The effect of language on personality Punjabi-English bilingual case study

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Abstract

Language has an impact on people's worldviews and self-perceptions. One explanation for this is that language acts as a signal, causing users to adopt different cultural frames. It is known as Cultural Frame Shifting (CFS). The purpose of this article is to investigate the psychological effects of effectively learning and speaking a second language. According to the findings of this study, Punjabi is the mother tongue, whereas English is the foreign language studied. As per neurology research, bilinguals seem to use two distinct brain pathways for each language. There are various ideas and theories concerning how learning a second language affects the brain. This study focuses on the linguistic situation of Rahim Yar Khan, Pakistan's second-largest Punjabi-speaking province, and the socio-economic challenges that threaten Punjabi survival in general. We investigate the attitudes and consequences of the move from Punjabi to other languages in Punjab as a result of concerns about status, modernity, and living circumstances. This study was a quantitative experiment in which data was collected using a questionnaire to gain a better understanding of the language. L1 has a better language for conveying feelings and sentiments, whereas L2 has a less effective language.

Keywords: self-perceptions, linguistic situation, bilingual, socioeconomic, redundancy

1. Introduction

The impact of language is not limited to how people perceive objects and events in the outside world; there is evidence that it also affects how people perceive themselves and how

they experience and express emotions. The switch from L1 to L2/FL may also affect your emotional state. Until recently, there was no research on the link between language and emotions in second/foreign language learning and bi/multilingualism. There are two different concepts: language and emotion. Emotions are universal and are neither culturally nor linguistically specific. According to this view, individuals, regardless of their culture or language have a sophisticated communication system that allows them to express their feelings or ideas. According to a Ph.D. study conducted by Dr. Disa Sauter at the University of College London,(Sauter, Eisner, Ekman, & Scott, 2010) basic emotions such as sorrow, anger, fear, disgust, happiness, surprise, and disappointment are commonly vocalized and recognized in the same way across cultures. Several studies have also been conducted on the universal facial expressions and body language that all people share. Aside from body language and facial muscular movements, the present work will not examine any of the previously stated elements of emotional expression until further research is conducted.

2.Theoretical background

In his Tractatus logico-philosophicus (Wittgenstein, 2013), Wittgenstein famously said that one's perception of existence is based on one's language. The Sapir-Whorf hypothesis was named after linguists (Sapir, 1921) and Benjamin Lee Whorf (Whorf, 2012) and was developed later by psychologists Roger Brown and Eric Lenneberg (R. W. Brown & Lenneberg, 1954). The Sapir-Whorf hypothesis was developed as two hypotheses: the strong hypothesis, which contends that language shapes and defines the mind, and the weak hypothesis, which contends that language only influences thinking (R. Brown, 1976; R. Brown & Ford, 1961; R. W. Brown & Lenneberg, 1954). Language shift is the process of switching from one language to another. Many factors influence this long-term process, many of them social. According to (Sunshine, 2008) social factors should also be considered. Persons who speak two languages fluently are called bilinguals. In terms of fluency, there shouldn't be a difference between the first and second languages. Bilinguals are often told that they behave differently when switching between languages, but how much of that is true? When bilingual speakers transfer languages,(Pavlenko, 2006) discovered that their self-perception changes. She sent 1039 bilinguals a questionnaire and examined their replies to the question, "Do you feel like a different person occasionally when you use your multiple languages?" Some participants related this experience to behavioral standards and cultural viewpoints connected with language, while others linked it to feeling less like oneself or performing a role when speaking a foreign language, similar to putting on a mask or persona. The issue of feeling different when using various languages has been widely investigated in the previous decade, finding comparable results and demonstrating how common it is among bilinguals (Dewaele, 2016; Dewaele & Nakano, 2013; Ożańska-Ponikwia, 2012; Wilson, 2013). This is difficult to define what it means to "feel different" because the same issue generates vastly different reactions depending on who is questioned. Although there are several examples of individuals experiencing self-perceived personality changes of switching languages, there has been little research into the effects of language on personality. According to a study using the California Psychological Inventory (CPI) to measure personality, (Hull, 2014) discovered that bilinguals scored differently depending on which

language they took. According to Hull, these findings "leave little doubt that personality development is based on language environment."

2.1 Status of the language

The term "status" refers to power and dominance. The popularity of a language determines its power. The use of an official or national language may result in a shift away from local languages and even mother tongues. People often have and use a better language in order to obtain mobility and social prestige, which has an impact on the other languages. Furthermore, who speaks the more reputable and prominent language is considered an essential element. For a variety of reasons, people will prefer to speak the more prestigious language over the less prestigious language.

2.2 Language Shift Factors

Language is intended to be passed on from generation to generation in order for it to survive, yet it is endangered when speakers cease passing it down. According to the (Grosjean, 2001) model of intergenerational shift, the first generation is often monolingual in the native language. Linguistic changes from one language to another occur as a result of a variety of reasons, including social, economic, and political considerations. The development and preservation of any language are necessary for the language to survive and flourish. Language shift can be caused by a variety of factors, including social, economic, political, and socio-linguistic factors.

2.3 Factors affecting the population

Language survival depends on the ability to communicate. People fade away and languages are not passed down to future generations. Older members of the community may be fluent and passionate about their language, but their children and grandchildren may not be as well-versed or devoted.

Punjabi's Status in Pakistan

Pakistan has a rich linguistic history and is a multilingual country.

2.4 Punjabi's Status in Pakistan

Pakistan has a rich linguistic history and is a multilingual country. Urdu is the national language, but English is the official language. The table below shows the percentage of speakers who use regional dialects as a primary language.

Table 2.1: Regional languages of Pakistan (Source: Census 2017)

Languages	**Speakers' percentage**
Punjabi	37.78
Sindhi	14.57
Seraiki	12.19

Urdu	7.08
Balochi	3.02
Pashto	18.24
Other	6.11

Punjabi is the language used by persons who have moved from rural to urban regions in search of better employment and career possibilities. They choose to use the language of their new place and do not pass on their mother tongue as a result of colonization. Because it is not an official language, Punjabi, unlike Urdu and English, would be unable to generate employment for its speakers. (Rahman, 2008), defines power as "the quality that allows speaker of a language to obtain more methods of pleasure than speakers of other languages."

Literature review

According to (Sunshine, 2008), "language planning is a government-sanctioned, long term, systematic, and purposeful effort to improve a language's function in a community for the aim of solving communication problems." Language planning is a part of status planning. (Kloss, 1968) has classified several forms of language planning in which status planning is critical in terms of a particular language's standing in society and rights to that language. Social planning includes social status based on how a language is used by its people. Language usage is sometimes promoted or permitted and sometimes prohibited.

(Kloss, 1968) identified four characteristics of language that influence its position: linguistic origin, degree of standardization, legal status, and language vitality. They defined accepted language as language that is neither encouraged nor discouraged by its speakers. The users of that language neither acknowledged nor disregarded it. Linguistic ignorance, or the use of a new language in place of an old one, causes a language to be listed as endangered. According to (Brenzinger et al., 2003), "Language is endangered when its speakers stop using it, use it in fewer and fewer communicative contexts, and stop passing it down from generation to generation." It means that no more adult or child speakers have been added. According to (Gillani & Mahmood, 2014) study report, 26 Pakistani languages are considered endangered. The speakers of these minority languages have left them, putting them in danger. Regardless of what non-Punjabis think of the language, Punjabis have lost interest in it. While speaking this language, they feel ashamed and insulted. According to (Zaidi, 2001): " "Punjabis... consider Punjabi to be a "vulgar" or "indecent" language. Some argue that this is due to the Punjabi accent, the obnoxious manner in which particular words and expressions are delivered, or that Punjabi is the language of the uneducated and impolite; or that Punjabi has a variety of swear words and double entendres." (eighth paragraph) This phrase expresses how Punjabis feel about their own and their ancestors' languages. The younger generation has lost interest in their language. As a result of Punjabi's status, it has been placed in the Tolerated languages category.

3. Research methodology

The research included both qualitative and quantitative methods, such as surveys and interviews. This combination of methodologies was employed to gain a comprehensive understanding of the Punjabi language issue. A total of 80 individuals (boys and girls) filled out the questionnaire (which included both open-ended and closed-ended questions). The age range was divided into two categories: 18–25 years old. The age limit was set to allow researchers to examine and evaluate language change trends across age groups. Questions about language habits were asked in a variety of contexts. There were also survey questions about the prestige, transmission, education policy, and preservation of Punjabi, as well as the effect of other languages on Punjabi.

4.1 Population

All B.s final semester/year students of district Rahim Yar Khan in Punjab, Pakistan are included in this study. One of the purposes of this article was to choose young people since they would be the ones who will develop or harm this language in the future by speaking or not speaking it. Teenagers may get a better grasp of language and its application in social and professional contexts.

4.2 Sampling

A total of 80 B.s final semester/year students from the Khawaja Fareed University of Engineering and Information Technology Rahim Yar Khan, including 40 girls and 40 boys, were chosen at random from the B. s programs and completed questionnaires (which included both open and closed-ended questions). The age range was split into two categories: 18-25 years old.

4.3 Instrument

A closed-ended 5-point Likert scale questionnaire has used to obtain data from research participants. Questionnaires are more practical in language learning research since they take into account the researcher's time, location, and resources(Clayman et al., 2003).

4.4 Questionnaire

The influence of language on personality when switching languages is examined using a questionnaire. The first five questions focus on students' attitudes about learning English. The following five are concerned with their associates to the Punjabi language, while the last five are concerned with their bilingual academic achievement. The questionnaire has four scales: agree, strongly agree, disagree, strongly disagree, and neutral.

4.5Datacollection

The researcher collects data from all the participants, monitoring and helping them as they complete the questionnaire. Participants were selected from the Department of Humanities

and Social Sciences at the Khawaja Fareed University of Engineering and Information Technology Rahim Yar Khan. The study involved a total of 80 students. In this study, gender discrimination is not used, and both male and female genders are valued equally. To collect the data, SPSS (Statistical Package for the Social Sciences) is used to analyze it before calculating the data's frequencies. The outcomes of the research are graphically shown in this study.

4. Data Interpretation and Results

This research examined the status of language on individual personality. A questionnaire is administered to analyze the results. The data is interpreted using the general variables in this study. Out of 15 questions, five questions with main variables are displayed using tables. These tables were analyzed in light of the survey's other questions.

Table 5.1 Effect of learning English language

Sr.No	Level of agreement	Strongly Agree	Agree	Disagree	Strongly disagree	Neutral
1	F	15	33	14	6	12
	%	19	41	17	7	15
2	F	15	34	11	7	13
	%	19	42	13	8	16
3	F	4	30	19	14	13
	%	5	37	23	17	16
4	F	14	33	16	6	11
	%	17	41	20	7	14
5	F	7	34	21	5	13
	%	9	42	26	6	16

The majority of students felt that English had a positive impact on individual personality in response to questions 1 through 5. According to these responses, the highest score for strongly agree is 15 (19%), followed by 34 (42.5%), 21 (26%), 14 (17%), and 13 (16%). The majority of students felt that learning English has a significant influence on one's personality, according to the results of these questions.

Table 5.2 Punjabi language and its association towards their speakers

Sr.No	Level of agreement	Strongly Agree	Agree	Disagree	Strongly disagree	Neutral
6	F	8	29	22	8	13
	%	10	36	27	10	16
7	F	8	24	22	9	17
	%	10	30	27	11	21
8	F	13	26	22	7	12

	%	16	32	27	9	15
9	F	1	22	33	13	11
	%	1	27	41	16	14
10	F	10	32	24	3	10
	%	12	40	30	4	12

The students' affinity to the Punjabi language was demonstrated in questions 6 to 10. Strongly agree has the highest score of 13 (16%), followed by 32 (40%), 33 (41%), 13 (16%), and 13 (16%). According to the answers to these questions, the majority of students believe that their mother tongue, Punjabi, has a significant impact on their personality.

Table 5.3 Effect of bilingual (Punjabi –English) on personality

Sr.No	Level of agreement	Strongly Agree	Agree	Disagree	Strongly disagree	Neutral
11	F	9	34	18	6	13
	%	11	42	22	7	16
12	F	11	36	15	5	13
	%	14	45	19	6	16
13	F	10	35	14	9	12
	%	12	44	17	11	15
14	F	14	33	20	4	9
	%	16	41	25	5	11
15	F	6	29	25	8	11
	%	7	36	31	10	14

In questions 10 to 15, the impact of bilingual language (Punjabi - English) was illustrated. The highest score is 14 (16%), followed by 36 (45%), 25 (31%), 8 (10%), and 13 (16%). The majority of students feel that excellent academic success and improved inter-personal communication competence in two or more languages have a substantial influence on their personality, based on their responses to these questions.

Table 5.4 comparison between male and female spoken language (English proficiency)

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	P-Value
Male	38	13.65	3.033	.492	.160	.873
Female	42	13.54	3.125	.482	.160	.873

Table 5.4 shows the significant p-value. 873 ($p<0.05$) indicates that there is a significant difference between the mean scores of males (M=13.65, SD = 3.033) and females (M=13.54,

SD = 3.125). Male students strongly feel that studying English has a greater beneficial influence (motivation) on student success than female students.

Table 5.5 comparison between male and female spoken language (Punjabi association)

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	P-Value
Male	38	14.68	3.370	.546	.346	.730
Female	40	14.40	3.813	.588	.348	.729

The significant p-value .348($p<0.05$) is shown in table 5.5. The difference in mean scores between men (M=14.68, SD = 3.370) and females (M=14.40, SD = 3.81307) is. Male students believe that learning Punjabi has a bigger influence on students' willingness to promote the Punjabi language than female students.

Table 5.6 comparison between male and female spoken language (effect of bilingualism)

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	P-Value
Male	38	13.50	2.835	.459	-.824	.412
Female	42	14.47	6.783	1.046	-.854	.397

Table 5.6 displays the significant p-value.412 ($p<0.05$). Male (M=13.50, SD = 2.83) and female (M=14.47, SD = 6.73) had different mean scores. Female students feel that bilingualism has a greater impact on a person's personality than male students believe.

Table 5.7 language facilities according area

Residence	N	M	SD	SEM	F	Sig.	t	df	Sig.(2-tailed)
Urban	46	13.50	3.34	.493	1.64	.204	-.338	78	.736
Rural	34	13.73	2.67	.459			-.349	77	.728

Table 5.7 shows students' attitudes on their spoken achievement in English as a foreign language based on their locality level. Students had no differing opinions on their area level for speaking facilities, according to the findings (df=78,77, F1.64, p<.728). The degree of freedom ranges from 78 to 77, and the sig value (p<.204) indicates that there are no significant differences within or between groups. The average findings show that students from both urban and rural areas believe that studying English facilities improve students' learning achievement in English as a foreign language.

Table 5.8 language facilities according area

Residence	N	M	SD	SEM	F	Sig.	t	df	Sig.(2-tailed)
Urban	46	14.43	3.745	.552	.386	.536	-.296	78	.768
Rural	34	14.67	3.417	.586			-.300	74	.765

Table 5.8 shows students' attitudes towards Punjabi language based on their residence level. Students had no differing opinions on their area level for speaking facilities, according to the findings (df=78,74, F.386, p<.536). The degree of freedom ranges from 78 to 74, and the sig value (p<.768) indicates that there are minor differences within or between groups. The average findings show that students from both urban and rural areas believe that studying English facilities improve students' learning achievement in English as a foreign language

Table 5.9 language facilities according area

Residence	**N**	**M**	**SD**	**SEM**	**F**	**Sig.**	**t**	**df**	**Sig.(2-tailed)**
Urban	46	14.10	6.46	.953	.599	.441	.188	78	.851
Rural	34	13.88	3.12	.535			.207	68	.837

Table 5.9 shows students' opinions regarding using several languages based on their level of location. According to the data (df=78,68, F.599, p.599), students had significantly different opinions on their area level for speaking capabilities. The sig value (p.851) shows that there are substantial variations within or between groups, and the degree of freedom varies from 78 to 68. According to the findings, students from both urban and rural locations feel that speaking more than one language may help them enhance their language skills.

Table 5.10 language facilities according to different languages

Languages	**N**	**M**	**SD**	**SEM**	**SQ**	**df**	**MQ**	**F**	**Sig.**
Punjabi	33	13.21	3.38	.589	8.97	2	4.48	.472	.626
Urdu	28	13.78	2.76	.522	732.22	77	9.50		
Any other	19	14.00	2.96	.679	741.20	79			

Table 5.10 shows how students' personalities are influenced by their mother tongue when they speak various languages. Students had no distinct views on their L1 for Language Facilities, according to the findings (df=2,77, F.472, p.626). The degree of freedom ranges from 2 to 77, and the sig value (p.626) indicates that there are no significant differences within or between groups. The average findings show that students with Punjabi, Urdu, and other languages as their first language believe that Language Facilities have a beneficial influence on students' personalities and promote their L1.

Table 5.11 language facilities according to different languages

Languages	N	M	SD	SEM	SQ	df	MQ	F	Sig.
Punjabi	33	12.12	2.79	.480	346.65	2	173.32	19.88	.000
Urdu	28	15.71	3.07	.581	671.22	77	8.71		
Any other	19	17.00	3.03	.696	1017.88	79			

Table 5.11 shows how students' personalities are influenced by their mother tongue when they speak various languages. According to the data, students had no distinguishable views on their L1 for Language Facilities (df=2,77, F19.88, p.000). The degree of freedom varies from 2 to 77, and the sig value (p.000) shows that there are no significant differences within or between groups. According to the data, students with Punjabi, Urdu, and other languages as their first language think that Language Facilities have a positive impact on their personalities and promote their L1.

Table 5.12 language facilities according to different languages

Languages	N	M	SD	SEM	SQ	df	MQ	F	Sig.
Punjabi	33	12.60	3.091	.538	119.94	2	59.97	2.21	.116
Urdu	28	15.35	7.732	1.461	2083.04	77	27.05		
Any other	19	14.47	3.006	.689	2202.98	79			

Table 5.12 shows how students' personalities are influenced by their mother tongue when speaking other languages. Students had no different viewpoints on their L1 for Language Facilities, according to the data (df=2,77, F2.21, p.116). The degree of freedom ranges from 2 to 77, and the sig value (p.116) demonstrates that no significant variations exist within or between groups. According to the research, students who speak Punjabi, Urdu, or another language as their first language believe that Language Facilities enhance their personality and develop their L1.

Conclusion

According to the findings of this study, the language used can have self-perceived impacts on personality and emotional stability. Speaking Punjabi can make it simpler for Punjabi-English bilinguals to participate in small conversations, be more sociable, deliver oral presentations, and convey emotions. Wittgenstein remarked, "The limitations of my language mean the

limits of my worldview" (1992 [1921], p. 101). Speaking a second language may help certain people to break through all those limitations.

Punjabi, Pakistan's second most spoken language, is losing hundreds of speakers every day as a result of the growth of more powerful languages, posing a threat to Punjabi's existence. Language survival and shifting are two long-term social consequences of language choice similarities (Fasold & Fasold, 1984). The issue extends beyond language loss since the vast majority of speakers have adopted Urdu and English as their primary languages. This switch can be caused by a multitude of reasons, including a loss of status, authority, institutional support, and linguistic humiliation, among others. As a result, it is essential to develop programs to promote Punjabi growth, and parents should teach their children the language as a mother tongue (at least in Punjabi families) to ensure the language's long-term survival.

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