

DESCRIBING IMPACT OF SARAIKI ON ENGLISH LANGUAGE SKILLS: A CASE STUDY ON THE SPOKEN VERSION OF GRADUATES

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Abstract

This research article explores the influence of Saraiki, a South Asian language spoken predominantly in the Saraiki region of Pakistan, on the English language skills of graduates. The study delves into the spoken version of graduates to analyze the extent to which Saraiki affects various aspects of English language proficiency. The research employs a case study approach, incorporating qualitative methods to gather in-depth insights into the linguistic dynamics involved. The findings of this study aim to contribute to the understanding of language interplay and its implications for language learners, educators, and policymakers.

Keywords: Saraiki Language, English Language Skills, language learners, educators, and policymakers

Introduction

Language, as a dynamic and ever-evolving entity, reflects the cultural and linguistic tapestry of its speakers. In the context of linguistic diversity, regional languages often coexist alongside global languages, creating intricate patterns of language use and interaction. One such regional language that occupies a significant place in the linguistic landscape is Saraiki, spoken predominantly in the Saraiki region of Pakistan. This research embarks on an exploration into the impact of Saraiki on the English language skills of graduates, focusing specifically on the spoken version. By delving into the interplay of these languages within the linguistic repertoire of graduates, this study seeks to unravel the intricate relationship between Saraiki and English, shedding light on how this interaction shapes language proficiency.

As globalization continues to connect communities across borders, the coexistence of regional and global languages has become increasingly prevalent. The Saraiki region, with its unique linguistic and cultural heritage, provides an intriguing backdrop for investigating the potential influences of a regional language on the acquisition and expression of English language skills. While English is often regarded as the global lingua franca and a vital tool for communication in diverse contexts, the local languages of a region, such as Saraiki, retain their cultural significance and linguistic nuances.

The rationale behind this study lies in the recognition that language proficiency is not developed in isolation but is profoundly influenced by the linguistic environment in which individuals are immersed. Graduates, as products of educational systems where both Saraiki and English are integral components, serve as ideal subjects for examining the interplay between these languages. This research aims to contribute to the existing body of knowledge by providing a nuanced understanding of how Saraiki may influence various facets of spoken English language skills.

Against this backdrop, the objectives of this study encompass a comprehensive assessment of the proficiency levels of graduates in spoken English, the identification of specific linguistic features influenced by Saraiki, and an exploration of graduates' perceptions regarding the impact of Saraiki on their English language skills. Through a case study approach grounded in qualitative methods, this research endeavors to capture the rich and nuanced experiences of individuals navigating the linguistic intersection of Saraiki and English in their communicative practices.

In essence, this study ventures into the intricate dynamics of language use, aiming to unravel the multifaceted relationship between Saraiki and English within the linguistic repertoire of graduates. The findings of this research have the potential to inform language education policies and practices, offering insights that resonate not only in the context of the Saraiki region but also in other multilingual environments grappling with the complexities of language acquisition and proficiency.

Background of the Study

The Saraiki language, as an integral part of the linguistic tapestry in the Saraiki region of Pakistan, has garnered scholarly attention in various dimensions, encompassing linguistic, cultural, and sociolinguistic aspects. This literature review aims to explore existing research on Saraiki, shedding light on the language's features, its role in the cultural identity of the region, and its potential influence on other languages, particularly English.

Linguistic Aspects of Saraiki

Linguistic studies on Saraiki have focused on its phonological, syntactic, and lexical characteristics. Scholars have investigated the distinctiveness of Saraiki within the Indo-Aryan language family (Shackle, 1976). Phonological analyses have explored vowel and consonant systems, while syntactic studies have delved into sentence structures and grammatical features (Khan, 2013). The richness of Saraiki morphology and its linguistic uniqueness have been areas of interest for researchers seeking to unravel the intricacies of this regional language (Rahman, 1996).

Saraiki in Cultural Identity

Beyond its linguistic dimensions, research has examined Saraiki as a cultural marker and an essential component of regional identity. The language serves as a medium for the expression of folklore, traditional narratives, and local wisdom. This cultural significance has prompted studies exploring the role of Saraiki in shaping the collective identity of the Saraiki-speaking community, emphasizing its role as a carrier of historical narratives and cultural heritage.

Saraiki and Language Contact

Saraiki's geographical proximity to other languages, particularly Punjabi and Urdu, has led to language contact situations. Code-switching and code-mixing studies have explored how Saraiki coexists and interacts with these languages in everyday communication (Hussain, 2018). These linguistic phenomena highlight the dynamic nature of Saraiki in multilingual environments and contribute to a broader understanding of language contact dynamics in the region.

Saraiki in Education

Research has also addressed Saraiki's role in educational settings, investigating its presence and significance in curricula. The inclusion of Saraiki in educational materials and its impact on language learning and literacy have been explored to assess the language's position within the formal education system. Understanding the educational context is crucial for comprehending the transmission and sustainability of Saraiki across generations.

Sociolinguistic Perspectives

Sociolinguistic studies have delved into the sociocultural dimensions of Saraiki, examining language attitudes, perceptions, and patterns of language use within the Saraiki-speaking community. These investigations provide valuable insights into the social dynamics that shape Saraiki as a living language in its community context.

The work on Saraiki encompasses a diverse range of topics, from its linguistic intricacies and cultural significance to its role in education and sociolinguistic dynamics. However, despite the wealth of research on Saraiki, there is a notable gap in understanding its specific influence on the English language skills of speakers in multilingual environments. This study aims to address this gap by exploring the impact of Saraiki on the spoken English language skills of graduates in the Saraiki region. Through a case study approach, the research seeks to contribute to the broader understanding of language interaction and proficiency in regions characterized by linguistic diversity.

Saraiki, a significant regional language in Pakistan, has a rich linguistic and cultural heritage. With a substantial population of Saraiki speakers, the language plays a crucial role in shaping the communication patterns of individuals in the Saraiki region. This study focuses on how Saraiki may impact the English language skills of graduates who have been exposed to both languages in their linguistic environment.

Rationale

As globalization continues to foster linguistic diversity, the interaction between languages becomes more prevalent. Understanding the impact of a regional language like Saraiki on English language skills is essential for educators and policymakers in designing effective language education programs. This research seeks to address this gap by examining the spoken version of graduates who have experienced the linguistic interplay between Saraiki and English.

Objectives of the Study

To assess the proficiency levels of graduates in the spoken version of English.

To identify the influence of Saraiki on different aspects of English language skills.

To explore the perceptions of graduates regarding the impact of Saraiki on their English language proficiency.

Literature Review

The body of literature that surrounds the junction of regional languages and global languages, notably English, highlights the diversity and richness of linguistic landscapes in a variety of areas around the globe. The presence of regional languages alongside English has been a topic of academic interest. Researchers have been investigating the ways in which different languages interact with one another, affect one another, and determine the level of linguistic ability among speakers (Awan et al., (2016).

Researchers who have studied language contact and bilingualism have shed light on the complex nature of linguistic exchanges that take place among communities that speak several languages. According to Awan et al., (2016), the idea of code-switching, which refers to the smooth transition between languages that speakers make while engaging in a single discourse, has been investigated as a prevalent phenomena associated with multilingual contexts. When taking into consideration the linguistic dynamics of locations such as the Saraiki region in Pakistan, where individuals' linguistic repertoires include both Saraiki and English, this phenomena is especially pertinent since people in that region speak both languages.

There has been a lot of interest in the influence that regional languages have on the acquisition and mastery of English. Researchers have emphasized how important it is to take into consideration the socio-linguistic environment in which language learning takes place. The possible effect on English language abilities is something that should be investigated in the instance of Saraiki, which is a regional language that has a legacy that is rich in cultural significance. When seen in this light, the experiences of graduates who have successfully navigated the language interaction between Saraiki and English become very pertinent.

Individuals who have been exposed to numerous languages may be able to draw on aspects of their original language while interacting with a second language, according to research on bilingualism and language transfer. Language transfer is a term that is often used to describe this phenomenon, which occurs when characteristics of one's original language become apparent in another language. Investigating the ways in which Saraiki may have an effect on certain linguistic characteristics in the spoken English of graduates might give very helpful insights into the nature of language transmission within the setting of this particular linguistic arrangement (Ajmal & Kumar, 2021).

As an additional point of interest, the attitudes and views that people have toward their linguistic environment have a significant impact in the formation of language behavior and skill. Adding a qualitative component to the inquiry by gaining an insight of how graduates view the influence that Saraiki has had on their English language abilities gives a better grasp of the lived experiences and perspectives of persons who are navigating the linguistic junction of these two languages. The unique issue of Saraiki and its effect on graduates' spoken English remains

underexplored, despite the fact that various research have investigated the impact of regional languages on English language abilities. This research makes a contribution to the current body of literature by concentrating on the spoken form of graduates. It provides a nuanced view on the linguistic processes that are at play in a location where both Saraiki and English are essential components of the linguistic milieu. The purpose of this research is to address this vacuum in the literature by using a case study technique that is anchored in qualitative methodologies. Additionally, the research seeks to give useful insights to a more comprehensive knowledge of language interactions and competency in multilingual context environments (Haq et al., 2023).

The literature that pertains to the learning of language, the attainment of language competency, and the influence of linguistic contexts on language abilities is wide and versatile. In the context of English language abilities, a great number of research have investigated the elements that contribute to the development of competence among speakers. These aspects include bilingualism, language transfer, and the sociolinguistic dimensions.

The phenomena of bilingualism, which refers to the ability of humans to navigate and utilize two languages, has been the focus of study that has been conducted to investigate the complexities of language proficient persons. Research conducted by Bialystok has shown that persons who are bilingual often exhibit cognitive flexibility and greater metalinguistic awareness. These are both traits that have the potential to favorably affect language abilities. Nevertheless, the influence of bilingualism on certain linguistic characteristics, particularly in the setting of regional languages in addition to English, continues to be a complex and context-dependent topic of research ((Fatima at al., 2020).

Language transfer is a phenomena that is commonly accepted to occur in bilingual contexts. Language transfer refers to the process by which characteristics of one language impact the acquisition of another language. Several characteristics of language, such as syntax, phonology, and vocabulary, have been investigated via research. These studies have investigated how the structures and patterns of a native language might appear in a second language, ultimately altering these features. When researching the possible impact of regional languages such as Saraiki on the English language abilities of speakers, it is essential to have a solid understanding of language transmission. Sociolinguistic factors play a significant part in the formation of language attitudes, perceptions, and use patterns within a society. According to Bhatia, & Ritchie (2006), research has shown that the social environment in which language learning takes place may have a substantial influence on both the acquisition of the language and the level of skill in it. The socio-linguistic context of locations where regional languages coexist alongside English, such as the Saraiki region in Pakistan, offers a one-of-a-kind setting for investigating the ways in which sociocultural variables contribute to the development of language among graduates.

Researchers have been investigating code-switching and code-mixing as linguistic phenomena that reflect the dynamic character of language usage in multilingual situations (Liljegren, & Akhuzada, 2017). This junction of regional languages and English has been a topic of attention for an extended period of time. For the purpose of deciphering the complexity of language interaction, it is essential to have a knowledge of the patterns and motives underlying code-

switching in locations such as the Saraiki area, where people' linguistic repertoires include both Saraiki and English ((Gul et al., 2021).

The specific instance of the influence of Saraiki on English language abilities, particularly in the spoken form among graduates, remains largely unexplored despite the substantial study that has been conducted on language acquisition and competency. By offering a comprehensive knowledge of the linguistic dynamics at play in a location where both Saraiki and English are fundamental components of the linguistic environment, the purpose of this research is to make a contribution to the existing body of literature. The purpose of this research is to address this vacuum and shed light on the delicate link that exists between regional languages and English language abilities in multilingual environments. This research will be conducted using a case study methodology that is founded in qualitative methodologies.

Research Methodology

The participants in the research will be graduates of educational institutions located in the Saraiki area. These individuals will have been exposed to both the Saraiki language and the English language throughout their formative years. Interviews, questionnaires, and audio recordings of people engaging in spontaneous spoken English conversation will be used to gather data for the study. Transcription and analysis of the qualitative data will be performed in order to identify language trends and effects.

Analysis

One of the key elements of the analysis is the examination of linguistic interference, where features of the native language influence the acquisition and use of the second language. This involves investigating how linguistic structures, vocabulary, and pronunciation patterns from the L1 may manifest in the L2. Understanding linguistic interference provides insights into potential challenges and facilitators in the language learning process.

The analysis explores the transfer of language skills from the native language to the second language. This encompasses not only linguistic elements but also broader language skills such as reading, writing, listening, and speaking. Investigating how skills developed in the L1 impact or aid the development of corresponding skills in the L2 sheds light on the transferability of language proficiency across languages.

Cognitive dimensions play a crucial role in the impact of L1 on learning L2. Cognitive processes such as memory, attention, and problem-solving may be influenced by the structures and patterns ingrained in the native language. The analysis considers how these cognitive factors contribute to or hinder the acquisition of the second language, affecting aspects such as vocabulary retention and grammatical comprehension.

Exploring the impact of L1 involves an examination of the language learning strategies employed by learners. Students often use strategies developed in their native language to make sense of the second language. The analysis delves into whether these strategies, such as translation or code-switching, enhance or impede the learning process and overall language proficiency.

The sociocultural context is integral to understanding the impact of L1 on learning L2. Cultural nuances, social expectations, and attitudes toward language use within a community may shape

the learner's identity and motivation. The analysis considers how the cultural background associated with the L1 influences language attitudes and the learner's approach to the L2.

The analysis takes into account the developmental stages in bilingualism, acknowledging that the impact of L1 on L2 may vary at different proficiency levels. It considers how language transfer and interference evolve as learners progress from basic to advanced levels in the second language.

The findings from the analysis have implications for language education practices. Understanding how the native language influences the learning of a second language can inform instructional strategies, curriculum development, and assessment practices. Educators can tailor approaches to accommodate the diverse linguistic backgrounds of learners, recognizing the potential benefits and challenges associated with L1 influence.

The analysis also considers individual differences among language learners. Factors such as age, cognitive abilities, and motivation may mediate the impact of L1 on learning L2. Investigating how these individual differences interact with linguistic transfer provides a nuanced understanding of the diverse experiences among language learners.

In contrast, the analysis of the impact of L1 on learning L2 involves a comprehensive exploration of linguistic, cognitive, socio-cultural, and educational dimensions. Recognizing the dynamic interplay between the native and second languages contributes to a deeper understanding of the complexities involved in language acquisition and proficiency.

The analysis of the impact of Saraiki on the spoken English language skills of graduates involves a multifaceted examination of linguistic features, language transfer phenomena, and the perceptual dimensions of language use within a specific sociolinguistic context. Through a case study approach grounded in qualitative methods, this analysis seeks to uncover the intricate relationship between Saraiki and English, shedding light on the linguistic dynamics at play in the spoken version of graduates.

Linguistic Analysis

The linguistic analysis entails a thorough examination of the spoken English of graduates, focusing on variations, code-switching, and code-mixing patterns. Instances of code-switching, where speakers alternate between Saraiki and English within a discourse, are scrutinized to identify specific linguistic features influenced by Saraiki. This includes the incorporation of Saraiki vocabulary, syntactic structures, and phonological elements into English speech. By pinpointing these linguistic markers, the analysis aims to characterize the nature and extent of Saraiki's impact on the spoken English proficiency of graduates.

Language Transfer

Drawing on the theoretical framework of language transfer, the analysis explores instances where elements of Saraiki manifest in the spoken English of graduates. This includes examining syntactic structures, lexical choices, and pronunciation patterns influenced by Saraiki. The goal is to discern the degree to which language transfer occurs and the potential impact on the clarity and coherence of spoken English. Understanding these transfer phenomena contributes to a nuanced portrayal of how Saraiki shapes specific linguistic aspects of the graduates' English proficiency.

Perceptual Analysis

The perceptual analysis delves into the attitudes, beliefs, and self-perceptions of graduates regarding the impact of Saraiki on their spoken English language skills. Qualitative data from interviews and surveys are subjected to thematic content analysis to identify recurring themes and patterns in participants' reflections. This aspect of the analysis aims to uncover the graduates' awareness of linguistic influences, their perspectives on language identity, and any perceived challenges or advantages resulting from the interplay between Saraiki and English.

Sociolinguistic Context

An integral component of the analysis is an exploration of the broader sociolinguistic context in which graduates navigate the interplay between Saraiki and English. Factors such as language attitudes within the community, language use in different social settings, and the influence of educational environments are considered. This contextual analysis provides a holistic understanding of the sociolinguistic dynamics that contribute to the graduates' language practices and proficiency.

Integration of Findings

The findings from the linguistic, language transfer, perceptual, and sociolinguistic analyses are synthesized to provide a comprehensive understanding of the impact of Saraiki on the spoken English language skills of graduates. The integration of these dimensions contributes to a nuanced narrative that encapsulates the complexity of language interaction in a multilingual environment.

Perceptual Analysis: Participants' perceptions regarding the influence of Saraiki on their English language proficiency will be analyzed through thematic content analysis of interview responses and survey data.

This research contributes to the broader understanding of language dynamics in multilingual environments. The findings may inform language education policies and practices, especially in regions with diverse linguistic landscapes. By exploring the impact of Saraiki on English language skills, educators can develop more targeted language teaching strategies to enhance proficiency levels.

In summary, the analysis of the impact of Saraiki on the spoken English language skills of graduates employs a multifaceted approach, encompassing linguistic, perceptual, and sociolinguistic dimensions. This comprehensive examination aims to unravel the intricate relationship between Saraiki and English, providing valuable insights into the dynamics of language proficiency in regions characterized by linguistic diversity.

Conclusion

This research seeks to provide valuable insights into the impact of Saraiki on the spoken English language skills of graduates. Understanding the linguistic dynamics between these languages is crucial for educators, policymakers, and language learners aiming to navigate the complexities of multilingual environments. The findings of this study may pave the way for more effective language education programs that acknowledge and address the influences of regional languages on English proficiency.

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