-8* (1989). Islamabad: Government of Pakistan, Ministry of Information and Broadcasting.
- Kachru, Y. (2008). Cultures, contexts and interpretability, *World Englishes*, 27(3/4), 309-318.
- Krashen, S.D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press Inc.
- Kymlicka, W., and Patten, A. (2002). *Contemporary political philosophy: An introduction* (2nd ed.). Oxford: Oxford University Press.
- Islam, M., Lodhi, A.S. and Khan, A.M. (2020). Future L2 selves of Pakistani learners of English: A qualitative perspective, *Linguistics and Literature Review* 6(1), 39-55.
- Mahboob, A. (2002). No English, no future: Language policy in Pakistan. In Obeng, S. & Hartford, B. (Eds.). *Political independence with linguistic servitude: The*

politics about languages in the developing world, (Pp.15-39). New York: NOVA Science.

- Mansoor, S. (2004). The status and role of regional languages in higher education in Pakistan. *Journal of Multilingual and Multicultural Development*, 25(4). 333-353.
- Mansoor, S. (2005). *Language planning in higher education: A case study of Pakistan*. Karachi: Oxford University Press.
- Matsuda, A. (Ed.). (2017). *Preparing teachers to teach English as an international language*. Bristol: Multilingual Matters.
- Schiffman, H. (2012). Language policy and multilingualism. *The Encyclopedia of Applied Linguistics*. Available from: <<http://www.onlinelibrary.wiley.com>
- Rafi, M. S. (2020). Dialogic content analysis of misinformation about COVID-19 on social media in Pakistan, *Linguistics and Literature Review*, 6, 1-11.
- Rahman, T. (1996). *Language and politics in Pakistan*. Karachi: Oxford University Press.
- Rahman, T. (2008). Language policy, multilingualism and language vitality in Pakistan. In Lesser-known languages of South Asia (pp. 73-106). De Gruyter Mouton.
- Rahman, T. (2016). *From Hindi to Urdu: A social and political history*. Karachi: Oxford University Press.
- Rassool, N. (2000). Contested and contesting identities: Conceptualising linguistic minority rights within the global cultural economy. *Journal of Multilingual and Multicultural Development*, 21(53), 86-398.
- Siddiqui, S. (2016). *Education policies in Pakistan: Politics, projections, and practices*. Karachi: Oxford University Press.

Appendix A

Questionnaire for the Postgraduate Students

1. Gender

- (a) Male (b) Female

2. Age Group

- (a) 20- 24 (b) 25-29 (c) 30-35 (d) 36-40 (e) 41-45 (f) 46-50 (g) above 50

3. Mother Tongue

- (a) Punjabi (b) Urdu (c) English (d) Other regional language -----

4. Qualifications

- (a) Undergraduate (b) Postgraduate

5. Medium of Instruction

- (a) Urdu Medium School (b) English Medium School

6. Education as a subject in Bachelors

- (a) English (b) Urdu (c) Both

Question response scale: 5 = Strongly Agree; 4 = Agree; 3 = Neither agree nor disagree; 2 = Disagree; and 1 = Strongly Disagree

Questions	1	2	3	4	5
7 The mother tongue is used for conversations with the friends.					
8 You mostly use Urdu language for conversations with the friends out of the class.					
9 You face language problems in your university					
10 You have to make efforts to understand the teacher's lecture in English.					
11 You are reluctant to talk in English in the classroom.					
12 You find the reading texts hard to comprehend.					
13 You would like that education courses both in English and Urdu should be used in the university.					
14 The courses of Master of Education must be exclusively offered in English.					
15 You think that Master in Education should include English language courses to improve the students'					

proficiency in English.

- 16 You are nervous when your teacher talks to you in English.
 - 17 You are anxious while reading a text or other articles in English.
 - 18 You are tense about writing down the notes or assignments in English.
 - 19 You get stressed about assessments in English.
 - 20 You think that mostly English should be used in universities.
-

Citation of the paper

Irfan, H. & Pashby, P. (2021). English language anxiety emerging from multilingualism, cultural diversity, and ethnicity in higher education settings in Pakistan *Erevna: Journal of Linguistics and Literature*, 5(1), 60-73.