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# The Impact Of English Second Language Learning On Students' Identity In Pakistani Colleges

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## ABSTRACT

English Language is primarily used as a medium of instructions in every educational and academic institution of Pakistan. It is the language of supremacy and is used prominently in every modern school, colleges or in the universities of Pakistan as a symbol of prestige, status, esteem as well as respect. English second language learning has a great deal of influence on the students thinking abilities, communication skills, self-confidence, and their reaction to class fellows, cultural identity, norms, ethics, moral values as well as overall English language skills i.e. speaking, reading, listening and writing. The research study investigates and highlights that self-confidence, English language skills and culture are the three most important elements that create an impact on the student's identity. These elements changes, enhances and builds up the lives or personalities of the students academically, linguistically, culturally, as well as socially in the Colleges of Lahore, Pakistan. To examine their importance the data was collected from 150 students belonging from the different colleges of Lahore using a Survey Questionnaires. Convenience sampling technique was used. The analysis tool used for data analysis was SPSS 21. The result of the respective study indicates that Self Confidence, English Language Skills and Culture have a significant impact on Student's Identity. Teachers at Colleges and Universities must arrange and organizes frequent class tasks apart from their course books which should be based upon the improvement of the grammar and the vocabulary.

**Keywords:** Students' identity, self-confidence, English language skills, culture.

## Introduction

English Language Learning enhances the self-confidence of the students in the classrooms as well as outside the classroom, like when the students communicate with each other, while communicating with their teachers, as the participant of the conference, in the group work or pair work discussions, and similarly while conversing with their

closed ones including their family members, friends, relatives etc. It helps the students to communicate well with everyone whether he or she is known or unknown. Self-confidence primarily helps the students to communicate well and effectively in the classrooms as well as outside the classroom. Students can learn new language more straightforwardly and rapidly when they have a firm confidence in them and they receive appreciation (Clark, A, 2000).

In Pakistan, mostly the identity of the student changes after reaching the adolescent age when they get full command and knowledge over the English language (Cote, J, 2009). English is used prominently in every modern School, Colleges or in the Universities of Pakistan as a symbol of prestige, status, esteem as well as respect (Rawan, H, 2016). In Pakistan, specifically in each employment and job recruitment sector English language is used and thus it can be described as the language of power (Rehman, 1999)

## **Background**

English was used in Pakistan during the era when the British came to the Subcontinent for rule and therefore through the dominance of the British, in terms of their powerful authorities socially, economically, linguistically, and culturally, English language started used frequently. However, English language was used in Pakistan and India before the independence which was used by the rulers of the British in the Subcontinent. During the British regulation, English extended its diverse significant importance and people started using this language officially, socially as well as for the political purposes which is eventually the reason of establishment or the starting of this global language in Pakistan (Mahboob, A, 2009).

English language skills have played a key role for ESL students in their learning relevant to the academics and social life (Long, M, 1996).

English Language skills which can be described as speaking, listening, reading and writing have its significant importance on the identities of students in terms of learning a language and from all of these four skills speaking is the first and foremost in the second language learning (Khamkhien, A. , 2010). However, through speaking, students express their ideas, viewpoints, emotions, thoughts to everyone as a speaker whether he is a teacher or a student to the listeners (Bygate, M, 2000).

In English Language, Reading is another vital skill and through reading students read several types of texts in the form of essays and paragraphs, they have the proper knowledge of the sentence structure of the text, vocabulary words as well as fluency. In English Second language learning, listening is not an easier task for the students because developing a skill for understanding an entirely different language from the sense of hearing takes a lot of time and practice and therefore it primarily concerned with the dialogue-based conversations among students. Both skills are useful and builds up the

personalities of the students in a stronger way for dealing with the global world (Case, C, 1999)

Writing is another important skills for the students which is directly related with our mental, thinking and cognitive abilities or capacities of mind in learning a second language as this skill emphasized on testing abilities of a student's own thinking capacities and it includes different writings like story, letter writing and for other activities and this method or practice of writing is used in every college, university and organization and it also enhanced the students writing abilities for writing International Journals(Hedge, T, 2005)

Culture is a broad term for second language learners which includes everything language, ideas, thoughts, abilities, emotions, skills, moral values, food, dressing, technology outfit, education music, views, ethical values (Browne, K, 2008). Students came across into a new culture after learning a second language. Most of the colleges and universities medium of instruction is English in their education sector all around the world as well as in Pakistan, which consequently greatly effect on the cultural values of the students. In nutshell the vital fact is that all the important aspects associated with the culture has an enormous effect on the student's identity as well as on their language (Gemici, S, 2013)

### **Problem Statement**

The main problem of the current research study is to find out the impact and its main influence of English second language (ESL) learning on the identity construction of students in Pakistani colleges in terms of their academics, cultural values, self-confidence and English language skills, as these are complex to find out in representative form from past research. Therefore, the respective research study specifies this problem and adopts a comprehensive methodology to find out the results or outcomes of the current problem.

### **Hypothesis**

H<sub>0</sub>: Self-confidence has no significant impact on student's identity.

H<sub>1</sub>: Self-confidence has a significant impact on student's identity.

H<sub>0</sub>: English language skills have no significant impact on student's identity

H<sub>2</sub>: English language skills have a significant impact on student's identity.

H<sub>0</sub>: Culture has no significant impact on student's identity.

H<sub>3</sub>: Culture has a significant impact on student's identity

### **Aims and Objectives of the Study**

This research aims at:

To study the impact of self-confidences on student's identity.

To study the impact of English language skills on student's identity.

To study the impact of culture on student's identity.

### **Research Questions**

1. To what extent English second language learning (ESL) enhances the self-confidence of students in building up their identity.
2. How far the student's identity changes after learning the basic English language skills.
3. At what level ESL creates an impact on student's identities in terms of culture.

### **Literature Review**

The section elaborates in detail about review of the literature of the previous research. Firstly, review describes the relationship between language and identity and influence As, Crystal, D (2003) illustrated about the second language learning as this is not the first language of the speakers and they do not learn this language when they are born, they learn it when they start their academic or educational career. Likewise, Clark, A (2000) explained that English language learning enhances the self-confidence of the students in the classrooms as well as outside the classroom, like when the students communicate with each other, while communicating with their teachers, as the participant of the conference, while giving presentations on daily basis, in the group work or pair work discussions, and similarly while conversing with their closed ones including their family members, friends, relatives etc. It helps the students to communicate well and efficiently with everyone whether he or she is known or unknown. Self-confidence primarily helps the students to communicate well and effectively in the classrooms as well as outside the classroom such as in the real life. Students can learn new language more straightforwardly and rapidly when they have a firm confidence and believe in them. Similarly, Onwuegbuzie, A (2000) focused that self-confidence have its prior importance for the students belonging from any age group in learning a second language as it assists and helps the students to build up their communication and interacting skills effectively. However, with the passage of time after interacting with the different people students develop more confidence day by day. Students who have higher level of self-confidence showed more interest in conversing with any individual from the second language group. Consequently, the level of the self-confidence of the students in learning a second language increases to a great extent by learning and interacting in the second language.

McIntyre, D (2004) described on the self-confidence and speaking skills as they both have its unique importance in learning a language as they go hand in hand. In second language learning students can only speak in a better way with the correct pronunciation as well as fluency when they have a strong confidence, and a firm believes in them, and they are aware of their intellectual cognitive abilities. Moreover, Vera, B (2013) highlighted that the basic English language skills which Students need for learning in second language is

only possible when students gain more and more encouragements, appreciation and motivations and used it more frequently to communicate or interacting with their family members, friends, classmates and teachers. Furthermore, Khamkhien, A (2010) demonstrated that English Language skills which can be described as speaking, listening, reading, and writing have its significant importance in learning a language and from all four skills speaking is the first and foremost in the second language learning. However, through speaking, students express their ideas, viewpoints, emotions, thoughts to everyone as a speaker whether he is a teacher or a student to the listeners (Bygate, M, 2000).

Hedge, T (2005) established that writing is another important skill for the students which is directly related with our mental, thinking and cognitive abilities or capacities of mind in learning a second language as this skill emphasized on testing abilities of a student's own thinking capacities and it includes different writings like story, letter writing and for other activities and this method or practice of writing is used in every college, university and organization. Also, Osborn, S (2008) enlightened deeply on speaking skill in English second language learning it is the first skill which totally concerned with the everyday conversations whether a student is taking parts in any academic co-curricular activity or conversing with the speakers of English language. Furthermore, for job training and job recruitment hiring interviews are entirely dependent on the speaking skills. Similarly, Browne, K (2008) enlightened that Culture is a broad term for second language learners which includes everything language, ideas, thoughts, abilities, emotions, skills, moral values, food, dressing, technology outfit, education music, views, ethical values. Moreover, Newton, J (2009) describes that the listening skill is essential as it is easier for the person to communicate efficiently as well as effectively. It is primarily used for understanding all the knowledge and the necessary information of the language.

Oxford, R (2001) illustrated that English studied in ESL or EFL classrooms all the basic four skills must be used and should be highly focused for medium of instruction as these skills directly connected the students with the language which they are acquiring and gaining information. Likewise, Schutz, R (2007) showed that self-confidence is especially important in ESL classrooms because students who are more confident can learn more quickly thus study very energetically and enjoyably without any fear or hesitation and their ability for learning new language will increase automatically.

Seppälä, M (2011) described about the words people used in their daily life conversations as well as in the interactions primarily reflect about the society in which they are living and spending their lives. He further described that learning a language is not directly concerned and related with the understanding of grammatical rules and errors, sentence structure, vocabulary items, phonological sounds and patterns, instead it also illustrated and emphasized on understanding that the new language and having a proper knowledge of the cultural values of language and the areas where it is specifically used. However, he

further added that while learning a new language in the new surroundings and environment such as in the ESL as well as in the EFL classrooms, learners showed their great interest in adapting and relating himself/ herself into an entirely new culture and briefly, due to this fact their identity changes as they adapt a new one. To support it, Lorena, M (2015) illustrated that most of the students especially in the ESL and EFL classrooms participate enthusiastically and actively in many diverse kinds of activities which are concerned and related with the main English Language skills. These English Language skills are important in the ESL and EFL classrooms for learning a language and teachers should also emphasized on these kinds of learning skills activities during their lecture session and teaching as these are the main core of learning a new language. By learning these skills on everyday basis in their classrooms it will automatically reflect on their identities. Students start speaking and using the language especially with their family and friends without any kind of hesitation, fear, and embarrassment or while talking with the foreigners or delegations and have lesser chance of problems and misunderstandings. They can also write their topics of discussions freely in their own way. While discussing about the course books and exams designed in the ESL or EFL classrooms are also labeled in English and learners can only get good grade if they have the command on the language which they are learning. However, the researcher further described that most of the material on the internet and the websites of the academics as well as socially are based on English and by having a strong command on these language skills students will be able to comprehend and understand those aspects by just reading the text such as any information whether it is related with the education, researches, politics, economics, English language skills boost up the identities of students in discussing about the important incidents in the English language both in the form of written and verbal. These skills highly effect the identities of students as well as the learners in the positive ways as these are based on lifelong skills and these skills will go to with them whether they want to study in the abroad or want to seek and after studying these skills in their course work on everyday basis then it will be easier for the learners to use these skills in their daily lives which promotes the identities of students in attaining the careers concerned with the employments and working in the organizations. Therefore, by learning basic skills in the English Language, the identities of students strongly and magnificently build up in the world and their personality shifted into a well rounder automatically as learning these skills open the pathways and footsteps for the students in many ways and different fields.

Consequently, this dominant language put pressure on the students to obey the rules and live their lifestyle in the same way they do. In the present research, it is further illustrated that in the ESL classroom students who lose their mother language they also start forgetting their culture moral values and it influence on the identity of the students.

### **Research design**

To analyze the problems and to identify the reasons descriptive research was used as a research method. The main method that has been primarily used for the collection of data is the survey questionnaire. However, the respective research study is quantitative in nature. The basic technique that has been used for the data compiling is the survey research technique. By using this survey technique, the vast amounts of responses have been accumulated from the primary data as it discovers out the validity and accuracy for further assessment.

### Sampling

The students from colleges of Lahore were taken as a sample. The sample size is 150.

For the research study, the data was entirely gathered from the students at colleges. Moreover, the technique used for the data compilation was survey questionnaire. Additionally primary data from close ended questions was accumulated further purely from a massive number of respondents by using this method and it assists reliability and coherence for investigation. The survey research questionnaires were distributed among the students at Kinnaird College for Women, Lahore, Lahore College for Women University, Lahore, APWA College for Women, Lahore and Forman Christian College, Lahore.

Total 300 questionnaires were distributed, but out of 300 only 150 questionnaires were received from which 150 were not properly filled so they have to be removed. The statistical tool used for analyzing, evaluating, and examining the data was SPSS 21. (Statistical Package for Social Sciences).

### Descriptive Analysis

**Table no. 1 Frequency table Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	18	12.0	12.0	12.0
Valid Female	132	88.0	88.0	100.0
Valid Total	150	100.0	100.0	

The pie chart specifies that 12% of respondents are male and 88% are female. Therefore, the majority population is female.

**Table no. 2**

#### Frequency Table

##### Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-25yrs	144	96.0	96.0	96.0

26-33yrs	6	4.0	4.0	100.0
Total	150	100.0	100.0	

The pie chart mentioned above clearly describes and specifies the age of the respondents. The age of the respondents that lies between 18-25 years are 96%, and the age of the respondents that lies between 26-33 years are only 4%.

**Table no. 3**

**Frequency Table**

**Mother language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Urdu	126	84.0	84.0	84.0
Punjabi	12	8.0	8.0	92.0
Valid Pashto	6	4.0	4.0	96.0
Others	6	4.0	4.0	100.0
Total	150	100.0	100.0	

The above pie chart clearly describes about the Mother Language and 64% respondents described Urdu as their mother language. At the same time, 8 % respondents describe Punjabi as their mother language. Similarly, 4% respondents described Pashto as their mother language and 4% respondents termed their mother language as others.

**Table no. 4**

**Frequency Table**

**Speaking English language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	6	4.0	4.0	4.0
Neutral	6	4.0	4.0	8.0
Valid Agree	132	88.0	88.0	96.0
Strongly Agree	6	4.0	4.0	100.0
Total	150	100.0	100.0	

In the above-mentioned pie chart 88% respondents agree and 4% respondents are neutral towards this statement. Moreover, 4% respondents disagree, and 4% respondents strongly agreed. Therefore, the above pie chart shows that most of the students believed that speaking English makes their personality well groomed.

**Table no 5**

**Frequency Table**



**Writing English language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.0	4.0
	Neutral	6	4.0	8.0
	Agree	132	88.0	96.0
	Strongly Agree	6	4.0	100.0
	Total	150	100.0	100.0

The pie chart primarily shows that 88% respondents agreed with the statement given above whereas 4% are strongly agreed. Furthermore, 4% students are neutral. Similarly, in this given statement 4% students were strongly disagreed. Therefore, from the collected data it demonstrates that the students found not much difficulty in writing assignments in the English Language.

**Table no. 6**

**Frequency Table**

**Listening English language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0
	Neutral	6	4.0	8.0
	Agree	78	52.0	60.0
	Strongly Agree	60	40.0	100.0
	Total	150	100.0	100.0

The pie chart displayed above describes that 40% respondents strongly agreed while on the hand 4 % were disagreed. Additionally, in the given statement question 52% is agreed while on contrary to that 4% respondent disagreed with this. Therefore, it is easier for them to listen and understand the conversations as well as discussions in English.

**Table no. 7**

**Frequency Table**

**Reading English language**

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Disagree	6	4.0	4.0	4.0
	Neutral	6	4.0	4.0	8.0
	Agree	132	88.0	88.0	96.0
	Strongly Agree	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

From the collected data, it shows that 88% students agreed while 4 % respondents are neutral. Moreover, 4% respondents disagreed and 4% strongly agreed with this statement.

**Table no. 8**  
**Frequency Table**  
**Self-confidence on orally presentation in English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0
	Neutral	6	4.0	4.0
	Agree	126	84.0	84.0
	Strongly Agree	12	8.0	8.0
	Total	150	100.0	100.0

In the above given pie chart, it clearly shows that the 84% of the respondents agree. However, 4% respondents are neutral and in this statement 8% respondents are strongly agreed. Only 4% respondents disagreed. Briefly mostly respondents agreed with this statement.

**Table no. 9**  
**Frequency Table**  
**Speaking English confidently**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0
	Neutral	6	4.0	4.0
	Agree	132	88.0	88.0
	Strongly Agree	6	4.0	4.0
	Total	150	100.0	100.0

The above-mentioned pie chart describes that the 4% participants strongly agreed and 4% are neutral. However, at the same time 4% participants showed that they are strongly disagreed while 88% are agreed with this statement question based on self-confidence.

**Table no. 10**  
**Frequency Table**  
**Self-confidence in saying words**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0
	Neutral	6	4.0	8.0
	Agree	132	88.0	96.0
	Strongly Agree	6	4.0	100.0
	Agree			
	Total	150	100.0	100.0

The pie chart displayed above describes about the self confidence in the ESL classrooms, thus from the collected data it specifies that 4% respondents disagreed whereas 4% respondents are neutral in this statement. Furthermore, 88% respondents agreed and went with this option and only 4% respondents described that they are strongly agreed.

**Table no. 11**  
**Frequency Table**  
**Opinion changes from family**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0
	Neutral	6	4.0	8.0
	Agree	126	84.0	92.0
	Strongly Agree	12	8.0	100.0
	Agree			
	Total	150	100.0	100.0

The pie chart above describes about the statement which describes about the impact of English in terms of opinions and family discussions, and it indicates that 8% respondents strongly agreed, and 4 % respondents are neutral with this specified statement. Moreover, it also described above that the 84% respondent agreed only 4% disagreed.

**Table no. 12**  
**Frequency Table**  
**Listening and watching English entertainment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0

Neutral	6	4.0	4.0	8.0
Agree	78	52.0	52.0	60.0
Strongly Agree	60	40.0	40.0	100.0
Total	150	100.0	100.0	

In this given above pie chart, 40% respondents described that they are strongly agreed while on contrary to that 4% respondents disagreed. Moreover, 52% respondents agreed, and it shows that 4% are neutral. Therefore, from this statement, it clearly illustrates that respondents are interested in listening songs and watching movies, films, news in English.

**Table no. 13**  
**Frequency Table**  
**Expressing culture and history**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	4.0	4.0	4.0
Valid Neutral	6	4.0	4.0	8.0
Valid Agree	132	88.0	88.0	96.0
Valid Strongly Agree	6	4.0	4.0	100.0
Total	150	100.0	100.0	

The pie chart illustrates above clearly depicted and describes that the 4% respondents are strongly disagreed, and 4% respondents are neutral on this given statement. However, 4% respondents strongly disagreed, and 88% respondents are agreed with this statement. Thus, most of the respondents agreed when they filled the statements of the questionnaires.

**Table no. 14**  
**Frequency Table**  
**Liking English speaking celebrities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	4.0	4.0	4.0
Valid Neutral	6	4.0	4.0	8.0

Agree	72	48.0	48.0	56.0
Strongly Agree	66	44.0	44.0	100.0
Total	150	100.0	100.0	

The data presented in the given above pie chart shows that 44% participants strongly agreed while on the other hand 4 % strongly disagreed. Additionally, 48% participants agreed and only 4 % are neutral in this respective statement question. Therefore, it clearly indicates that mostly respondents agreed that they like English speaking celebrities.

**Table no. 15**  
**Frequency Table**  
**English names**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	4.0	4.0	4.0
Valid Neutral	6	4.0	4.0	8.0
Valid Agree	132	88.0	88.0	96.0
Valid Strongly Agree	6	4.0	4.0	100.0
Total	150	100.0	100.0	

In this statement question, the pie chart displayed above clearly shows that only 4% participants strongly disagreed and at the same time 4% participants are neutral. Moreover, 88% participants agreed with this statement and 4 % strongly disagreed. Thus, it clearly describes that ESL learners enjoy the products, movies and everything which is in English.

**Table no. 16**  
**Frequency Table**  
**Expressing feelings in English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	6	4.0	4.0	4.0
Valid Neutral	6	4.0	4.0	8.0
Valid Agree	126	84.0	84.0	92.0
Valid Strongly Agree	12	8.0	8.0	100.0
Total	150	100.0	100.0	

The pie chart specifies about the participants individual thoughts, and it clearly labels that the 8% participants strongly agreed while only 4% strongly disagreed. Furthermore, it also describes that the 84% participants agreed with the statement and on contrary to that 4% participants are neutral. Therefore, majority of the participants describes that they express their emotions and feelings well in English.

**Table no. 17**  
**Frequency Table**  
**Reaching goals in English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0
	Neutral	6	4.0	8.0
	Agree	132	88.0	96.0
	Strongly Agree	6	4.0	100.0
	Total	150	100.0	100.0

The pie chart which illustrates above mainly describes the participant's response in terms of the perception on achieving something in life after learning English. In this statement question 88 % participants agreed while 4% disagreed and 4% are also neutral. Furthermore, 4% strongly agreed. Therefore, most of the students agreed that after learning and having a command on English they will achieve their goals of life.

**Table no. 18**  
**Frequency Table**  
**Lifestyle**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	4.0	4.0
	Neutral	6	4.0	8.0
	Agree	72	48.0	56.0
	Strongly Agree	66	44.0	100.0
	Total	150	100.0	100.0

The pie chart which is displayed above primarily describes that the 44% participants strongly agreed while only 4% participants disagreed. Furthermore, 48% participants agreed whereas at the same time 4% are neutral. Therefore, in this statement question it

clearly shows that the participants are fascinated by the lifestyle of the people who speak English.

## 2. Reliability Analysis (Cronbach Alpha)

The values of reliability analysis are as follows:

**Table no. 19**

### Reliability Statistics

#### English language skills

Cronbach's Alpha	N of Items
.912	4

**Table no. 20**

### Reliability Statistics

#### Self-confidence

Cronbach's Alpha	N of Items
.941	3

**Table no. 21**

### Reliability Statistics

#### Culture

Cronbach's Alpha	N of Items
.937	5

**Table no. 22**

### Reliability Statistics

#### Student's identity

Cronbach's Alpha	N of Items
.864	3

**Table no. 23**

### Reliability Summary

Variable name	Cronbach Alpha	Number of items	Range	Reliability

English Language Skill	0.912	4	If < 0.9 then Internal consistency is Excellent	Lies within Range
Self Confidence	0.941	3	If < 0.9 then Excellent internal consistency	Lies within range
Culture	0.937	5	If < 0.9 then Excellent internal Consistency	Lies within range
Student's Identity	0.864	3	If $0.7 < a < 0.9$ then Good internal consistency	Lies within range

### Correlation Analysis

**Table no. 24**  
**Correlations**

		English Language Skills	Self Confidence	Culture	Student's Identity
English Language Skills	Pearson Correlation	1	.949**	.992**	.982**
	Sig. (2-tailed)		.000	.000	.000
Self Confidence	Pearson Correlation	.949**	1	.933**	.954**
	Sig. (2-tailed)	.000		.000	.000
Culture	Pearson Correlation	.992**	.933**	1	.992**
	Sig. (2-tailed)	.000	.000		.000
	N	150	150	150	150



Student's Identity	Pearson Correlation Sig. (2-tailed) N	.982** .000 150	.954** .000 150	.992** .000 150	1  150
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\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table no. 25**

### Correlation Summary

Hypotheses	Correlation range	Correlation	Interpretation	Significant value	Results
H <sub>0</sub> : Self Confidence has no significant impact on student's identity. H <sub>1</sub> : Self Confidence has a significant impact on student's identity.	0.7 ≤ r ≤ 1 Strong correlation	0.954	Strong positive correlation	P-Value < α 0.000 < 0.05	H <sub>1</sub> Accepted
H <sub>0</sub> : English language skills have no significant impact on student's identity H <sub>2</sub> : English language skills have a significant impact on student's identity.	0.7 ≤ r ≤ 1 Strong correlation	0.982	Strong positive correlation	p-value < α 0.000 < 0.05	H <sub>2</sub> Accepted
H <sub>0</sub> : Culture has no significant impact on student's identity. H <sub>3</sub> : Culture has a significant impact on student's identity.	0.7 ≤ r ≤ 1 Strong correlation	0.992	Strong Positive correlation.	p-value < α 0.000 < 0.05	H <sub>3</sub> Accepted

### Discussion

The section provided and described in a much-elaborated way about the discussion of the findings and the outcomes of the results. The study focuses and explores that self-confidence, English language skills and culture are the three possible elements that create an impact on student's identity. The study results indicate that self-confidence, English language skills and culture have a significant impact on student's Identity.

The research illustrates that self-confidence has a significant impact on student's identity. Students who are more confident can learn more quickly thus study very energetically and enjoyably without any fear or hesitation and their ability for learning new language will increase automatically. Through self-confidence learners or students can present their selves or their personalities very confidently, optimistically, brightly as well as positively while giving oral presentations. Therefore, self-confidence is essential for the students to speak and having a conversation and exchange of the discussions or

thoughts with the people. The previous research of Clark, A (2000) explained that self-confidence creates a great impact on students' identity. He described that English language learning enhances the self-confidence of the students in the classrooms as well as outside the classroom, like when the students communicate with each other, while communicating with their teachers, as the participant of the conference, while giving presentations on daily basis, in the group work or pair work discussions, and similarly while conversing with their closed ones including their family members, friends, relatives etc. It helps the students to communicate well and efficiently with everyone whether he or she is known or unknown. Self-confidence primarily helps the students to communicate well and effectively in the classrooms as well as outside the classroom such as in the real life. Students can learn new language more straightforwardly and rapidly when they have a firm confidence and believe in them.

The findings also explain that English language skills have a significant impact on student's identity. English language skills which can be described as speaking, listening, reading, and writing have its significant importance in learning a language and from all four skills speaking is the primarily in the second language learning. Those students whose speaking skills are fluent, smooth, and accurate can increase their future career with respect to academics and jobs as much as they want, because to perform tasks in any workplace speaking correctly and fluency takes a suitable place. These four skills go hand in hand and interrelated with each other. Firstly, for understanding the others person speech and conversation, listening is straightforwardly necessary. At the same time for communicating and interacting with others, speaking correctly and properly plays a significant role. The previous research of Lorena, M (2015) illustrated that English language skills heightened the students' personalities and make the learners strong enough in dealing with the real-life conditions as well as situations that has a significant impact on their identities in a favorable way. All these four skills are equally important in enlightening the personality of the students. By learning these four skills the learners feel much more appreciated internally that reflect on their identity. Listening skill boost up the identity as through listening student or the listeners will be able to become a good speaker. Therefore, these skills change students' identities and lift their personalities while living in this modest world.

Moreover, the findings also showed that culture has a significant impact on student's identity. Students or learners when enters the academic institutions after learning a second language their culture influenced and changed. The learners of the ESL followed the language along with their cultural values because of spending more time in the environment where English is used on daily basis and in every area. They also forgot to speak and used their own mother language in their daily life, and they feel internally satisfied while using English. The previous research of Lobatón, J (2012) describes also that in the ESL classroom learners as well as students not only learn English, but they also adapt the cultural values and their norms of the foreign western countries. They get

highly influenced from their culture and this concept weakened them, and they start forgot their own valuable precious values and their perceptions. Their thoughts also change to a great extent after following the norms of westernization. By adapting culture learners get confused as they start adapting two pathways: one is that they adapt a new culture which is dissimilar from ours and the other they followed their own inherent culture. Thus, these two aspects create confusion in their identities as well as personalities. He further described that the students in the ESL classrooms learn a language and adapting their culture the identities of the students changed by learning and using English in their everyday use and this immense changed in their cultural aspects occur due to the influence of westernization and as a result their perceptions, observations, ideas, viewpoints as well as thoughts changes in terms of their social identities to a great extent and students own moral values, lifestyle and identity disappeared. Thus, ESL directly influences the perceptions of the students to great extents and their interest changes.

In nutshell self-confidence, English language skills and culture are the three most vital elements that impact the identity of the students.

## **Conclusion**

Even though enormous number of research focused on the student's identity changes, still a lot of research is needed to help the colleges and universities in understanding the elements that generates impact on the students' identity. The main purpose of the research is to examine the impact of self-confidence, English language skills and culture on student's identity as these are the vital factors.

In Pakistan, mostly the identity of the student changes after reaching the adolescent age when they get full command and knowledge over the English language. English is used prominently in every modern School, Colleges or in the universities of Pakistan as a symbol of prestige, status, esteem as well as respect. Specifically, in each employment and job recruitment sector English language is used and thus it can be described as the language of power.

Students can only speak in a better way with the correct pronunciation as well as fluency when they have a strong self-confidence, and a firm believes in them, and they are aware of their intellectual cognitive abilities. By learning basic skills in the English language, the identities of students strongly and magnificently build up in the world and their personality shifted into a well rounder automatically as learning these skills open the pathways and footsteps for the students in many ways and different fields.

Culture develops a lot impact on the lives and identities of the students which includes everything language, ideas, thoughts, abilities, emotions, skills, moral values, food, dressing, technology outfit, education music, views, ethical values. As a result, these

elements must be considered by the colleges as they create a great deal of horizon for the students.

### **Limitations of the study**

The respective research study is limited only to the college students residing in Lahore. The data is collected only from the students and not from the teachers. Additionally, for the investigation, examination and compilation of the respective research report study, the time and cost are limited.

### **Recommendations**

ESL classrooms teachers should arrange and organizes frequent class tasks which are based on the improvement of the grammar and the vocabulary. Therefore, as a result every student will be more confident and motivated in the facing and interacting the real world.

English language skills should further uplift and spread in all the educational institutions of Pakistan more and more everyday by arranging different kinds of academic based activities or extracurricular activities in colleges apart from their course books.

Students should not forget their own cultural values after learning English language and should not change their own personalities and identities due to the highly influence of English Language. However, they should follow all the cultural, moral values, ideas, and lifestyles according to their own native language instead of following others western lifestyles.

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## Appendix

### Survey Questionnaire

Dear Sir/Ma'am,

I am a student at Kinnaird College for Women Lahore. I am conducting a research related to "The Impact of English Second Language Learning (ESL) on students Identity in Pakistani Colleges". Kindly take out your precious time to fill it, your response is highly valued and the information provided will be kept confidential, thank you.

#### Section A-General Information

##### 1. What is your gender?

- a) Male                      b) Female

##### 2. What is your age?

- a) 18-25 yrs.    b) 26-33 yrs.    c) above 33 yrs.

##### 3. What is your mother language?

- a) Urdu    b) Punjabi    c) Pashto    d) English    e) Others

#### Section B- How much do you agree or disagree with each of the following statements?

Please rate the following statement according to your opinion.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Speaking English makes me have a better feeling of my personality inside and outside of the class.	1	2	3	4	5

2. I face no problem in writing assignments in English	1	2	3	4	5
3. While listening the main ideas of a conversation spoken in the English language are easier for me to understand.	1	2	3	4	5
4. It is easier for me to Read and understand the main ideas written in the English language (e.g. in magazines, newspapers, letters, books etc.)	1	2	3	4	5
5. I can present orally in English in front of an audience without the fear of making English language mistakes	1	2	3	4	5
6. I can speak English fluently and confidently	1	2	3	4	5
7. I feel confident saying long words in English	1	2	3	4	5
8. I feel distant from family while conversing in English with them and attitude changes in responding to their opinions.	1	2	3	4	5
9. I prefer to Listen and watch English Songs, News, Films and, Conversations	1	2	3	4	5
10. English language is the only channel through which I can introduce our culture and history to people in other countries.	1	2	3	4	5
11. English speaking celebrities are my favourites.	1	2	3	4	5
12. I enjoy the products, stores, books, magazines, and the movies which carry English names.	1	2	3	4	5
13. I can express my feelings better in English.	1	2	3	4	5
14. I believe only learning English can help me in reaching my goals.	1	2	3	4	5
15. I enjoy watching English peoples' lifestyle more than ours.	1	2	3	4	5