

## THE IMPACT OF ENGLISH LANGUAGE IMPERIALISM OVER BALOCHI

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### Abstract

*The English language is world known language that is marked as a global language. It is not only the part of the curriculum but also the medium of communication in most of the countries in the world. This global status of English language is becoming a threat to the indigenous languages of the world, by hindering the growth of such languages. The present study deals with the impact of English imperialism on the Balochi Language. The statement purpose of the work is to observe the effect of language imperialism and to observe the views toward it. Phillipson's (1992) English language Imperialism has been used as a theoretical framework for the present study as it supports the objectives of the study that investigate the effects of imperialism on Balochi language. The study concluded that the English Language is having a negative impact on the Balochi languages; it is ignoring the language with its intense use as a medium of communication. If English continues having this imperialistic status over Balochi, it will either damage Balochi or lose its eminence and status.*

**Key words:** Language Imperialism, Regional Languages, Balochi Language

### Introduction

The popularity of English is spreading rapidly throughout world because of English's rise as a global language. In addition to the fact, studying English has a long history, and many individuals in Pakistan are currently interested in doing so. The widespread use of English has affected language policymaking, concerning English education in Pakistan. The recent success in English language education in Pakistan is partly due to the strong and rising belief of competency and communication aids which are essential for early learners in contemporary period (Huang, 2011). Language is productive and arbitrary in terms of communication, with the ability to modify and convert into other languages. English is currently operating as a linguistic barrier for regional languages, acting as a killer language (Phillipson, 1992). The English language and its imperialism pose a danger to regional languages, lowering their linguistic status and reputation. Similarly, an increase of linguistic diversity in number of communities around the globe are facing language barriers and the loss of their own native language, it required a planning for its survival in linguistic heritage of nation with worldwide importance of indigenous languages (Romaine, 2006). Additionally, societies be characterized either by language assimilation or cultural pluralism, but the symbolic value of indigenous languages might even be damaged and wrapped with change in behavior of L1 speakers from large ratio scale of social practices globally (Edwards, 1984). English language assumed a global status because of its use widespread either as a first language or L2 which is indirectly being colonized and became subservience to others. It gained strong grounds practically and flourished for communicative purpose strongly due to which the status of indigenous language could not play their various roles (Ajepe, & Ademowo, 2016).

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## **Attitudes toward English Language Imperialism**

According to Arthur (2005), imperialism refers to the use of power in any relationship in which status and power are inextricably linked. Hence, native languages in the early twentieth century, educational tactics began to shift their focus, and it was determined that the transformation from environment in 1975, several states legally declared English as the only medium of instruction in educational institutions, and native language speakers were forced to neglect their native tongues. In addition to study on the English language and its education policies in Pakistan, academics have examined some of the variables that impact other regional languages, labelling as killer language (Cook, 2003) and it is demotivating factor while learning (Wolff, 2006). Even though English continues to grow in importance as required throughout Pakistan but along with this a huge number of problems also arise (McKay, 2002).

## **Status of English Language**

The state and competency of the English language played a comprehensive part in L2 learners'. The evaluation of English language skills is becoming increasingly important for early-stage learners who face several obstacles in learning the language. However, the learning programme does not necessarily show a strong government commitment to Peru's indigenous peoples' well-being. An international NGO backed the campaign, which afflicted a community of around 250,000 locals who were geographically isolated, oppressed, and disenfranchised in political and educational matters. In practically all elementary schools, junior high, senior high, and university for a total of 14 to 16 years, English has been made a mandatory subject in Grade 3. In September 2001, all Pakistani colleges and universities were ordered to utilize English as the primary language for teaching courses in technology, foreign commerce, law, and economics (Ngugi, 1993).

According to McArthur (2005), the language is represented by many ways of using it, and it is important for third-world speakers to meet the replication of its power. Moreover, Crystal (1988) asserted that the perspective of the circle broadens the space in which English language speakers are more likely to understand the purpose of the language and its influence in the world. Therefore, the phenomenon of Language dying can be slowed by promoting linguistic and cultural rights (Kachru, 1996). The study of Melitz (1999) represents 'English fever is a phenomenon that is gaining traction in Pakistan. Learners' attention is drawn to English language imperialism, according to academics, which is concerning for native languages and their status. Hence according to the dissertation of Yu (2010) on Chinese students concluded that indigenous language speakers may experience the actual loss and shift of their L1, and it is affecting status of multilingual countries as well.

## **Effects of English on Regional Languages**

In Pakistan many other languages exist such as Balochi, Pashto, Sindhi, Saraiki, Persian and these regional languages serve a critical role in societal cohesion and the preservation of biocultural traditions (Hosni, 2015). Moreover, Greenbaum (1985) 'issues and Implications' said that linguistic imperialism is the affirmation and ownership of one's own language, which adapts the position of languages. However Fairclough (1989) highlighted that in what way language and culture are inextricably connected and enhance language's character and prestige by adding to its conversation and influencing its position. If English is taught in the context of language ecology, it is characterized as a productive instrument that represents the

aim of communication with function and structure (Skutnabb-Kangas, 2002). Furthermore, her claims (2002) a comprehensive method and gives languages a chance toward improvement their standing. Researcher is concerned about the function of English in a worldwide society. Additionally, Pennycook (1994) favors the term "English as World and Discourse Imperialism" to describe the school system's language repression. A pioneering study conducted by Farrell (2000) examined the mother tongue languages and survival from 5 University students of L1 learner in Beijing towards standard and effects of both English and native language learning. The researcher indicated that learning English may lead negative attitudes of L1 learners toward their language. Using the learners' mother tongue is critical to genuine learning, according to current studies. However, language restrictions exist, such as regional language subjugation and repression, which control various aspects of social life and language users.

### **Balochi Language's Status**

Balochi is spoken throughout the province of Balochistan in south-western Pakistan, as well as by lesser groups in Punjab and Sindh, and by many people in Karachi. It is also spoken by Baloch who have settled in the north-eastern provinces of Khorasan and Golestan, as well as in south-eastern Iran, in the province of Sistan and Baluchistan. Smaller populations in Afghanistan (especially in the Nimruz area) and the Gulf States also speak it (especially in Oman and the United Arab Emirates), in the Marw/Mari region in Turkmenistan, in India, East Africa, and today, a large number of Baloch live in North America, Europe, and Australia. Estimating the overall number of Balochi speakers is challenging. Central authorities frequently underestimate ethnic minorities, whereas ethnic members frequently do the converse. Censuses generally ignore the bi or multilingual situation of most speakers. Moreover, large numbers of those who identify as Baloch do not speak the language anymore, particularly in the areas bordering Indian languages in Punjab and Sindh. Jahani (2013) argues that from a historical perspective, standardization and orthography in the Balochi language have been recognized. Though Balochi is in the southern region of the Iranian language realm, which categorized as a Northwestern Iranian dialectal linked to Kurdish. Estimating the overall Balochi speakers are in challenging position, but 10 million may help as an estimate. Western, Southern, and Eastern Balochi are the three primary dialects. Another reason for dialect difference is because Baloch speakers are divided into multiple nations, each with its own official language. Rahman (1998) claims that Balochi is included among Pakistan's 65 languages. It is one of the six official languages, however it is not recognised or helpful in any way. He claims that 3.57 percent of the population speaks it, that it is a powerful identification symbol, but that it has little economic or political important.

### **Research Concern**

The primary goal of this research is to evaluate the influence of English language imperialism on the Balochi language, as well as to examine participants' opinions regarding English language imperialism. The study therefore focuses on finding out the factors that affect Balochi language and to investigate participants' feelings on the English language. The study also investigates whether English marginalizes other indigenous languages or plays a progressive role for L1 learners in their academic and nonacademic activities. Moreover, the study finds out gap of indigenous languages and their role in academic disciplines, social interactions, and preserving the linguistic heritage of native languages in world of diversity.

The study also focused on the influence of English language on Balochi language speakers in their academic and non-academic communication practices.

### Research Methodology

Mixed Method is a methodology in research with potential issues need to be anticipated in the study. It integrates the data and provide a strong understanding of research problem. (Creswell, 2013). Moreover, Mixed Method is based upon the rationale for certain situations that give strength to the study with qualitative and quantitative approaches together (Kumar, 2018). Additionally, this approach focuses the assumptions for certain situation to enhance accuracy of significant conclusion and to reconfirm findings of the study (Tashakkori & Teddlie, 2010). Hence, the study is based upon philosophies of rationalism and the differences in attitudes towards acquiring knowledge.

### Research Design

The research is suited to cross-sectional study design for quantitative data to explore the attitudes of Balochi language speakers to know their language status and the impact of English language imperialism. Whereas participant observation is used as research design for qualitative data analysis in which interviews were categorized in descriptive explanation.

### Data Collection

The current study chooses open ended questionnaires from convenient sampling of 50 participants of Balochi speakers selected from both universities to gather the responses concerning their perceptions. In addition to that, structured interviews are also included from 10 participants of purposive sampling from different walks of life. These techniques are used to collect the data from the native Balochi speakers so that they may give share their present views along with the status of their language. It strengthens the study's focus on Balochi language speakers' perceptions about the English language.

### Theoretical Framework

The study's theoretical foundation is based on Phillipson's Linguistic Imperialism (1992), which states that when a global language gains popularity, it undermines other languages' rights and causes them to lose their rightful shape and structure. Other languages' standing was diminished as a result of linguistic imperialism for instance French in Senegal or English in Nigeria. Because of the expansion and challenging prominence of English language, he believes it puts other languages in jeopardy and causes them to lose their prestige. Such as African language has an exclusive status which undervalued its linguistic heritage initially (Phillipson, 1992).

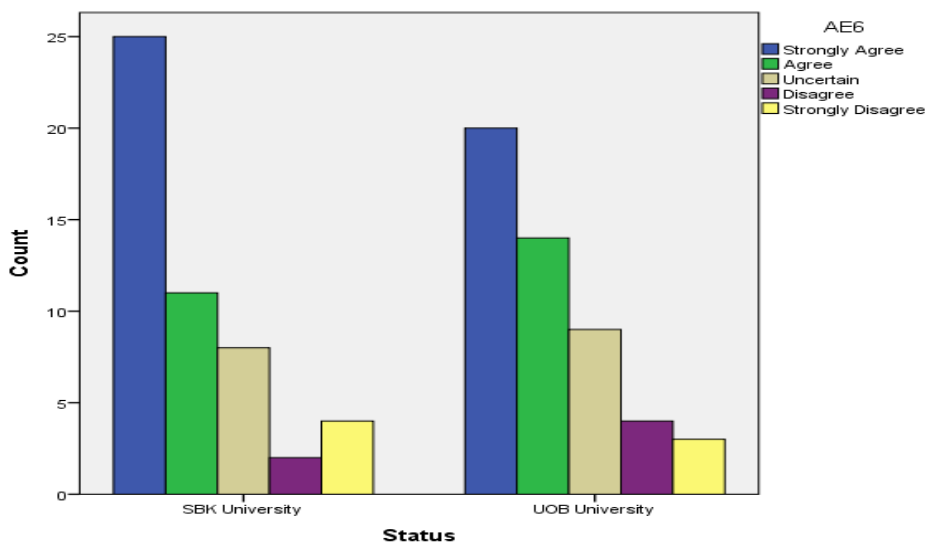
### Data Analysis and Discussion

The purpose of this research was to look at the influence of English language imperialism on the Balochi language, as well as the factors that contribute to it. The questionnaire was created to pursue replies to the study questions. The questionnaire consists of 20 questions, consists of 50 applicants from both universities. To address the question, the result was computed by SPSS to examine the matters hence answered, and a 5-point Likert scale to investigate the causes.

**Table 1 Children must speak English more than Balochi to do well at School**

Group Statistics					
	Status	N	Mean	Std. Deviation	Std. Error Mean

AE6	SBK University	50	1.9800	1.25340	.17726
	UOB University	50	2.1200	1.20611	.17057

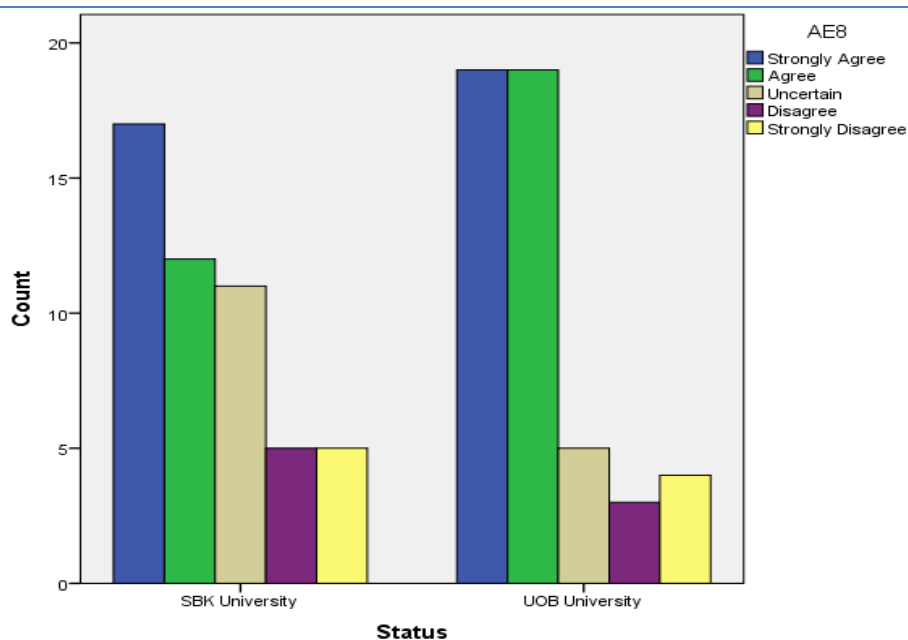


Graph 1 Children must speak English more than Balochi to do well at school  
**Perspective of participants regarding speaking English is must for children more than Balochi to do well at school**

The above-mentioned table 1 developed that mutually the participants from both Universities strongly agreed that children must speak English at home in order to succeed in school, whereas UOB University strongly agreed. As result the participants have positive perception to give preference their Children to learn English than Balochi

**Table 2 Views of Participants regarding English as status symbol**

Group Statistics					
	Status	N	Mean	Std. Deviation	Std. Error Mean
AE8	SBK University	50	2.3800	1.32311	.18712
	UOB University	50	2.0800	1.20949	.17105



Graph 2 Views of Participants regarding English as status symbol

### Perspective of participants regarding English as status symbol more than Balochi Language

As can be seen, 100 people firmly agreed that learning English is vital since it is a status symbol. Both university participants significantly agreed with the proposition when compared. Participants at UOB University, on the other hand, share the same viewpoint. The figure shows that majority of the participants from both groups have showed positive attitude regarding English language Imperialism over Balochi language since they consider it as status symbol.

Table 2 Effects on Balochi language as result of Communicating in English

Group Statistics					
	Status	N	Mean	Std. Deviation	Std. Error Mean
EL2	SBK University	50	2.9600	1.51132	.21373
	UOB University	50	3.3400	1.39401	.19714

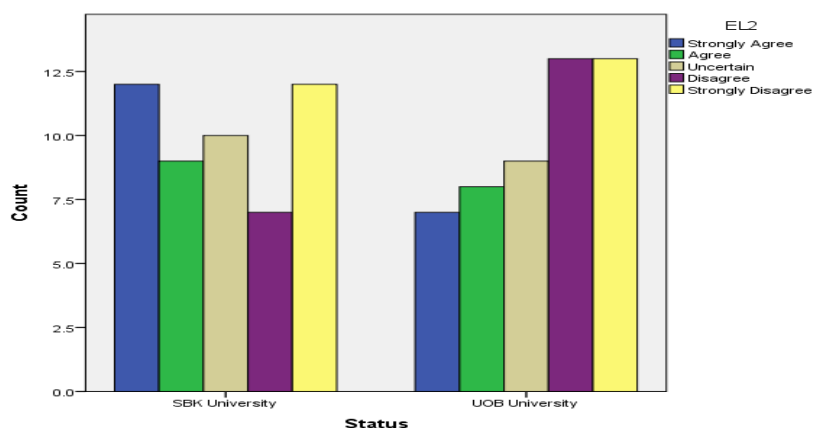


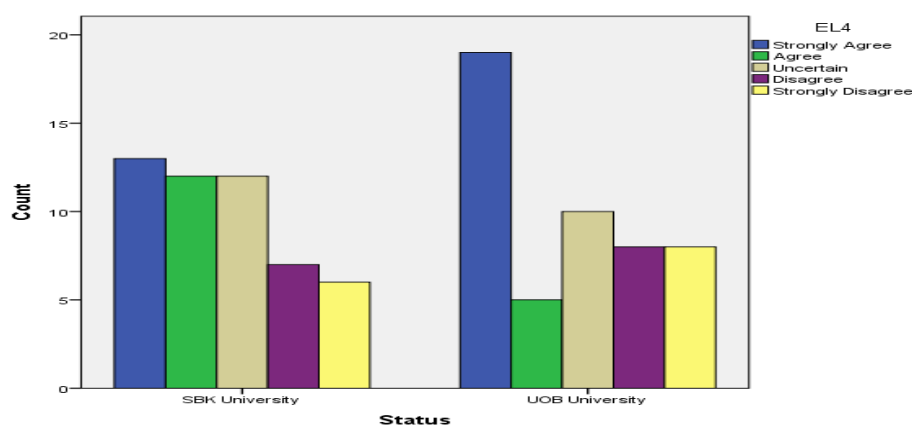
Figure 2 Effects on Balochi language as result of Communicating in English

### Perspective of participants regarding Figure 2

The table 2 shows that the participants of UOB, as well as the participants of SBK, strongly disagree with statement. Whereas it is apparent that the participants vehemently oppose the use of English in place of Balochi in communication. Participants' attitudes reveal that they have a negative attitude toward using English as a means of communication.

Table 4 Views of Participants on Effects of Balochi Accent on their English Speaking

Group Statistics					
	Status	N	Mean	Std. Deviation	Std. Error Mean
EL4	SBK University	50	2.6200	1.33844	.18928
	UOB University	50	2.6200	1.52382	.21550



Graph 4 Views of Participants on Effects of Balochi Accent on their English Speaking

### Perspective of participants regarding effects of Balochi Accent on their English Speaking

The table 4 shows that both Universities participants strongly agree that they do not desire a Balochi accent when speaking English. This obviously demonstrates that Baloch speakers hold an unfavorable view of their own language because they have a perception that their Balochi has negative effect on their speaking English which sometimes became cause of hesitation in conversation.

### Interviews on the Effects and the Attitudes of participants towards English language Imperialism

#### Qno1. Are you aware of any word of Balochi that have been totally replaced by English words?

The perceptions of majority of participants were strongly agreed with the statement that there are many words that change their place from pure Balochi to English. Such as 'entertainment, time, bag, carpet and so forth'. According to participants English is replacing the words easily because of few reasons that all the technology is in English language so therefore the words emerge, and their use become part of daily routine. And as result of this Balochi language is decreasing its use and purity. Which become an alarming issue for the speakers of



Balochi language. Such as the views of participant no 8 stated “The word Waad, at least colloquially, has been replaced totally by the word ‘time’. Also, the word ‘School’ has replaced the Balochi words of ‘Darsgah’ or ‘Maktab’”.

The interpretation of interview regarding the vocabulary replaced revealed that English language is progressing day by day with its productions.

## **Qno2. What ways do you think English is influencing Balochi Language?**

According to participants Balochi language with certain reasons such as daily conversations are with mostly English words in talk. Although English is being part of technology-oriented stuff therefore English in these terms are being influencing. According to majority of participants the findings of statement is seen negative towards their own language because according to them Balochi is not as important in other aspects, so English is. According to participant 4 said that “English is effecting in such a way that the word ‘Maath’ (Mama) ‘Pith’ (Papa) and many other such words are common in conversation. Due to these the accent and way of talking is being change and speakers of L1 think that such English highlight their talk / conversation along with their lifestyle”. Similarly, participant no 9 said that ‘English is persuading Balochi as most educated people like to speak English and expand their vocabulary in this race, therefore these people urbanize and parting behind the ancient Balochi language. Again, the media has a significant impact.

## **Findings**

The study questions' answers were based on mean values obtained using descriptive statistics at SBK and UOB University. To investigate participants' perspectives as well as the effects. The study revealed that while most participants strongly agreed with one another, their sentiments on a few themes in L1 were undesirable as a medium of communication and as a mark concluded worldwide. The Effect of Balochi Language over English Language, similarly, revealed that on the influence of the English language, everyone agrees, producing an unsettling scenario in which the Balochi language is being neglected and pushed back due to English language imperialism and use. Moreover, the interviews from faculty member held and transcribed which concluded that English as being a global language made the psychology of learners more fascinated towards English as well it is compulsory part of the curriculum therefore necessary to be learn. The interviews also focused on that Balochi language is rich in its structure and form but if this would not be practiced in future there may be because it's death and disappear from Baloch society specially and English had negative effect on the purity and form of Balochi language which is an alarming situation for the regional language.

## **Conclusion**

English has become both a medium of education and a killer language over the world, posing a serious threat to other languages (Lee, 2002). Because most other languages are either neglected or not used, English has a stronger global presence, particularly in mixed cultures. The study revealed that, while English is a worldwide language and learners are concerned about it, it has an influence on other local languages, and its practice among people and learning standards which is declining. English influence leads to the decision that the majority of participants give importance to speak in English, but they also like their native languages to be flourishing and well in its new practice and organization. Balochi has a rich literature and lexis, yet, just as English is a language that is spoken worldwide that has absorbed totally



other languages, the same thing has happened with Balochi. Balochi language has become less popular as a result of the adoption of global languages. Phillipson (1992), which discussed the influence of English language imperialism about the position and condition of various regional languages.

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