Language Attitudes and Identity among Pakistani University Teachers: A Thematic Study

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Abstract

Pakistan being a multi-lingual country has a complex linguistics landscape that challenges the Pakistani university teachers to maintain a balance between English, Urdu and other regional languages, impacting their language choices and identities in academic settings. This thematic study delves into the intricate relationship between language attitudes and identity among Pakistani university teachers. The diverse linguistic landscape of Pakistan, presents a unique backdrop for exploring how language attitudes shape individuals' perceptions of their own identity, particularly within the academic sphere. Through qualitative analysis of interviews and focus group discussions with university teachers across various disciplines, this study elucidates the multifaceted nature of language attitudes and their impact on self-identification and professional practices. Findings reveal that language attitudes among Pakistani university teachers are deeply intertwined with notions of prestige, power, and cultural belonging. English, as the language of instruction and academic discourse in many higher education institutions, holds significant sway in shaping academic identities and career trajectories. However, participants' attitudes towards English are nuanced, influenced by factors such as proficiency levels, socio-economic background, and regional linguistic affiliations. Moreover, the study uncovers tensions arising from the perceived privileging of English over indigenous languages, leading to feelings of marginalization and linguistic insecurity among some participants.

Key terms: Language Attitudes, Identity, University Teachers, English, Urdu, and Regional Languages, Professional Identity.

Introduction

Background of the Study

The objective of this study is to unravel the intricate network of linguistic attitudes and identities among educators, taking into account the crucial role that university faculty members play in Pakistan as both educators and cultural assimilators in a nation where linguistic diversity is a distinguishing characteristic. It is challenging to examine cultural patterns in Pakistan due to the complex linguistic context created by the coexistence of Urdu and other regional languages. The English language plays a prominent influence in the academic world because of its colonial background. This prompted an examination of the methods used by university teachers to regulate the use of English in conjunction with regional tongues. The purpose of this study is to provide light on the social and political factors that impact university professors' language

attitudes and identities, taking into account historical events such as the 1947 split and evolving language legislation. Language norms and cultural representations are greatly influenced by the language usage attitudes and identities of university instructors (Bourdieu, 1986; Heller, 1999). In Pakistan, a nation marked by a complex geopolitical landscape, a multifarious linguistic legacy, and profound historical origins, it is crucial to investigate the link between language beliefs and identity among university instructors (Rahman, 2002). It is a challenging procedure that entails balancing one's personal and professional identities to make language selections. Academics such as Hussain (2010) and Kachru (1985) have highlighted the challenge faced by educators when attempting to strike a harmonious balance between English and local languages in postcolonial settings. Pakistan is characterised by the coexistence of Urdu and several regional languages, which contributes to a linguistically diverse environment that

enhances the study of language evolution (Gumperz & Wilson, 1971). Urdu, as the designated official language, exists in conjunction with many regionally important languages including as Punjabi, Sindhi, Pashto, and Balochi (Ahmed, 1996). The presence of this mosaic engenders a dynamic milieu, exerting influence on the selection of language and attitudes shown by academics inside collegiate settings. According to Khan (2003), the English language has considerable importance within the higher education system of Pakistan, serving as a medium of instruction and facilitating intellectual conversation. College instructors are confronted with the challenge of instructing pupils who possess diverse linguistic backgrounds, encompassing several regional languages alongside English. This situation gives rise to concerns about the potential impact on students' capacity to shape their own individual identities (Tariq, 2015).

The selection of language in academic discourse serves not just as a pragmatic decision, but also as a means to illuminate the intricate connection between an individual's identity and their professional roles. The selection of languages individual chooses to use throughout their global mobility significantly influences the formation of their professional identities. Hence, the primary objective of this research endeavor is to examine the many contextual factors and contextualized impacts that shape language use patterns among the university faculty population. The objective of this study is to shed light on the broader implications of linguistic perspectives held by university profess   ors in Pakistan on their personal and professional identities.

The formation of attitudes and identities pertaining to language is significantly shaped by sociocultural and political factors (Jamil, 2008). The linguistic preferences of university faculty members, which play a significant role in shaping their professional and personal identities, are impacted by historical circumstances such as the separation in 1947 and subsequent language laws (Rizvi, 2003).

The linguistic choices made by university educators in academic discourse are indicative of the intricate interplay between their personal identities and professional obligations (Bucholtz & Hall, 2005). The process of acquiring excellent communication skills within an academic environment plays a significant role in the

development of people' professional identities (Norton, 1997).

Research Objectives

- To explore the language preferences of Pakistani university teachers towards regional languages-Urdu and English.
- To analyse the influence of language on the expression of identity in Pakistani university teachers.
- To study the implications of language attitudes on educational outcomes, job prospects of Pakistani university teachers in professional settings.

Research Questions

- What are the prevailing language preferences of Pakistani university teachers towards Urdu, English and other regional languages?
- How does language choice influence the construction of identity in the Pakistani university teachers?
- What are the implications of language attitudes and identity for the educational achievements and employment opportunities of Pakistani university teachers?

Literature Review

The area that includes attitude studies has experienced substantial growth and emerged as a prominent area within the discipline of social science since its establishment in the 1970s. Scholars specializing in disciplines such as sociological studies, psychology, the linguistics have dedicated significant resources to this domain because to the interdependence between the future of a language and its speakers' frequency of usage and level of esteem (Rourke, 2005). The preservation and vitality of a language are believed to be at risk when its speakers exhibit or maintain a pessimistic disposition towards it, whereas the language's sustainability is assured when its people possess a favourable outlook. The investigation into individuals' attitudes towards other languages could

potentially provide evidence of linguistic variation or stability within a bilingual or multilingual environment. The languages that are not dominant or are considered less privileged face an inevitable decline leading to their extinction due to the process of language shift. The current situation is disconcerting since it is observed that over 7,000 languages exist globally, yet two languages are lost on a monthly basis (Crystal, 2000; Headland, 2003). As previously said, the subject of linguistic attitude has been thoroughly examined, with several academic disciplines endeavouring to define it based on their respective disciplinary frameworks. According to Dornyei (2003), an individual's attitude is formed by making value-based assessments about a particular subject of examination, such as persons, groups, institutions, settings, and so forth. Ideas are derived from human cognition and facilitate impartial examination; they can be discerned in historical personalities as well as influential individuals within present-day cultures. This elucidates the reasons behind their strong resistance against modification. Crystal (2000) posits that an individual's linguistic attitudes refer to their subjective perception and emotional disposition towards their mother tongue as well as foreign languages. In his seminal work, Garret (2010) presented a modern conceptualization of language attitude, characterizing it as a cognitive inclination and an evaluative stance directed towards a societal construct, namely language. Various theorists have recognized several common components of linguistic attitude, including integrative motivation (also known as solidarity), the importance of a language, instrumental motivation, and social status.

Methodology

This study employs a qualitative research design to explore the language attitudes and identity of Pakistani English university teachers in professional settings. Qualitative methods are well-suited for investigating complex phenomena such as language attitudes, allowing for in-depth exploration of participants' perspectives and experiences (Creswell & Poth, 2018).

Semi-structured interviews were employed as the primary method of data collection. Semi-structured interviews offer flexibility for participants to express their views while allowing the researcher to delve into specific topics of interest (Rubin & Rubin, 2012). Interviews were conducted with English university teachers at the MS level, working in professional settings within universities located in Islamabad, Pakistan.

Thematic analysis was employed to analyse the interview data. Thematic analysis involves systematically identifying, analysing, and interpreting patterns or themes within qualitative data (Braun & Clarke, 2006). Through this approach, the study aims to uncover recurring themes related to language attitudes and identity among Pakistani English university teachers.

Social Identity Theory (SIT) is a psychological framework that seeks to understand how individuals perceive themselves and others within the context of social groups. Developed by British psychologist Henri Tajfel in collaboration with John Turner in the 1970s, SIT proposes that people categorize themselves and others into social categories, leading to the formation of social identities. These identities, in turn, influence individuals' attitudes, behaviours, and intergroup relations.

The roots of social identity theory can be traced back to early philosophical and sociological inquiries into the nature of human identity and group dynamics. Ancient philosophers such as Plato and Aristotle pondered the concept of identity and its relation to societal roles and affiliations. However, it was not until the 20th century that psychologists began to systematically study social identity and its impact on human behaviour.

One precursor to social identity theory is the work of Kurt Lewin, a pioneering social psychologist known for his research on group dynamics and social behaviour. Lewin's studies laid the groundwork for understanding how group membership shapes individual behaviour and attitudes. His concept of "ingroups" and "outgroups" set the stage for Tajfel and Turner's later formulation of social identity theory.

Henri Tajfel, a Jewish Polish-British psychologist, developed social identity theory in response to his experiences during World War II and the Holocaust. Tajfel was deeply interested in understanding the psychological mechanisms underlying intergroup conflict and prejudice. His own experiences as a refugee and a member of a persecuted group likely influenced his perspective on social identity and group dynamics. John Turner, an English social psychologist, collaborated with Tajfel in further developing and elaborating on social identity theory.

Tajfel and Turner's seminal work on social identity theory emerged in the 1970s with a series of experiments aimed at exploring the formation and consequences of group identity. In one famous study known as the minimal group paradigm, Tajfel and his colleagues demonstrated that even minimal or arbitrary group distinctions, such as preferences for certain paintings or random allocation to groups, could lead to in-group favouritism and outgroup discrimination. Central to social identity theory is the concept of self-categorization, wherein individuals define themselves based on their membership in social groups. According to Tajfel and Turner, people strive to maintain a positive social identity by enhancing the status of their in-group relative to outgroups. This process, known as social comparison, involves evaluating one's group positively and viewing other groups negatively to bolster self-esteem and social identity.

Language attitudes and identity play crucial roles in shaping individuals' perceptions, behaviours, and interactions within social contexts. In the context of higher education, where diverse linguistic backgrounds converge, understanding the dynamics of language attitudes and identity among university teachers is essential. This study focus on the applicability of Social Identity Theory (SIT) in elucidating the complexities of language attitudes and identity among Pakistani university teachers.

Social Identity Theory, developed by Henri Tajfel and John Turner, posits that individuals categorize themselves and others into social groups, leading to the formation of social identities. These identities, derived from group membership, influence individuals' attitudes, behaviours, and intergroup relations. By applying SIT to the study of language attitudes and identity among university teachers in Pakistan, the aim of this study is to uncover the underlying mechanisms that shape language preferences, perceptions, and practices within this professional context.

Discussion and Analysis

Question	Data/Themes	Codes
How would you describe your daily language usage in professional settings?	- Frequency of language use (Urdu, English, regional languages) - Contexts of language use (meetings, presentations, emails, etc.)	- Language preferences in professional settings - Contextual factors influencing language choice
In your opinion, what are the advantages of speaking Urdu and English in professional settings?	- Advantages of Urdu proficiency (cultural connection, local communication) - Advantages of English proficiency (global communication, access to international opportunities)	- Benefits of Urdu proficiency in local contexts - Benefits of English proficiency in global contexts
Do you think there are any disadvantages or challenges associated with using regional languages in professional settings? If so, what are they?	- Limited understanding among non-speakers of the regional language - Perceived lack of professionalism - Exclusion of non-speakers	- Challenges of regional language use in diverse workplaces - Perceptions of regional language use as unprofessional - Exclusionary effects of regional language use
Could you share your thoughts on the role of regional languages in preserving cultural identity in Pakistan?	- Regional languages as vehicles of cultural expression and identity - Importance of regional languages in maintaining cultural diversity	- Role of regional languages in cultural preservation - Significance of regional languages in promoting cultural heritage
Are there any specific situations or contexts where you prefer to use Urdu, a regional language, or English? Can you explain why?	- Language choice based on audience demographics - Language choice influenced by professional norms and expectations	- Situational language preferences - Factors influencing language choice
Have you noticed any language-related stereotypes or biases in professional areas, and how do they affect you	- Stereotypes about language proficiency and competence - Biases	- Language-based stereotypes and biases in professional contexts - Impacts of language biases on individuals and

Question	Data/Themes	Codes
or your community?	in hiring or promotion decisions based on language skills	communities
How do you envision the future of language use in Pakistan's professional setting and what changes or trends do you anticipate?	- Increasing importance of English proficiency in globalized industries - Continued importance of Urdu for local communication - Potential rise of multilingualism in professional settings	- Future trends in language use in Pakistani workplaces - Anticipated shifts in language preferences and practices

Question	Data/Themes	Codes
Do you feel that proficiency in a particular language is linked to social status or acceptance in Pakistani professional settings?	- Perceptions of language proficiency as a marker of education and social status - Language proficiency as a factor in social acceptance and inclusion	- Associations between language proficiency and social status - Effects of language proficiency on social acceptance
How do you perceive the relationship between the languages you speak and your sense of identity in professional settings?	- Connection between language proficiency and cultural identity - Impact of language use on self-perception and identity	- Relationship between language proficiency and personal identity - Effects of language use on identity formation
Can you describe any specific cultural or personal aspects of your identity that you feel are closely tied to a particular language or dialect?	- Personal experiences of language use and identity formation - Cultural significance of language proficiency	- Connections between language, culture, and personal identity - Effects of language on individual identity
Have you experienced any conflicts or challenges related to language when it comes to expressing your identity in professional settings?	- Conflicts between language preferences and professional expectations - Challenges of navigating multiple linguistic identities in the workplace	- Language-related conflicts and challenges in professional contexts - Impacts of language conflicts on individual identity
Do you believe that language plays a significant role in shaping how you connect with your cultural heritage and traditions?	- Importance of language in cultural transmission and heritage preservation - Role of language in maintaining connections to cultural traditions	- Significance of language in cultural identity - Effects of language on cultural heritage and traditions
Have you noticed any differences in how older generations and younger generations in professional settings express their identities through language?	- Variations in language use and preferences between different age groups - Differences in attitudes towards language proficiency and usage	- Generational differences in language expression - Effects of generational differences on language attitudes
Are there any urban subcultures or communities in Pakistani professional settings where language plays a particularly prominent role in identity formation? If so, please share your observations.	- Existence of urban subcultures with distinct language practices - Language-based identity formation within urban communities	- Roles of language in urban subcultures - Impacts of language on identity within urban communities
How do you adapt your language or communication style when interacting with different social groups or contexts in professional settings?	- Code-switching between languages based on social context - Adjustments to communication style	- Strategies for adapting language and communication style - Effects of language adaptation on social interactions

	to accommodate diverse audiences	
Have you encountered situations where language choices have led to a stronger sense of belonging or exclusion within your peer group or community?	- Instances of linguistic alignment leading to enhanced group cohesion - Experiences of linguistic exclusion or marginalization	- Effects of language choices on sense of belonging - Impacts of language on social inclusion and exclusion
Do you believe that bilingual or multilingual individuals have unique advantages when it comes to expressing their identities in professional settings?	- Benefits of bilingualism or multilingualism for navigating diverse linguistic environments - Enhanced ability to connect with a wider range of individuals	- Advantages of bilingual or multilingual identity in professional contexts - Effects of linguistic diversity on identity expression
In your opinion, how can university teachers in Pakistan avoid language biases by focusing on common language code?	- Importance of promoting inclusive language practices in educational settings - Strategies for avoiding linguistic biases in teaching and assessment	- Methods for promoting linguistic inclusivity in university education - Approaches to minimizing language biases
Do you think people who share the same language unduly support each other in professional settings?	- Instances of linguistic favouritism or bias in professional contexts - Effects of language-based affinity on professional interactions	- Impacts of linguistic similarity on professional relationships - Effects of language-based support networks
Can you describe any experiences where language attitudes influenced your educational choices or performance?	- Effects of language attitudes on academic motivation and engagement - Impact of language perceptions on educational outcomes	- Role of language attitudes in shaping educational experiences - Effects of language attitudes on academic achievement
Have you ever faced language-related challenges in accessing educational opportunities? If so, could you elaborate on them?	- Barriers to educational access related to language proficiency - Experiences of linguistic discrimination or bias in educational settings	- Challenges of language-based educational access - Effects of language barriers on educational opportunities
How do you believe language attitudes impact job prospects and career opportunities in professional settings?	- Effects of language perceptions on hiring and promotion decisions - Impacts of language attitudes on career advancement	- Role of language attitudes in shaping job prospects - Effects of language biases on career opportunities

Have you encountered language-related barriers in the job market, and how did you navigate them?	- Instances of language-based discrimination or bias in job interviews or promotions - Strategies for overcoming language-related barriers in the job market	- Experiences of language-based challenges in job seeking - Methods for navigating language barriers in employment
Are there any policies or initiatives related to career opportunities that you believe could positively influence language attitudes and their impact in Pakistani professional settings?	- Importance of promoting linguistic diversity and inclusivity in the workplace - Strategies for addressing language biases and discrimination	- Policy recommendations for promoting linguistic equity in professional settings - Approaches to fostering inclusive language practices
How do you see the role of universities in shaping language attitudes, especially when it comes to focusing	- Universities' influence on language norms and practices - Role of	- University initiatives for shaping language attitudes - Effects of university policies on language practices

on one unified language?	universities in promoting linguistic diversity and inclusion	
How does the linguistic landscape of Pakistani universities affect the way courses are structured and delivered?	- Impact of language policies on course offerings and delivery methods - Effects of linguistic diversity on classroom dynamics and interactions	- Influence of linguistic landscape on educational practices - Effects of language diversity on teaching and learning
How do you perceive the impact of English language proficiency on educational and career opportunities in Pakistan?	- Importance of English proficiency for accessing educational and career opportunities - Effects of English language skills on job prospects and international mobility	- Role of English proficiency in shaping educational and career trajectories - Impacts of English language proficiency on professional advancement
In your interactions with international academic peers, how has your linguistic identity influenced the dynamics and outcomes of those interactions?	- Effects of linguistic identity on cross-cultural communication and collaboration - Impacts of language proficiency on academic exchange and networking	- Influence of linguistic identity on interactions with international peers - Effects of language skills on academic engagement
Do you think when teachers use a specific regional language in a classroom, the students with different regional languages feel marginalized?	- Effects of regional language use on student inclusion and participation - Experiences of linguistic exclusion in educational settings	- Impacts of regional language use on student experiences - Effects of language choice on classroom dynamics
Do you think linguistic prejudice exists in society? (For instance, Pashto speakers would support Pashto speakers, So will Punjabi)	- Existence of linguistic biases or stereotypes in society - Effects of linguistic prejudice on social interactions and relationships	- Instances of linguistic favouritism or bias in social contexts - Effects of language-based prejudice on community dynamics
What is the importance of English as Lingua Franca?	- Role of English as a global language of communication and commerce - Impacts of English proficiency on international opportunities and interactions	- Significance of English as a lingua franca in global contexts - Effects of English proficiency on cross-cultural communication
Which unifying code is more beneficial: Urdu or English? And why?	- Benefits of promoting Urdu as a unifying language for cultural preservation and national cohesion - Advantages of English as a unifying language for global communication and access to opportunities	- Considerations for promoting Urdu or English as a unifying code - Impacts of language choice on societal cohesion and develop

The table is a blend of different kinds of knowledge about the multiple and multifaceted aspects of language practices relevant to the professional practice within the Pakistan's context as seen by the university teachers. In this respect it entails that one has to be fluent in both English and Urdu, and sometimes use the two and several other local languages as the situation demands. Flexibilities of this nature imply that such words are significant in a private as well as culture manner. The interplay between local languages and English highlights the dual pressures educators face: the need to maintain the cultural relationship through regional languages and the want or

attempt to meet the international business and professional language standard where English reigns supreme. Another obvious feature recognizable from the responses is the issue of the frequency and use of language. This made a number of teachers say that the kind of language they have to use in their day-to-day interactions involves, deciding on what kind of right terminology depending on the given scenario whether it is a meeting, a lesson or even casual conversation with other professionals. Nonetheless, in the formalised work-related domain it is often used since English has the reputation of being the language of the world, and the means of global cooperation. This is because the society has been socialized to relate fluent English speaking with professionalism and efficiency in performance. However, this tendency is synonymous with concerns of leaving out of local languages hence distressing the vision of local languages. While breaking through to the outside world via English, this can be at the loss of focusing on studying local languages like Urdu or regional languages; which might be culturally sensible, and equally instrumental in creating appropriate local networks.

Some of them asserted that the ability to understand the language especially the two languages would be beneficial in the future careers. For instance, proficiency level in condition achievement in Urdu required better understanding of the culture and its proper functioning in the particular setting. They said that since they speak Urdu they are in a position to converse with student, parents and/or colleagues in a culturally sensitive manner. On the other hand, English was perceived more in terms of chances of getting job and better academic results that helped the teachers in reading international literature, research and conference attendance. From the above advantages in use of bi-partisanship in language; the controversy on why there is need to encourage growth of the two local languages and English particularly in learning institutions must be responding to the following rationale - Both the local languages and English are important in expressing professionalism The above analysis regarding bi-partisanship in language can only suggest the rationale as to why there is need to embrace the growth of the two local languages and English; particularly Some of disadvantages or common issues related with regional language important for professional area were also emerged with the help of review of the literature. Some of the teachers shared their sentiments that non-speakers of the regional languages do not have adequate knowledge and this pose constrains in multiethnic organizations. For this reason, some people

may feel excluded especially when they cannot follow a conversation being held by the other party. Thirdly most especially in the use of regional languages a perceived lack of professionalism is also observed; this is another form of hindrance. Other results also revealed that only a meagre number of teachers felt that the use of Urdu, or another local language, was considered unprofessional at times especially when some contexts required the use of English language. This perception not only erases the mult-winging regional language but also shouts of hegemonic control in the 'language to learn', which is English; a conflict of interest that can only be solved by the ability of the teacher.

The relevance of regional languages in maintaining the culture was debated, and this formed one of the most significant themes during the interviews. Six respondents clearly explained that they valued the regional languages as ways of cultural communication and social identity. In particular, it should be noted that it is not only interesting to use only the first language in communication but also necessary for the most Pakistanis because this country belongs to the multimethod system, and language serves as one of the main defining features of a person. This is so despite the fact that the teachers themselves have observed that regional languages play a critical role in transmitting the culture, stories and all other traditions from one generation to another. They also support identities by advocating for regional languages to be used in the systems in order to minimize the level of learner alienation due to globalization. The responses also gave the much-needed insight on the challenges of language use in the working environment. Several teachers explained their language choices regarding the audience and the corresponding professional expectations cultures. For instance, when explaining matters to the local audience, the educators decide to use Urdu or any of the regional languages to ensure that things are done as they prescribe. On the other part if the ideas are to presented to the fellow Ethiopians or even with the foreigners in any conferences or in any official situations then it is quite natural to start speaking English this is quite natural in official business. This situational language choice puts forward the proposition that teachers as language communicators require a relational understanding of language with the ability to utilize language and multiple modes of communication in ways that are contextualized. More to the point of optimizing communication, this level of

flexibility should also be seen as important dynamics that are part of the concept of professional identity.

Another important topic that was carefully discussed was language-related stereotypes and biases. Stereotype was mentioned as being witnessed by teachers, in terms of language when relating to employment or promotion. Some of them complain in the aspect of promotion saying that they are not understood while they are being promoted for being good in English or regional language-Urdu. This is evident not only between the nurse and her patient but volumes of prejudice of society which would want one to be polite and professional hence reveals power relations. This mentality is bias not only that it limits the chances of their employment but non-users of English are wiped off the face of the society.

The yearning of educators for the future use of language in students' professions in Pakistan was mixed feelings. Several expected the role of English language to grow in Industries of globalization and expected that everyone who is proficient in English will be presented with more opportunities in their careers. But during the discussion they had agreed it is also important here because Urdu is still used in the matters of communication here and is a part of the culture too. This means that there is a shift from bilingual approach to preparation which entails the study of several languages in order to manage the individual complexities of the new world economy and outlook on the workforce without negating the first language of an individual. Thus, it can offer a chance to benefit from enhancing value of professional interaction and the results of communication.

The issue of social status associated with language was well articulated in the responses of the teachers in regard to this question. Several of the participants stated the notion that language capabilities are used as surrogates to literacy levels and social assimilation in organizations. For example, the more proficient one is in English the more qualified and socially enhanced one is while on the other side the less he/she is in English the lonely they are. The division of people in the society based on their language mastery also gives rise to some fundamental questions of equity and social justice in the job marketplace. Concerns were also raised on the embodiment of bias when coming up with language policies and the manner in which the teaching concentrates on how one ought to speak particularly when individuals speaking various languages are deemed as being less intelligent or otherwise unable as perceived from their language background. Another interesting subject put forward by the educators was the combination of language and identity. Some participants described how they manage the processes of inclusion and exclusion in professional setting through language. It was revealed that there is a strong relationship between language learned and cultural attachment and language learned and personal identity observations from educators showed that students are more confidently connected to their culture every time they speak fluently in their mother tongue. These findings point to the discordance with arguments that posit it as just a communication tool, revealing significant entrenchment in the way people co-build identities and roles within vocational contexts. However, recognizing one's culture and being able to manifest it through language may in the same way as provide the persons with power and let them feel complete while practicing in the multicultural business organization.

It was also possible to identify generational differences regarding how people express themselves and their perception of language use. Some teachers noted that the youth are 'flexible' in language use, using code-switching to engage as many people and possible opportunities as possible. Such generational change indicates the likelihood of a new environment in which specific language usage adheres not strictly to cultural or occupational norms. On the other hand, younger people may conform to the newer, stricter language norms. This can be attributed to their desire to remain cultural bearers amid globalisation, a term that refers to individuals who strive to preserve their cultural heritage and identity in the face of increasing global interconnectedness. These differences demonstrate changes in language use and identity in the workplace and show that ongoing discussion and learning are imperative for inducing social change across generations.

When discussing subcultures in an urban context, the role of language as an essential identity marker within specific population groups becomes vividly apparent. Teachers pointed out that different subcultures in significant cities of Pakistan use language differently to construct their identities. In these contexts, language plays a crucial role in defining subscription and association to a specific community, thereby extending the social fabric among people with similar language groups. This

underscores the importance of respecting language diversity in the working environment, as it is a key factor in constructing social relations and specifying membership in some communities.

Another essential factor was communication flexibility concerning interacting with different social entities. Participants revealed how they switch between languages depending on the context, which gave them a way to handle different contexts requiring them to switch between languages appropriately. Aside from enriching the communication repertoire, this skill also builds better interpersonal relationships in that it respects other people's choice of language. The flexibility of communication in the light of social context is a highly appreciated feature in the modern work environment since it establishes more effective teamwork and traps a bridge between different people.

Feeling or being included and or feeling or being left out, particularly about language choices was powerfully illustrated by teachers. Thematically, patterns of linguistic convergence more frequently contributed to building co-worker connectedness for the individuals who speak the same language and emphasis on group unity and collaboration. On the other hand, educators provided historical accounts of exclusion through language that is understandable to all the members, and this would hamper team spirit during collaboration. The fact that language can act as both a bond and a barrier means that constant positive attempts must be made to create a harmonious workplace that promotes understanding of different languages. All workers feel free to express themselves without prejudice.

The specific advantages of the bilingual or multilingual subjects were also under consideration, as teachers agreed with the opportunities of functioning for the person in the conditions of different linguistic environments. The use of language, particularly with clients, students, and staff members from other parts of the country or the world, makes communication much more reliable and fulfilling. Furthermore, having such variety in language usage is helpful as this helps increase cognitive flexibility while implying that creativity and problem-solving abilities may also be improved. The fact that educators acknowledge these benefits suggests that individuals who use language variety can diversify professional spheres and promote the creation of an extended cultural environment.

Language attitudes in educational contexts turned out to be another concern, and teachers volunteered to explain how these attitudes affect learners' motivation and academic achievement. Regarding language proficiency, educators observed that some students, especially in Urdu or regional languages, had negative perceptions, and as a result, students' self-esteem was at risk; hence, students didn't engage in study. Therefore, language attitudes within academic contexts should be given the desired focus to ensure that all students feel welcome and can freely speak any language they prefer.

Other issues that were also raised include matters related to educational needs and rights, as a number of educators stated incidents of linguistic prejudice that hampered them in their education. Some examples of language-based barriers include restricted opportunities to access materials, define career paths, or gain professional guidance in learning-related settings. These challenges reinforce the idea that institutions have to pay attention to the fact that many students possess different languages and, therefore, require equal opportunities when it comes to education.

Conclusion

The thematic study on language attitudes and identity among Pakistani university teachers has provided valuable insights into the puzzling interplay between language use, cultural identity, and professional roles within the educational context. Through an exploration of attitudes towards Urdu, English, and regional languages, as well as the intersection of language attitudes with professional identity, this study has deepened our understanding of the multifaceted dynamics shaping language practices among Pakistani educators. The study revealed a diverse range of language attitudes among Pakistani university teachers, reflecting the intersection of linguistic, cultural, and socio-political factors. While Urdu was often regarded as a symbol of national identity and cultural heritage, English was prized for its instrumental value in academic and professional domains. Regional languages, on the other hand, elicited varying degrees of pride and concern, highlighting the complex relationship between language, identity, and linguistic diversity. The construction of professional identity among Pakistani university teachers emerged as a significant theme, with

language proficiency and pedagogical practices playing a central role in shaping individuals' perceptions of academic credibility and professional status. English proficiency, in particular, was closely linked to notions of expertise and international recognition, influencing career trajectories and institutional prestige. The English language proficiency level and teaching methods are the key factors that determine the level of respect, considering a certain teacher as professional and productive. This distinction of academic language is an essential requirement for the academic recognition of researchers from all over the world and has affected their career prospects and the reputation of their organizations.

The findings of this study have several implications for educational policy, language planning, and teacher training initiatives in Pakistan. Efforts to promote linguistic diversity and inclusivity within educational settings should consider the diverse language attitudes and identities of university teachers, fostering a supportive environment that recognizes and celebrates linguistic pluralism.

Additionally, professional development programs for university teachers should prioritize language proficiency and pedagogical training in both Urdu and English, equipping educators with the skills and resources necessary to navigate the complexities of language use within diverse classroom settings.

This study demonstrated the importance of language skills in professional interaction and identity building. In addition, participants expressed a variety of linguistic prejudices and stereotypes influenced by factors such as cultural context, educational repertoire and global communication trends. Secondly, the study emphasized the importance of language status for career opportunities.

Despite the valuable insights gained from this study, several limitations should be acknowledged. The focus on Pakistani university teachers within specific geographical and institutional contexts may limit the generalizability of findings to other populations or educational settings. Future research could explore language attitudes and identity among a broader range of stakeholders, including students, administrators, and policymakers, to provide a more comprehensive understanding of language dynamics within the Pakistani educational landscape. Moreover, longitudinal studies could examine the evolution of language attitudes and

identity among university teachers over time, capturing the impact of changing sociopolitical dynamics and educational policies on language practices within academia.

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