



## Exploring the Effects of English Language Dominance on Sindhi Language Speakers' Attitudes

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### Abstract

This research study investigates how the emergence of English as a global language impacts the Sindhi language, particularly among students. English is considered as a lingua franca, which may influence the native languages spoken in Sindh. To address this issue, the researcher conducted a study to explore the impact of the global spread of the English language on Sindhi speakers enrolled in universities in Sindh. The current research employs a mixed-methodology approach, utilizing both qualitative and quantitative methods. The researcher used a questionnaire for the quantitative aspect of data collection and conducted semi-structured interviews for qualitative data collection. Ultimately, the researcher has discovered that the worldwide prevalence of the English language has adversely impacted Sindhi language speakers. Furthermore, this dominance poses a risk to Sindhi speakers due to the exclusive use of English in areas such as education, commerce, science, technology, and job opportunities. These primary domains heavily favor the English language, leading individuals to prioritize it over their native language, resulting in English posing a threat to other languages. Although we cannot eliminate the use of English, we can advocate for the integration of our own language in academic contexts to enhance learning and mitigate the influence of English.

Keywords: Language Death, Global language, Sindhi Language, Lingua Franca, Language Decline.

### Introduction

In the 21st century, everyone is connected and the most commonly spoken language in the world is English that's why it has achieved global status. The English language is considered a lingua franca because it has a powerful influence on the whole world. The English language has around 380 million native speakers but if we count the speakers who speak English as a non-native language more than 750 million if we talk Mandarin



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Chinese language has approximately 1.30 billion speakers but it does not have global status because its diffusion is limited (Klappenbach 2019). Contrary, the English language is the most widely spoken in the world. In every field, we will find the English language in centres like science and technology, business, communication, tourism, entertainment and so on (Babu 2016). Almost 90 per cent of research journals, articles, and books are published in the English language. Because of its vast wings English language has some negative effects on other languages, many languages are affected because of this globalized version of the English language especially the minority languages, because the high influence of the English language has brought up language death for some languages and cultures (Abdalla Abdalgane 2020). As we can see we people are speakers of other languages but our most focused language is the English language we people consider the English language as the mother of all other languages because of its importance and need all over the world English language has become the cause of damage for other languages. Although is lot of research has been done on this topic very little study has been done on the effects of English as an international lingua franca on the speakers/students of the Sindhi language. This research work investigates and discovers the impact of English on other language speakers, especially students.

### Research objectives

1. To find out the effect of English as a global language on Sindhi language speakers.
2. To explore the effect of English on the Sindhi language in terms of use and preferences.

### Research questions

1. To what extent Sindhi speaker students face challenges because of English as a second language in their academics?
2. How English has affected the Sindhi language in terms of language use and preferences?

### Literature Review

According to Pachina (2020) most people consider English as a lingua franca because it's spoken and understood by the majority of people in the world. According to Klappenbach, 2019 English is the language which has the most numbers of speakers having a very rich amount of native and not native speakers, English has more non-native speakers than native speakers which are more than 760 million people and native speakers are 350 million which has created the importance of English as an international lingua franca. If we talk about the global version of the English language David Crystal in 1997 asserts, "A language achieves a genuinely global status when it develops a special role that is recognized in every country". Today, English is very much tied to globalization and is deeply affected by all of its related processes. As Graddol (2006, p. 66).

No doubt, Globalization is the main feature of present society. It can be considered as challenge as well as danger and threat depending on in which manner we are utilizing it.



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As Sifakis and Sougri in 2003 asserted “It is usually opposed that today, the globalization authenticity has an enormous effect on the various natural languages”.

Because English is a lingua franca, everybody is linked with one another for the purpose of individual and occupational needs. According to Pushpanatha, 2013, “The effect of Globalization is all over the world. The English language has a countless influence on globalization”.

The researcher has previously discussed the English language and its globalization all around the world and its impact on the speakers of other languages because of its diffusion. King in 2017 asserted that “It also has created a major influence on both the philosophy and the language competence of first language English speakers and the educational policies of Anglophone countries”. Some scholars believe that English as a second language became the cause of the loss of cultural identity. According to Cholakova, 2015 said that “In today’s society English is the most spoken language in the universe, not only as second or first language but foreign language as well, Therefore, English has an exceptional rank and role that is internationally accepted and, it has a positive and a negative impact on other language speakers and language itself”.

According to Blackledge, 2006 “One needs to reminisce regarding the supremacy of languages is not in their supposed intrinsic characteristics, but a language becomes influential by the usage influential people make of it” English is commonly deliberated as the world language, other languages that are diverse than English could be observed as unnecessary which, in turn, contributes to the damage of languages, particularly minority languages. Ammon (Nawaz & Rahman, 2024). Many scholars have claimed that English threatens the existence of small national languages, or at the very least reduces their repertoire of genres (see, e.g. Carli and Ammon 2007; Haberland 2005).

The learning of English along with other languages does not reduce the great importance and prominence of English in the world. As suggested by Pennycook (2010, p. 676). Alfarhan (2016) cites that the globalization of the English language can be understood in various aspects; for example, as an instrument for economic success or the creator of a new inequality class, a tool for cross-cultural communication and awareness, and as a passing phase of lingua franca (Johnson, 2009).

### **Methodology**

Qualitative and quantitative methods were employed for the study whereas 65 participants’ 5 teachers and 60 students for the study were taken from department of Economics, Business and English at Shaheed Benazir Bhutto University Shaheed Benazir Abad. In this research study, the researcher focused on the effect of English as a global language on Sindhi language speakers, especially students. The main agenda of the researcher is to explore the reasons and causes behind that, and the researcher had conducted a questionnaire from the selected participants. Close-ended questions and semi-structured interviews were used in order to get the data whereas MS Excel software was employed in order to analyze the data statistically.

### **Findings and Discussion**



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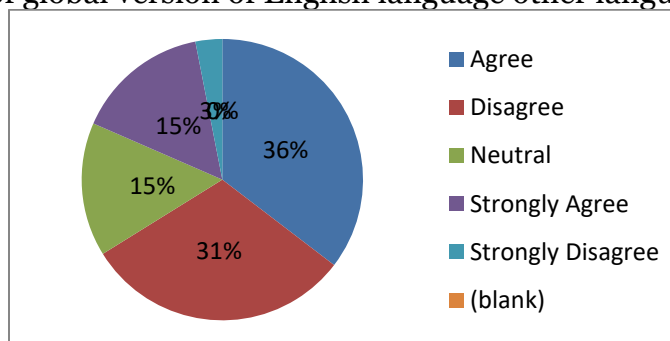
The statistical findings from the questionnaire are displayed in the tables and graphs below in order to respond to the research questions that served as the basis for the current research investigation. The participants' three responses strongly agree and agree for agree responses, strongly disagree and disagree for disagree responses and neutral for their unsure feelings on the statement. In the tables, agree, neutral, and disagree replies are denoted by the letters (A), (N), and (D), respectively. The study's results have been categorized as:

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Item No:	Statements	A	D	N
1	Because of global version of English language other languages are going to die	33	22	10
2	In Sindh, Sindhi language users are forgetting their language because of English	31	28	6
3	The globalization of the English language has affected the Sindhi language in a negative way	34	24	7
4	Our Native language is effected due to usage of English in our academics and in occupation	53	11	1
5	Would it be better if we learn and teach in our own native language rather than English language	49	12	4
6	In class room medium of instruction should be in mother tongue.	52	7	6
7	You are giving more priority to English language than your mother tongue	37	26	2
8	English language is becoming threat for other languages.	42	13	10

### Analysis of each close ended research item in the form of pie chart

Because of global version of English language other languages are going to die.



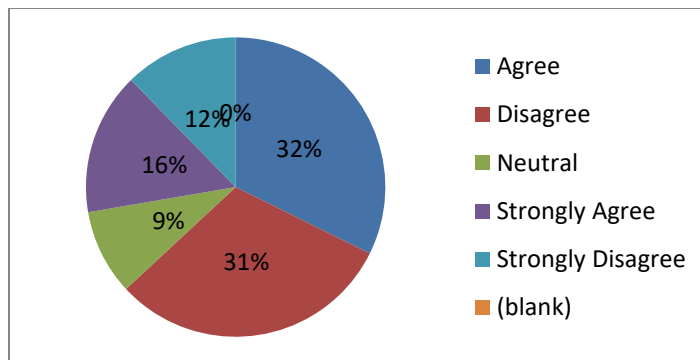
In the 1<sup>st</sup> research item participants were asked for “*Because of global version of English*



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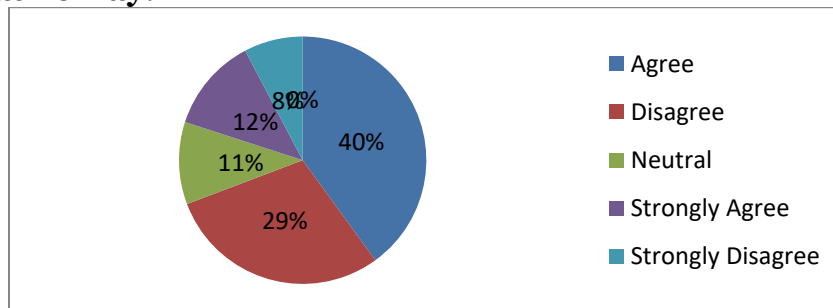
*language other languages are going to die”* from their responses we can see that 36% were agreed on it and 15% were strongly agreed on it and 31% were disagreed and 3% were strongly disagreed on while 15% were neutral because of not understanding the nature of question.

### **In Sindh, Sindhi language users are forgetting their language because of English.**



In the 2<sup>nd</sup> research item participants were asked for *“In Sindh, Sindhi language users are forgetting their language because of English”* from their responses we can perceive that 32% were agreed on it and 16% were strongly agreed on it and 31% were disagreed and 12% were strongly disagreed on while 9% were neutral because of not understanding the nature of question.

### **The globalization of the English language has affected the Sindhi language in a negative way.**

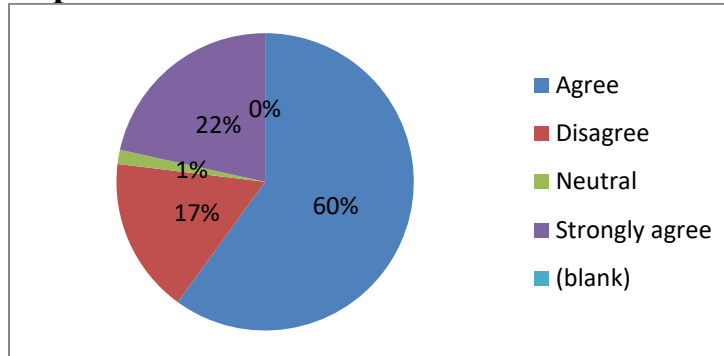


In the 3<sup>rd</sup> research item participants were asked for *“English language has become one of the necessity in the academics and for jobs”* from their responses we can see that 40% were agreed on it and 12% were strongly agreed on it and 29% were disagreed and 8% were strongly disagreed on while 11% were neutral because of not understanding the nature of question.

### **Our Native language is affected due to usage of English in our academics**

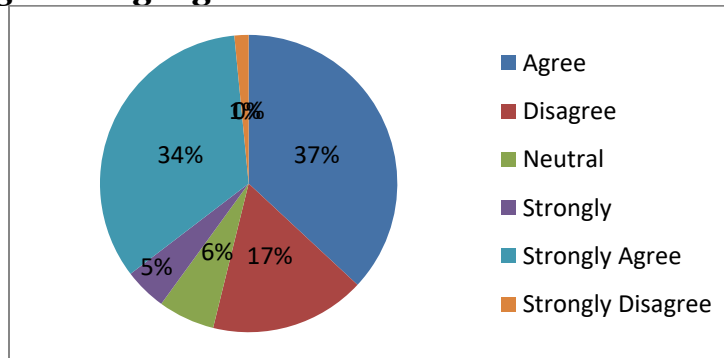


## and in occupation.



In the 4<sup>th</sup> research item participants were asked for “*Our native language is effected due to usage of English in our academics and in occupation*” from their responses we can see that 60% were agreed on it and 22% were strongly agreed on it and 17% were disagreed and 0% were strongly disagreed on while 1% were neutral because of not understanding the nature of question.

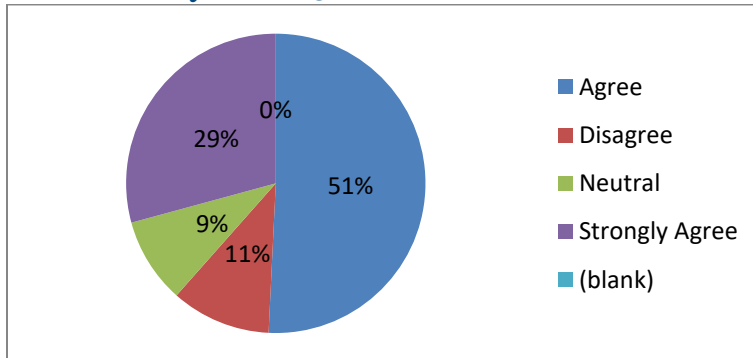
## Would it be better if we learn and teach in our own native language rather than English language?



In the 5<sup>th</sup> research item participants were asked for “*Would it be better if we learn and teach in our own native language rather than English language*” from their responses that 42% were agreed on it and 34% were strongly agreed on it and 17% were disagreed and 1% were strongly disagreed on while 6% were neutral because of not understanding the nature of question.

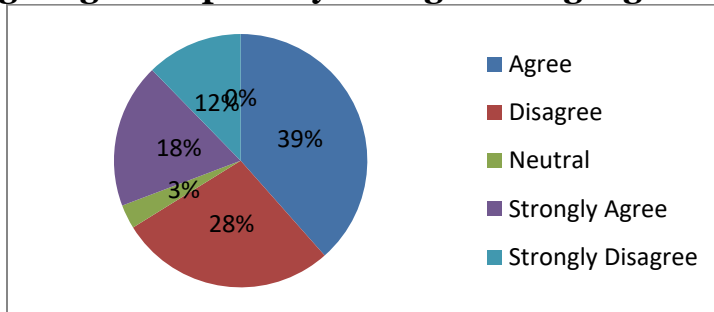
## In class room medium of instruction should be in mother tongue.





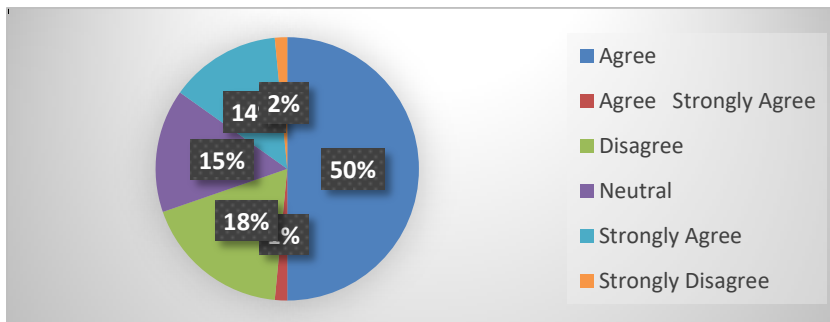
In the 6<sup>th</sup> research item participants were asked for “*In class room medium of instruction should be in mother tongue*” from their responses 51% were agreed on it and 29% were strongly agreed on it and 11% were disagreed and 0% were strongly disagreed on while 9% were neutral because of not understanding the nature of question.

**You are giving more priority to English language than your mother tongue.**



In the 7<sup>th</sup> research item participants were asked for “*You are giving more priority to English language than your mother tongue*” from their responses we can see that 39% were agreed on it and 18% were strongly agreed on it and 28% were disagreed and 12% were strongly disagreed on while 3% were neutral because of not understanding the nature of question.

**English language is becoming a threat for other indigenous languages of Sindh.**





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In the 8<sup>th</sup> research item participants were asked for “*English language is becoming threat for other languages*” from their responses we can see that 50% were agreed on it and 15% were strongly agreed on it and 18% were disagreed and 2% were strongly disagreed on while 15% were neutral because of not understanding the nature of question.

### **Qualitative data analysis**

Previously, quantitative data was analyzed now the researcher has analyzed the qualitative data in which the researcher has conducted the semi-structured interviews with the experienced teachers which the researcher has transcribed in an audio-recorded semi-structured interview and then in a Word document and thereafter printed for analysis in order to find out the most frequent theme.

### **Results of semi-structured interviews**

The semi-structured interviews were conducted in order to know the effect of English as a global language on Sindhi speaker’s students. The purpose of the study was to find out the causes and reasons if there is a negative impact of the English language on Sindhi language speakers students. It was difficult for the researcher to conduct the interview of different teachers from different departments and busy schedule of teachers. After getting proper time from respondents the researcher conducted 5 interviews with the expert teachers of the English, Business and Economics departments and read properly the theme of each question researcher explained the primary data from questions number 1 to 4. The total number of open-ended questions for the semi-structured interview were four.

### **Analysis of questions**

- T1 represents as Teacher one
- T2 represents as Teacher two
- T3 represents as Teacher three
- T4 represents as Teacher four
- T5 represents as Teacher five

### **Q No 1. Do you think that the English language has affected the Sindhi language in a negative way, how?**

The global version of the English language has negatively affected the Sindhi language in terms of vocabulary and there is a positive as well as negative impact on the Sindhi language. In vocabulary, our young generation most of the time uses some of the English words in the Sindhi language because they don’t find the appropriate word for such English words in the Sindhi language and in this way the English language has affected the Sindhi language in a negative way. If we do not give more consideration to the English language then it will not impact our language this is how the English language has affected the Sindhi language in a negative way.

*T1: In my view global version of the English language has affected the Sindhi*





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*language in a negative way in terms of vocabulary.*

*T2: In my view, English has affected the Sindhi language in a negative way because our young generation is using the words of the English language in the Sindhi language.*

After going through all the answers given by the teachers regarding the effect on the Sindhi language the researcher found out that the English language has affected the Sindhi language in a negative way because of the frequency of answers find that in the Sindhi language, we mix the words of English language and we give more consideration on English language rather than our own language.

### **Q No 2: How can we prevent/stop the negative effect of English language on Sindhi Language?**

We can prevent the impact of English language by giving priority to our own language rather than English language. We can prevent the negative affect of English language by discouraging the use of English language in our daily routine like in gathering at home or school we should promote our own language rather than English language. We can prevent or stop the negative impact of English language on Sindhi language by giving it more importance in every setting or circumstances.

*T3: In my view we can prevent the impact of English language by giving priority to our own language rather than English language.*

*T4: In my point of view we can prevent the negative effect of English language on Sindhi language by discouraging the use of English language.*

After analyzing all answers the researcher found one common thing that if we want to prevent the effect of English language on Sindhi language so stop using it in daily routine and use your language rather than English language. In other words you can prevent the effect of English language on Sindhi language by giving more priority to your own language.

### **Q No 3: What do you think that your syllabus should be in English language or in your mother tongue?**

The syllabus should be in English language because English is the dominant language and for undergraduate students, it's compulsory to design a syllabus in English language. As far as multilingual students are concerned if we talk about the effect of that syllabus on our language it cannot be denied because the English language syllabus creates a lot of disturbance for the students who are from different linguistic backgrounds syllabus should be designed according to the needs of learners. There should be certain changes in the curriculum in order to promote our native language like Sindhi there should be different sorts of programs which should be included in the curriculum which promote the Sindhi language and it's up to the nature of the syllabus in which language it would be suitable experts have to design the syllabus accordingly.

*T4: In my point of view the syllabus should be in the English language because it's suitable for undergraduate students.*

*T5: In my point of view syllabus should be designed accordingly like if multilingual*



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*students are there, then the syllabus should be designed according to the needs of the learner in which language he/she understands better if in the mother tongue then it should be designed accordingly.*

*T3: In my point of view syllabus should be designed in the mother tongue in order to promote the native language.*

*T2: In my view syllabus should be designed according to the nature of the subject.*

After the comprehensive listening the answers from different departments regarding the syllabus whether it should be in the English language or in the mother tongue as far as the answers are concerned participants believe that the curriculum should be designed according to the need or nature of the subject. If it's suitable to teach in the English language then you may if not then the different sorts of programs or activities should be included in the syllabus which not only promote the mother tongue but also give good comprehension regarding the subject. So, choose the language for the syllabus accordingly.

### **Q No 4: What do you think that the globalized version of the English language has created an effect on other languages either positive/negative?**

The impact of the English language on other languages either can be positive or negative, but from the responses, the researcher has analyzed that the English language has a negative impact on other languages because in this global village, everyone wants to learn and teach the English language so in this regard they are not giving consideration to their own language. We are working more on the English language rather than our own language and these factors are enough in order to affect any language because of the English language some of the languages are going to die. Some languages are in danger because of the dominance and the supremacy of English language. The global version of the English language has affected the indigenous, native or regional languages because the people of these areas think that if we learn and teach the English language we can achieve a good career and in order to achieve such status they don't give the importance to their own language and globalized version of English language are affecting other languages in a negative way. There is the negative impact of ruling language on the language which is ruled like our Sindhi language. Participants also believe that there is a negative impact of English as a global language because of the regional or indigenous languages are marginalized or downgraded.

*T5: In my point of view in the current situation everyone wants to learn the English language and they are not giving consideration to their own native language and the globalized version of the English language has affected other languages in a negative way.*

*T1: In my view because of the globalized version of the English language some of the languages are going to die.*

*T3: In my view, there is a negative effect of ruling language on the language which is ruled*

The feedback regarding the question of whether the globalized version of the English language has affected other languages in a positive or negative way the answers of



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participants the researcher found that the globalized version of the English language has affected other languages in a negative, especially our native language Sindhi. Because we people give more consideration to English language for better career and status. Because of the globalized version of the English language, some languages are going to die especially indigenous and regional languages.

### Discussion

English is the most widely spoken language of the world that's why it is considered the global language. Because this globalized version of the English language has certain effects on other languages our native language is also included. Because of the globalized version of the English language many of the languages are going to die. In Sindh Sindhi people are forgetting their own language and giving consideration to the English language because they think that they will have a good career in the English language and can achieve a good status because of that influence our native language is affected in a negative way. Our native language is also affected because of the English language in academics and in occupation as well because we give more priority to the English language rather than our own language. As far as Sindhi speaker's students are concerned most of them think that we should learn and teach in our own language rather than the English language. The medium of instruction should be in the mother tongue for the better comprehension of students in academics. This is how the English language became a threat not only Sindhi language but to other languages as well.

### Conclusion

The influence of the English language on Sindhi speakers and students has been largely detrimental. Many prioritize English, believing that fluency is essential for a successful career. This emphasis on English has negatively impacted the Sindhi language. Based on the overall findings and data analysis, it is evident that English has adversely affected Sindhi speakers, particularly students academically, creating challenges for those from different departments who are learning in English. Their educational experience would be significantly improved if they were taught in their native language instead of English. While the significance of English cannot be overlooked, it should be regarded as a language to learn rather than a standard for assessing someone's intelligence. Individuals may think clearly in their own language, but the execution of their thoughts often falls short when using English. The impact of the English language on Sindhi speakers, especially in academic settings, is apparent. Although we cannot eliminate the use of English, we can advocate for the integration of our own language in academic contexts to enhance learning and mitigate the influence of English.

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