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Promoting Literary Products: Book Blurbs as a Genre

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Keywords

- Genre Analysis
- Advertising
- Blurbs
- Communicative Function
- Persuasive Language

Abstract

The aim of this study is to present an approach to the study of book blurbs which are short texts usually included on book-covers, and also on the Web-pages of publishing houses to supply information about a book to potential readers. This study focuses on four of the biggest publishing and bookselling companies in Turkey. The corpus of the study consists of 20 blurbs of novels from modern Turkish literature chosen by a random sampling. The findings of the study show that blurbs may be considered as a genre which have a definite communicative purpose and they include the use of specific linguistic and rhetoric conventions. In parallel to this, there is a cognitive move structure in blurbs designed by the editors for a specific aim. Blurbs, in this regard, perform an informative function based on the description of the contents of a book. But this function is secondary to their persuasive purpose which is also a characteristic of advertising discourse. It can be suggested that blurbs are attempted to sell the book to the readers, the customers of a publishing company. To reach this communicative purpose, blurbs employ a wide variety of linguistic and rhetoric features similar to advertising genres: complimenting, elliptical syntactic patterns, the imperative, as well as puns, hyperboles, rhetorical questions and excerpts from the book to attract the attention of readers.

1. Introduction

In today's modern world publishing houses need to spend more energy, time and money on designing book covers to attract the attention of their prospective customers. It can easily be suggested that the number of publishing houses are getting bigger year by year. Thanks to the developments in technology, publication processes are also becoming easier and as a consequence of this, the market of books is also evolving into a global trade field. This situation inevitably creates a kind of competition among publishers. Publishers have to find ways and means to be more interesting, engaging, and persuasive to their readers. Book covers are where these methods and strategies are seen most prominently. Because when a reader intends to buy a book, s/he will first look at the cover of the book. It can easily be said that the elements such as the font, colors, images and title used on the cover are designed to attract the attention of the reader. However, all this may not be enough to sell the book. As a matter of fact, the other part that can be looked at to learn more about the book is the back cover of the book which includes brief texts about the content of the book to arouse attention.

On the other hand, considering that today's society is an internet society, it can be said that publishing houses also operate in the internet environment. In this way, publishers, like any other companies, can market their products and reach their target audience more easily. In this regard, it is possible to find the texts on the back cover of the books as well as the book covers themselves on the internet pages of the publishers. Whether on the internet or on the back cover of the actual copy of the book, these brief informative texts are called blurbs.

The word "blurb", according to the Cambridge Dictionary, means "a short description to advertise a product, especially a book". When it comes to promote or advertise a product, it is inevitable to find various strategies to affect the psychological perception of the target group of people. Hence, one can suggest that Blurbs function as a kind of strategy to sell the products, books in this context.

In this vein, the main aim of this study is to present an approach for the analysis of blurbs in an attempt to show that the language in such texts have some similar characteristics with that of the advertising discourse. In other words, the communicative purpose of blurbs and advertising materials are the same: to persuade people to buy their products. In parallel to this, such products can be considered as a particular genre with a specific communicative purpose and they can be the central point of specific linguistic analysis. To this end, the present study aims at answering these research questions;

1. What is the communicative purpose in book blurbs?
2. What is the move structure in book blurbs?
3. What are the common points of the discursive features in advertising texts and blurbs?

2. Literature Review

When the related literature is taken into account in terms of genre analysis, it can be stated that book blurbs have attracted little attention. One of the most prominent of the related studies belongs to Bhatia (1997). He tries to explore how generic conventions are manipulated for promotional purposes in academic introductions. In the related study, Bhatia focuses on introduction, foreword and preface sections and states that "genres

traditionally considered non-promotional in intent, including book introductions, are becoming increasingly difficult to distinguish from publishers' blurbs (Bhatia, 1997: 190).” In this excerpt, Bhatia refers to the promotional nature of blurbs but his central focus is to find out the conventional aspects of academic introductions.

Similarly, Bhatia (2014), states that there are several closely related genres with an overlapping communicative purpose of promoting a product or service to a potential customer and book blurbs are one of these genres together with advertisements or promotional letters. However, these genres are different in terms of the specificity of the product they promote. For instance books may differ according to the selection and size of the market or audience they target, and also the nature of the strategies. Therefore, lexicogrammatical features also differ depending on the subject discipline of the book.

Today, advertising is an indispensable part of human life. It is possible to see advertisements in every field as it is a very big industry. In this respect many studies have been conveyed to find out the nature of advertisements from different aspects. In terms of linguistics, it is necessary to decode the message which is coded in linguistic dimension thanks to the use of linguistic elements in addition to the images, sounds or colors. Fairclough, as a leading figure in discourse studies, defines the discourse of advertising as purely strategic and states that it is “oriented to instrumental goals, to getting results (Fairclough, 1994: 198)”. Bhatia (2013) states that, “the main communicative purpose of advertising is to promote a particular product or service to a specific group of potential customers”. In one of the major types of advertisement, this is done by an adequately attractive description of the product or service, which is positive and convincing.” He also asserts that advertising relies on persuading readers that they have a problem or need, and the product or service being offered is not just a solution but is also the best solution (ibid).

Gea-Valor, (2005), in the same vein, state that the discourse of advertising is characterized by two main communicative elements: information and persuasion latter of which is the ultimate goal while the former has a secondary role. They also suggest that advertising texts persuade people by being informative. Therefore, it can be inferred that these two interrelated concepts are the preliminary aspects of advertising discourse.

Cook (2001) on the other hand, describes advertising as a prominent genre by analyzing their main features or components. He states that advertisements can be categorized according to their medium, service or product, technique or customer. In other words, all these components should be taken into account for the frame of advertisements. In this context, it is important where the advertisement is located, how it is created, and which target community it is intended for.

Ryan (2019) states that, “a blurb is the hub around which all buying decisions revolve.” Terra (2013) suggests that a book blurb serves a single purpose “to compel a would-be reader to add (your) book to their shopping cart.” Bhatia (2017) states that blurbs offer a variety of choices to authors depending on their nature, the audience and the communicative nature of the genre which is essentially selling the book.

Depending on these discussions one can claim that books are among the service or products in our world and they are produced by companies which aim to sell them and earn money. In this respect, people in a community are the target audience for these companies and they should be informed about the product and be convinced in the need of the so-called product. When they feel that they need that service or product, they will feel obligatory to

buy the product. In this regard companies should reach the target audience and control their minds in a sense through some channels. Advertisements are the first channel to convey such messages.

Vestergaard and Schröder (1985) classify advertisements into two broad types: commercial and non-commercial. For commercial advertising they offer three sub categories as prestige, industrial and consumer advertising. According to them, the last one is the most pervasive one on the society which requires promoting the service or product to the potential customers. Additionally, they underline the fact that people may have different kinds of needs to buy a product. This need might be related to the need of a material like food, drink or cloth as well as a social need like being a member of a certain community, friendship, or being recognized by others. In order to claim any social use value for a product, the advertiser should enter the circle of persuasion rather than giving information (Vestergaard & Schröder, 1985: 9). In this way, the original use value of a product is disregarded, and emphasis is placed on the achievement of social aims.

Considering all these discussions on advertisements, one can conclude that books are also among the products that are produced to earn money. In other words, books also have a share in the market and such products also have some certain people as prospective consumers. However, while categorizing books as a kind of product, it will be reasonable to classify them as a luxury rather than satisfying a material need like a pair of shoes, cars or furniture. It is certain that the use value of a book is directly related with the intellectual and emotional requirements of people. This use value is highlighted in book blurbs by the publishers to attract the attention of possible readers and convince them about the benefits of the book. To this end, blurbs include some strategies to advertise the book like highlighting the thoughts of famous critics or authorities as well as giving some striking quotations from the book itself. Therefore, this study examines book blurbs as a kind of a promotional genre and aims to find out the move structures and discursive features employed in such texts.

3. Research Methodology

It can be said that the advertising industry has also been re-shaped in the last few decades. Thanks to the developments in internet technologies, it has become easier to access products and services as well as information. Similarly, companies use websites and pop-up advertisements to promote their products as well as selling these services through their websites. This new advertising channel provides some advantages like universal reach, interactivity, non-linearity, bidirectional or two-way communication, and obviously the opportunity for the customer to order and buy online (Gea-Valor, 2005).

This current paper explores book blurbs designed by four well-known publishing and bookselling houses in Turkey. These companies are Can Publishing House (<https://canyayinlari.com/>), İletişim Publishing House (<https://iletisim.com.tr/>), Sel Publishing House (<https://www.selyayincilik.com/>) and Doğan Kitap Publishing House (<https://www.dogankitap.com.tr/>). These publishing companies are among the most outstanding companies in Turkey market where one can find best-sellers, famous writers and award winning books from different disciplines. In this regard, these publishing companies are considered as prestigious in Turkish market. Therefore, any author whose

book is published by such publishing companies is thought to be a competent, talented, famous or a promising one.

For the sake of the study a corpus was compiled from 20 different blurbs taken from the websites of the companies. In other words, five book blurbs were selected randomly from each publishing house and in total 20 blurbs were included into the study corpus. These books were taken among the novels written in Turkish language. In order to get a homogenous corpus, only novels belonging to modern Turkish literature were included into the study and works translated from another language into Turkish were not used. Table 1 shows the nature of the study corpus of the present paper.

Table 1: *Corpus of the study*

	<i>İletişim Yayınları</i>		<i>Sel Yayıncılık</i>		<i>Can yayınları</i>		<i>Doğan Kitap</i>	
	<i>Writer</i>	<i>Book</i>	<i>Writer</i>	<i>Book</i>	<i>Writer</i>	<i>Book</i>	<i>Writer</i>	<i>Book</i>
1	Hatice Meryem	İnsan Kısım Kısım Yer	Esra Pekin	Bir Katilin Tükenez Kalemi	Feride Çiçekoğlu	Uçurtmayı Vurmasınlar	Gülşah Elikbank	Aşklar Gece Ölü-
2	Burçin Tetik	Annemin Kaburgası	Berrin Karakaş	Çukur	Adnan Binyazar	Ölümün Gölgesi Yok	Nilgün Öneş	Ağlamak Yok-
3	İlhami Algör	Fakat Müzeyyen Bu derin	Deniz Gezgin	Yer Kuşağı	Selim Bektaş	Ve Diğer Kutsal Şeyler	Zafer Köse	Neydi O Gelecek Bayramlar
4	Barış Bıçakçı	Bir Süre Yere Paralel	Birgül Özcan	Ev Anası	Hamdi Koç	Çiçeklerin Tanrısı	Günhan Kuşkanat	Aşk Bir Kar Tanesi
5	Şule Gürbüz	Kambur	Esra Pekin	Babaanne min Usturası	Ferzan Özpetek	Bir Nefes Gibi	Tarık Tufan	Kaybolan

As seen in the Table 1 20 book blurbs were included into the study five of which belong to a publishing house respectively. The corpus of the study consisted of nearly 3000 words and the items were analyzed manually through close and purposeful readings by the researcher. In other words, the texts were read several times and lexico-grammatical features were selected for discussion.

As for a corpus based linguistic study which requires dealing with computerized sets of data, the data organization is equally important. MacMullen (2003:4) states, “there is a need for consciously created and organized collections of data and information that can be

used to evaluate the performance and effectiveness of knowledge discovery tools.” He highlights the significance of this data creation process by stating that “all corpora need to be “designed” to a certain extent in order to be useful and valid (2003:12)” indicating the testability and relevance of the data. In parallel to this, Atkins et al (1991:13) note that “a corpus is a body of text assembled according to explicit design criteria for a specific purpose, and therefore the rich variety of corpora reflects the diversity of their designers' objectives.”

Biber et al (1998:246) for instance, emphasize the fact that “representativeness of a corpus determines the kinds of research questions that can be addressed and the generalizability of the results of the research” underlining the size and the content of a corpus. However, very large corpora may not be more representative. MacMullen (2003: 14) states that “a corpus must be large enough to yield statistically significant results” while Biber et al (1998: 249) say that “size cannot make up for lack of diversity.” Biber (1994) suggests that “there is no possible way to evaluate the adequacy or representativeness of a corpus” as “there is no well-defined conception of what the sample is intended to represent.” Thus, according to him, “representativeness depends on a prior full definition of the population that the sample is intended to represent.”

As it can be inferred, the size of a corpus is another significant parameter. Hunston (2006) states the compilation of a corpus “is a key step in the study of languages.” As aforementioned representativeness, size, sample and diversity are basic elements in a strict corpus design. Caruso et al. (2014) offer a statistical formula to calculate the necessary number of tokens that should be available in a corpus. In the same vein it can be claimed that the bigger the size of a corpus is the more representative data it can present.

4. Data Analysis

Depending on such discussions, the corpus of the study was compiled by using different writers as well as different publishing houses to be representative enough. For similar intentions, the blurbs were chosen from the same genre, novels from modern Turkish literature. To decode the poetic function of the texts, sentences and word preferences were analyzed in detail. According to Jakobson (1958: 2) the poetic function of a text is what encodes the meaning or, in other words, the intended message of a particular text. Exemplifying this point of view, Halliday's (1971) study can be considered as a good example in terms of analyzing lexico-grammatical features and their discursive influence on creating the meaning. He analyzed the use of transitive and intransitive verbs in William Golding's work, *The Inheritors*, where he showed how the ability of using transitive or intransitive verbs in a Neanderthal tribe affected their evolution.

In sum, linguistic features encode the meaning or the message in a text and for a linguistic analysis these items should be decoded. Therefore, this study intends to find out the move structure of book blurbs to show their communicative purpose in terms of a promotional genre and underline the discursive features hidden in texts for a specific purpose.

5. Results and Discussion

According to Bhatia (1993) the most significant qualification which defines the nature of a genre is the communicative purpose encoded in the discourse of the text. Swales (1990: 10), for instance underlines the importance of this issue and suggests that “It is communicative purpose that derives the language activities of the discourse community... operates as the primary determinant of task.” As it can be inferred, communicative purpose is a key element in the analysis of genres and it is highlighted in the rhetorical aspects of the genre structure. Furthermore, the use of specific linguistic features can also underline the communicative purpose of a genre.

In this present study on book blurbs, both the rhetorical structure of the blurbs in the corpus and linguistic features available show that these two notions are relevant. In other words, the most prominent communicative purpose in book blurbs is to promote books and persuade its possible buyers by providing both compliments and positive evaluations to give information. Additionally, some certain strategies are used to fulfil this purpose in the related texts. Hence, one can claim that book blurbs can be considered as specific genres which have their own communicative purposes, rhetorical organizations and linguistic features. The analysis of blurbs in this study had a two-phased approach. In the first phase, the cognitive move structure of blurbs was decoded and in the second part, the rhetorical conventions were discussed in relation to the communicative purpose of the related texts.

5.1. Cognitive Move Structure in Blurbs

Cognitive move structure aims at deciding on the global move strategies that show the regularities between genres. Therefore, the identification of organization in a text is significant to find out the rationale behind the text.

Bhatia (1993) suggests that writers of a specific genre seem to be fairly consistent in the way they organize the text to send their message and assumptions in a coherent way. In other words, there is a strict cognitive structure in such texts to be clear and communicative enough. In terms of cognitive move structure of blurbs in the current study three major moves with specific purposes can be seen:

Move 1: Representation of the content

Move 2: Appreciation of the product.

Move 3: By-line

5.1.1. Move 1: Representation of the Content

In this study, representation of the content move is seen as the obligatory element in the corpus of the study. This move is linked with the so-called summary of the story which gives some clues about the content, characters or the plot of the book. Here in this move, the samples of the study include an intentionally chosen part from the text which is considered to be the most representative part of the text in terms of the authorial style as well as the context of the book. Accordingly, it can be suggested that this part mainly describes the book and consists of literary representations of the book as in the following examples;

Kozluk, işsiz, güçsüz, çulsuz, uğursuz, arsız, hırsız, fakirin fukaranın, itin kopuğun, sefilin baldırı çıplağın yurt tuttuğu bir yer. (İnsan Kısım Kısım Yer Damar Damar- Hatice Meryem)

“Kozluk is a place where the idle, the drunkard, the bad-tempered, the thief, the poor, the wretched settled in.”

Hikâyeye göre adam, kadını çok seviyor, sevdiğe ruhu büyüyor, eve sığmıyor... Bülbülün çilesi, yazarın zulası... İnceden sarma bir sigara, inceden bir bardak... Jak Danyel isimli bir şişe, Hicran isimli bir yara, tuhaf isimli bir roman. Kafamız iyi, açmayın kapağı, biz böyle iyiyiz. (Fakat Müzeyyen Bu derin bir tutku- İlhami Algör)

“According to the story, the man loves the woman very much, his soul grows as he loves it, it does not fit into the house ... The nightingale's ordeal, the writer's cache ... A thin cigarette, a thin glass ... A bottle named Jak Danyel, a wound named Hicran, a strangely named novel. We are high, don't open the lid, we're fine like that.”

Burnun büyüdü mü İnci? Hani Pinokyo'nunki gibi... Sen anlatmıştın, Pinokyo diye bir kukla varmış. Yalan söyleyince burnu uzuyormuş. Yalan söylersen senin de burnun büyü demiştin bana. Sen de yalan söyledin. (Uçurtmayı Vurmasınlar- Feride Çiçekoğlu)

“Did your nose get bigger, İnci? Like Pinocchio's ... You told me, there was a puppet called Pinocchio. His nose got longer when he lied. You said to me that if you lie, your nose will grow too. You also lied.”

Son bölümü eksik bir kutsal kitap, tren yolculuğu ve karmakarışık ilişkiler. Veysel Zebub, Şey'i tamamlamak için çıktığı yol boyunca kutsal şeyler görüyor, yaşıyor ve yazıyor. (Ve Diğer Kutsal Şeyler- Selim Bektaş)

“The last chapter is an incomplete scripture, train journey, and chaotic relationships. Veysel Zebub sees, lives and writes sacred things along the way he sets out to complete the Thing.”

5.1.2. Move 2: Appreciation of the Product

Together with the representation of the content move where the ideas about the content of the book are implied, in this move called appreciation of the product, the main aim is to evaluate the book with a positive emphasis. This positive implication or compliment is sometimes linked with another person who is known as an authority in the field. In other words the publishing house benefits from the remarks of a well-known person to persuade the potential reader. The purpose of these short reviews is to evaluate the book as well as recommending it by highlighting its qualities and the authorial talent of its writer. However, it should be noted that in the excerpts used in this current study the positive comments about the books mostly belong to the publishing house itself. Still, there are some examples where the comments of another literary expert are also included. Therefore, evaluative language is a very dominant aspect of this move. Some examples of this move are as follows;

Çiçeklerin Tanrısı, “Yaşayan en güzel kadından da güzel bir kadın” ile belki de en yalnız şairin aşkını anlatıyor.” (Çiçeklerin Tanrısı- Hamdi Koç)

“Çiçeklerin Tanrısı tells the love of perhaps the loneliest poet with "a woman who is even more beautiful than the most beautiful woman alive".

Kaybolmanın döngüsüne sıkışmış bir adam ve iki kadın. Kendilerini bulabilmek için çıkışı ararlarken ödeyecekleri bedel gitgide büyüyor.(Kaybolan- Tarık Tufan)

“A man and two women stuck in the cycle of disappearing. The price they will pay as they seek the exit to find themselves is getting bigger and bigger.”

Babaannemin Usturası tüm bu soruların cevabını arayan iki kişinin hikâyesini anlatıyor; Esra Pekin'in kendine has diliyle, sinema ve müzikle yoğrulmuş anlatısı sürpriz sonuyla okuru derinden etkileyecek... (Babaannemin Usturası- Esra Pekin)

“Babaannemin Usturası tells the story of two people seeking answers to all these questions; Esra Pekin's narrative, blended with cinema and music, will deeply impress the reader with her unique language.”

“Zafer Köse, Neydi O Gelecek Bayramlar'da yitirdiklerimizi ve hâlâ önümüzde uzanan umutları neşesini kaybetmeyen bir hüznle anlatmış. Zeynep'in yılları gibi akıp giden, sorgulayıcı, keyifli,okunması gereken bir roman.” Zülfü Livaneli (Neydi O Gelecek Bayramlar- Zafer Köse)

“Zafer Köse, in "Neydi o Gelecek Bayramlar" has told what we lost and hope that lays in front of us with a sorrow without losing its joy. A novel flowing just like Zeynep's years, which is questioning and enjoyable, it should be read." Zülfü Livaneli”

5.1.3. Move 3: By-line

By-line part is another significant move in the excerpts of the corpus of this study. The name by-line suggests that this part inevitably includes the name of the writer and some compliments referring to the professional background of the writer as well as her/his other publications, awards, style and some significant details about her/his life. The reason why this study calls this move as by-line is that the term is mainly used in media texts suggesting the idea that the writer puts her/his name at the very bottom of her/his article, essay etc. It should be noted that, including the author's name is not the only characteristic of this move, but it also shows some positive remarks too. Therefore, appreciation of the product move and by-line move are sometimes interconnected and interrelated. In other words, the appreciation of the author is sometimes given in the appreciation of the product move and it is sometimes given in a different move which is called as By-line in this study. Some potential examples are listed below;

Belleklerimize kazınmış pek çok ünlü dizinin senaryo yazarı, grafik tasarımcı Nilgün Öneş, Ağlamak Yok!'ta içe dokunan bir hikâye anlatıyor bize. Son sayfasını kapattığımız anda özlemeye başladığımız bir kahraman yaratıyor. Sahici duyguları olan, bizde de sahici duygular uyandıran bir roman... (Ağlamak Yok- Nilgün Öneş)

“Nilgün Öneş, the screenwriter and graphic designer of many famous TV series engraved in our memories, tells us a touching story in Ağlamak Yok! She creates a hero that we start to miss as soon as we close its last page. A novel with genuine emotions and arousing genuine feelings in us ...”

Gülşah Elikbank'tan henüz çocukken kalpten alınan yaralara, o yaraların yol açtığı yanlış kararlara ve şefkatin değmediği hayatlara uzanan etkileyici bir roman. “Vaktinde tutulmayan her matem yüreğinize geri döner” diyen Elikbank, aşkın iyileştirici gücüne ışık tutan, sarsıcı bir sevda hikâyesiyle çıkıyor okurun karşısına. (Aşıklar Gece Ölür- Gülşah Elikbank)

“It is an impressive novel that stretches from Gülşah Elikbank to the wounds taken from the heart when she was a child, to the wrong decisions caused by those wounds, and to lives where compassion is not worth it. Elikbank, who says “Any mourning that is not kept in time, returns to your heart”, appears before the reader with a shocking love story that sheds light on the healing power of love.”

Adnan Binyazar'a 2005 Orhan Kemal Roman Armağanı'nı ve 2011 Ebubekir Hazım Tepeyran Ödülü'nü getiren Ölümün Gölgesi Yok, sevgiyi, aşkı, tutkuyu ve bunların ardından gelen yoğun acıyı ölümsüz kılan bir kitap. (Ölümün Gölgesi Yok- Adnan Binyazar)

“Bringing Adnan Binyazar the 2005 Orhan Kemal Novel Gift and the 2011 Ebubekir Hazım Tepeyran Prize, Ölümün Gölgesi Yok is a book that makes sympathy, love, passion and the intense pain that comes after them immortal.”

Table 2 below shows the statistical findings regarding the move structure of blurbs used in this study.

Table 2: *Cognitive moves in book blurbs*

Move Name	Number	Frequency	Percentage
Representation of the content	20	20	%100
Appreciation of the product	20	16	%80
By-line	20	17	%85

In short, the blurbs in the corpus of this study shows that there are 3 cognitive moves employed by the publishing houses and these moves are called as representation of the content, appreciation of the product and by-line respectively. The first move concerns the description of book by referring its content-related features like characters, setting or plot while the second cognitive move includes compliments about its positive aspects to imply the fact that it is worth buying. The last move mainly mentions the name of the writer together with her/his previous achievements and praises her/his authorial style. It should be kept in mind that these moves are not available in a strict order in blurbs. Their order might change or they might be provided interrelatedly. For instance, in some blurbs by-line move is used first while in others representation section comes first. On the other hand, although in some blurbs there are two moves on the surface structure of the text, these blurbs employ by-line and appreciation moves interrelatedly. However, in each blurb it is possible to see these moves as a basic feature of the genre.

As seen in Table 2 above, the representation move seems as the obligatory element of a blurb (f: 20; %100). This is plausible because the main aim is to sell the text itself and it is reasonable to present a very concrete sample of it to affect the customer. This move employs the very core example of the whole text with respect to the literary style of the author and her/ his narrative abilities. In this sense, the name of some characters,

description of the time and setting of the story and some rhetorical questions are employed in this part. It should also be mentioned that, this part is organized with cooperation between the editors and the authors themselves. To get an idea about the organization of blurbs, the researcher asked the publishing houses about the process of the preparation of blurbs and the related departments of the companies replied that such texts are generally organized by the editors but such quotations are determined by the authors.

Appreciation of the product move, on the other hand, is another move where positive remarks of either the publication house editors or other authorities are employed to arouse curiosity. Apart from describing the text itself, which is mainly done in the representation of the content move, the central focus of this move is to convince the reader about the quality of the book through exaggerated compliments or commentaries. Such positive remarks are also included into the by-line move which sometimes reduces the number of moves. Still, many of the blurbs employed here included this move (f: 16; %80)

As for the by-line move, it is the second most frequent move (f: 17; %85) in blurbs where the name of the writer is mentioned sometimes referring to her/his previous works or successes. Although this move is observed mostly in the third place, in some blurbs it is employed as the first move. The main aim here is to introduce the writer who is the creator of the product and praise her/him. In this sense, the appreciation of the product move and by-line move show similar characteristics. Both include compliments and positive remarks, comparative and superlative adjectives, relative clause constructions and hyperboles together with puns to indicate this positivity.

Table 3: *Cognitive moves in a book blurb*

Move 1 Representation of the content	Burası size layık değil. Burası Allah'ın sadece unuttuğu değil aynı zamanda ilelebet defterden sildiği bir yer. Kimsenin gelip sizi rahatsız etmeyeceği bir yer istiyorsanız ben size bulurum, hatta buldum bile, dün gece bunu düşündüm. Her şey hazır. Ben de hazırım. Size ben bakarım. Ben bakacağım. Ne Lale'nin, ne babasının, ne kocasının, hiç kimsenin sizi, bizi, rahatsız etmemesini sağlayacağım. Ben de rahatsız etmeyeceğim sizi, soru sormayacağım, sizi seveceğim ama aşık olmuş numarası yapmayacağım. Madem öleceksiniz, adam gibi öleceksiniz. Bunu sağlayacağım.	This place is not worthy of you. This is a place that God not only forgot but also erased from the notebook forever. If you want a place where no one will come and bother you, I will find it for you, I even found it, I thought about it last night. Everything is ready. I am ready too. I'll take care of you. I will look. I will make sure that neither Lale, nor her father, nor her husband, nobody bother you, us. I will not bother you either, I will not ask questions, I will love you but I will not pretend to be in love. If you will die, you will die like a man. I will provide this.
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Move 2 Appreciation of the product	Çiçeklerin Tanrısı, “Yaşayan en güzel kadından da güzel bir kadın” ile belki de en yalnız şairin aşkını anlatıyor. “Yaşayan en güzel kadın” ölümcül bir hastalığa yakalanmıştır. Günlük hayatın yüzeyselliğinden kaçan, sadece serasında, çiçeklerinin arasında nefes alabilen şair ise, her şeye karşın yalnızlığından sıyrılıp tutkusunu sahiplenmeye, sevdiği kadını yaşatmak için elinden geleni yapmaya karar verir.	Çiçeklerin Tanrısı tells the love of perhaps the loneliest poet with "a woman who is even more beautiful than the most beautiful woman alive". "The most beautiful woman alive" has a fatal disease. The poet, who escapes from the superficiality of daily life and can breathe only in his greenhouse, among his flowers, nevertheless decides to get rid of his loneliness and embrace his passion and do his best to keep the woman he loves alive.
Move 2 Appreciation of the product Move 3 By-line	Hamdi Koç aşk, cinsellik ve ölümün iç içe geçtiği, kadın ve erkek arasındaki en temel bağların sorgulandığı sıra dışı bir hikaye anlatıyor.	Hamdi Koç tells an extraordinary story in which love, sexuality and death are intertwined and the most basic ties between men and women are questioned.

Table 3 shows these three moves in a particular book blurb which includes representation of the content, appreciation of the product and by-line moves in order. As stated before, these moves may not be employed in the same order in each blurb. However, the significant point here is not to find a strict order in terms of cognitive moves but their availability in regard to promotional communicative purpose and persuasive language strategies.

5.2. Lexico-grammatical Features and Rhetorical Elements in Blurbs

As mentioned before, the communicative purpose of book blurbs is to promote books to attract the attention of possible readers. In this sense, they include so many linguistic elements in terms of persuasive language to, as the saying goes; get the customer to buy the book by emphasizing and praising its qualities as well as its writer. These elements can be exemplified as follows;

5.2.1. Compliments

Compliments are probably the most dominant feature of book blurbs suitable to their communicative purpose. As the aim is to sell the product, the seller should praise its product. This idea can easily be seen in each blurb and such compliments are constructed

by using positive adjectives which evaluate the book's content and superlative forms as well as relative clause constructions to imply its quality. Some examples are as follows;

O meşhur şarkıdaki gibi, gökkuşağının üzerinde bir yerde, ta yukarıda...

"Like in that famous song, somewhere above the rainbow, far above ..."

alelacayıp aşkların ve oyunbazlığın, hüzünlü dolambaçların yazarı.

"the author of mischievous loves and playfulness, sad meanders."

"Barış Bıçakçı'nın dingin, gösterişsiz, suskusundan güç alan öykülerinin son zamanlarda okuduğum en güzel öyküler arasında olduğunu söyleyebilirim.

"I can say that Barış Bıçakçı's quiet, unpretentious stories, which are strengthened by its silence are among the most beautiful stories I have read recently.

Olgun bir yazarın elinden çıkmış, acemiliği, sakarlığı olmayan, olgun bir metindi.

"It was a mature text by a mature writer, with no clumsiness or inexperience."

Yalnızca okurun sürekli ilgisi nedeniyle değil, yalınlığı, içtenliği ve evrenselliğiyle de...

"Not only because of the reader's constant interest, but also because of its simplicity, sincerity and universality."

Çiçeklerin Tanrısı, "Yaşayan en güzel kadından da güzel bir kadın" ile belki de en yalnız şairin aşkını anlatıyor.

"Çiçeklerin Tanrısı tells the love of perhaps the loneliest poet with "a woman who is even more beautiful than the most beautiful woman alive".

There are excerpts which simply underline the previous works or awards won by the book as a guarantee of its quality. Such excerpts also include positive adjectives and relative clause constructions to give information as in the following examples:

Lilith ve Babaannemin Usturası isimli kitaplarıyla okurların beğenisini kazanan, özgün üslubuyla beklenti yaratan Esra Pekin'in yeni romanı

"Esra Pekin's new novel, who won the readers' appreciation with her books Lilith and Babaannemin Usturası and created anticipation with her original style."

İlk romanı Ahraz'la dikkatleri üzerine toplayan Deniz Gezgin'den

"From Deniz Gezgin, who drew attention with her first novel Ahraz"

İlk basımı 1986 yılında yapılan Uçurtmayı Vurmasınlar, çağdaş Türk edebiyatına damgasını vurmuş romanlardan biri.

First published in 1986, Uçurtmayı Vurmasınlar is one of the novels that left its mark on contemporary Turkish literature.

Adnan Binyazar'a 2005 Orhan Kemal Roman Armağanı'nı ve 2011 Ebubekir Hazım Tepeyran Ödülü'nü getiren Ölümün Gölgesi Yok

"Ölümün Gölgesi Yok that brought Adnan Binyazar the 2005 Orhan Kemal Novel Prize and the 2011 Ebubekir Hazım Tepeyran Award"

5.2.2. Ellipsis

Blurbs, especially in representation of the content move and appreciation of the product move, tend to use elliptical syntactic patterns, especially in nonverbal sentences. The aim here is to impact the reader and attract his/her attention. By doing this, blurbs turn out to be readable, interesting and striking as they are simple and short it becomes easier to catch the reader's attention. In literature, non-verbal sentences or elliptical sentences are frequently used to raise the effectiveness of the text. Such sentences are more remarkable than longer ones and they create a kind of slogan-like structures to be catchy.

Carter et al. (1997: 211) state that ellipsis can be used deliberately to create an illusion of closeness [...]. Elliptical sentences function as a binding factor because they are used as a link between the writer and reader and they strengthen the relationship between them. The case is also similar in advertising, where the effectiveness of the message is based on the decoding by the receiver. In other words, in terms of poetic function of a text elliptical sentences are useful to encode the intentional meaning. As the corpus of this study is consisted of novels, a literary genre, it is not surprising to find such elements in blurbs. Some examples of elliptical sentences are as follows;

Bülbülün çilesi, yazarın zulası... İnceden sarma bir sigara, inceden bir bardak...

“The nightingale's ordeal; the author's stash ... A thinly wrapped cigarette, a thin glass ...”

Bir intiharın çevresinde, insanlar...

O kızın intiharıyla birbirlerine yaklaşan...

Kendi içlerine ve geçmişe dalan...

Onu kaybetmenin acısıyla başka sevdiklerine eğilen...

“Around a suicide, people ...

Approaching each other with the suicide of that girl...

Plunge into themselves and into the past...

Tending to other loved ones with the pain of losing him ...”

Lucien'i ve onun delicesine âşık olduğu mavi gözlü kızı...

Lucien and her blue-eyed daughter that she is madly in love with ...

Sahici duyguları olan, bizde de sahici duygular uyandıran bir roman...

A novel with genuine emotions and arousing genuine feelings in us ...

5.2.3. Imperatives and Necessity

Another characteristic feature employed in blurbs is the use of imperative sentences or necessity models which highlights the product as a requirement. This idea can also be found in advertisements. Gea-Valor (2005) suggest that by using the imperative constructions, the persuasive function of the blurb is made clear since it is used to address the potential customer in a direct way. In this sense, the imperative form plays the function of an invitation or recommendation. It cannot be considered as a command or an

imposition. However, when it comes to the corpus of this current study, the examples of this element are rare.

Zeynep'in yılları gibi akıp giden, sorgulayıcı, keyifli, okunması gereken bir roman.

"It is a novel that flows like Zeynep's years, is questioning, enjoyable and should be read."

Ne anlattığı sanki önemli değilmiş, ama anlatım biçimi ve diliyle de sıradanmış gibi görünüyorsa size, okuma alışkanlıklarınızı adam akıllı gözden geçirmeniz gerekir.

"If what she's telling doesn't seem to matter, but her way of expression and language seems ordinary to you, you need to review your reading habits in a smart way."

5.2.4. Quoted Elements

Another significant strategy used in book blurbs is to present some significant quotations from the related text in terms of rhetorical conventions. The main aim here is to attract the readers' attention and give some clues about the authorial style of the author as well as the content of the book. These quoted parts are chosen among the parts which are considered as literary and intriguing. Any potential buyer who has a look at these specific passages gets some insights about the authorial capacity of the writer and the attractiveness of the story. In these quotations there are mainly some poetic, slogan-like sentences or aphorisms to be catchy. Some relevant examples are listed below;

... hayat bir nefes gibi akıp gidiyor. Ve geride yalnızca, isteyip de yapamadıklarımızın özlemiyle, bizi biz yapan tüm yaşanmışlıkların farkındalığı kalıyor. (Bir Nefes Gibi-Ferzan Özpetek)

"... Life flows like a breath. And only the awareness of all the experiences that make us who we are, with the longing for what we wanted but couldn't do."

"Kendinebir hayat edinmen gerekiyordu. Edindin. Edindiğin hayata tahammül gösterebileceğini sanmıştın. Yanılmışsın." (Babaannemin Usturası- Esra Pekin)

"You had to get a life for yourself. You got it. You thought you could put up with the life you had. You were wrong. "

Utanmayı bir kenara bırakıp gerçeği itiraf ettiğim bugün bile hâlâ kendi hayatımı değil, başkalarının hayatını yaşıyorum. Fason hayat. (Kaybolan- Tarık Tufan)

"Even today, where I put aside embarrassment and confess the truth, I still live the lives of others, not my own. Outsourcing life."

Bazı insanlar susar. Söylemedikleri bütün o nefessiz –kendine yasaklı– kelimeler, içlerinde yalnız onların bildiği bir boşlukta asılı kalır. Ne etsen çıkmaz. (Aşk Bir Kar Tanesi-Günhan Kuşkanat)

"Some people keep quiet. All those breathless words that they don't say — forbidden to themselves — hang in a vacuum that only they know. They do not come out no matter what you do."

5.2.5. Rhetorical Questions

Questions or interrogative formed sentences are also very dominant in book blurbs. These questions are mostly used as curiosity arousers about the text. The main aim of questions is to lead the reader to think about the probable answers and wonder how the given issue is resolved by the writer in the related text. This curiosity is created to support the communicative purpose of the blurb which is to promote the product. These curiosity arousing questions can be exemplified as follows;

Yoksa geçmişteki o hayat, Zeynep'in hayalinde yaşattığı gibi değil midir? Sonradan yazdığı günlükleriyle kendini mi kandırmaktadır? (Neydi O Gelecek Bayramlar- Zafer Köse)

“Or is that life in the past not like Zeynep's dream? Is he deceiving himself with the diaries he wrote later?”

Beni ben yapan bir öz var mıydı sahi? Bedenim, sesim, dilim, evim dediğim yer değişmişti ya, başka bir insan mı olmuştum artık? (Annemin Kaburgası- Burçin Tetik)

“Was there an essence that made me who I am? My body, my voice, my language, the place I call home had changed; did I become another person now?”

...kadim bir sorunun cevabını arıyor: maktul kim, katil kim? (Bir Katilin Tükenmez Kalemi- Esra Pekin)

“... Looking for an answer to an ancient question: who is the victim, who is the murderer?”

Ayakların altında olduğu rivayet edilen cennet ile burnumuzun dibindeki sahici cinnet arasındaki mesafe nedir? (Ev Anası- Birgül Özcan)

“What is the distance between Paradise, which is rumored to be under our feet, and the genuine insanity right under our noses?”

6. Conclusion

In this study which tries to employ a genre analysis perspective, book blurbs are taken into account to find out if these short texts could be seen as a specific genre with their particular characteristics. The findings of the study show that book blurbs are one of the types of promotional genres where the main purpose is to promote a service or a product. In this regard, publishing houses present published books as a product which needs a kind of advertisement for prospective customers and convince them about the quality of the product. To this end, the linguistic features used in blurbs are clearly in line with the language used in other promotional genres like advertisements. Thus, it can be stated that the communicative purpose in book blurbs is to promote the book to sell it.

Additionally, there seems a specific cognitive move structure in blurbs which is quite strictly designed by the publishers. According to this, three different moves are used in blurbs. Of these moves, representation of the content move is seen obligatory. Although the other two moves, namely appreciation of the product and by-line, are mostly employed in the corpus samples of the current study, they are sometimes presented interrelatedly. Therefore, the frequency of these moves is a bit lower than the first move. However, this

does not mean that these moves are totally absent in blurbs. Contrarily, they are interdependently available.

When it comes to the lexico-grammatical and rhetorical features employed in blurbs, it is apparent that compliments, elliptical sentences, rhetorical questions, adjectival phrases and quoted elements, relative clause constructions, hyperboles and puns are frequently used to convey the message encoded in this very specific text type.

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Kashmiris in Lockdown: A Comparative Discursive Analysis of Pakistani and Indian E-Newspaper Headlines

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Abstract

Headlines carry both explicit and implicit messages and let their readers decode the message given therein. This research studies the e-newspapers' headlines related to post curfew imposition in Jammu and Kashmir in The News and Times of India of Pakistani and Indian E-Newspapers, respectively. The researcher has studied the headlines during the reportage of initial two months of curfew imposition that is from 5th August 2019 to 5th October 2019. The study focuses on speech acts predominantly used and language choices in the e-newspapers. The researcher has applied the Taylor model of Speech Act Theory by Searle (1969) and Agenda Setting Theory (1972) by Maxwell McCombs and Donald Shaw on the selected e-newspapers headlines. The findings have revealed that both e-newspapers have used mixed illocutionary speech acts but Assertive speech acts are the dominant one to narrate their views. Both the e-newspapers have varied stances in portrayal of Kashmir promoting their own ideologies using wide range of linguistic devices such as type of sentences, adjectives, verbs, modal verbs, active and passive voice etc. The linguistic devices have played a significant role in decoding the message given in the headlines and understanding the respective state agenda. The newspapers, on ethical grounds, must try to delineate the communicative events objectively in order to promote truth in the world.

1. Introduction

For more than seventy years, Kashmir has been a controversial issue between Pakistan and India. And role of media regarding Jammu and Kashmir strife cannot be disregarded. Media has consistently been a significant component in conflicts of each nature and power. It has developed as a predominant and cardinal factor in the formation of contentions and conflicts, managing and confounding them and finally deciding the fate of nations. And its significance in this regard is surpassing the limits. The leaders and pioneers of the world are progressively utilizing the media to pass on messages to various audiences and assemble support for their international strategy plans and agendas. Kashmir issue has started with the exit of the Britishers from the subcontinent since 1947. And it has remained as an area of international conflict between the two nuclear-armed nations of the South Asia. Media as per its duty in representing conflict zone has also played its significant role in highlighting Kashmir issue in terms of human rights, curfews, strikes, brutal killings and representing public sentiments. The curfew in Jammu and Kashmir is the biggest problem faced by Kashmiri people. It has been imposed off and on since the beginning of this conflict. During curfew mobile phones, landlines and internet services remain curbed throughout the region. Now, it has been prolonged for a period of more than one year.

There are many languages in the world that are being spoken and the very purpose of the language is to communicate. There have been different researches done to study the human language and the main domain in which the language is being studied is called Linguistics. As it is a main domain so, it covers sub-fields such as sociolinguistics, psycholinguistics, syntax, semantics, pragmatics, phonetics and phonology etc. Each subfield studies the language differently and separately. The language is the only way to communicate with each other and every language is the representative of its own social, cultural, political and ideological backgrounds. The language not only communicates thoughts and ideas but also build cultural, political and social ties. Its function is to provide information, convey feelings and emotions and, to give orders and commands and, to do requests. There are many means of communication but one of the most important of them is newspapers/ e-newspapers. They serve best to their purpose that is they keep aware their readers and public of the happenings of the world around them. It is because newspapers are easily accessible, cheaper and reliable too. Newspapers build the bridge between the government and the public. Newspaper headlines use the language linguistically in order to influence the mind of the readers. But the whole message is not conveyed directly but indirectly as well. This means the language contains dual meaning that is one apparent and other as hidden; explicit and implicit respectively. To understand the surface and deep meanings, there is subfield of linguistics known as Pragmatics. The most important work in Pragmatics is The Speech Act Theory proposed by Austin and then by Searle (1969). These theories help to understand the language with its surface and deeper meanings with the help of categorization of different speech acts.

The researchers have done comparative study of Pakistani and Indian e-newspapers to investigate and understand how both media play their parts to create the understanding of the Kashmir issue especially after the curfew imposition in Jammu and Kashmir and how this issue has been portrayed in both nations' e- newspapers. And what linguistic devices they choose to depict the headlines in the newspapers.

1.1. Purpose of the Study

The current study spells out the role played by the respective media in covering the Kashmir curfew. It shows the portrayal of Kashmir issue regarding curfew in different media. It shows how media build its public opinions according to the country's foreign policy. It also let readers know how the media of both nations play the blame game making rival country responsible for the conflict. It is helpful for the news reporters for understanding the depiction of Jammu and Kashmir strife pragmatically and linguistically in both nations' e-newspapers.

1.2. Research Questions

- i. Which types of speech acts are predominant in Pakistani and Indian e-newspaper headlines covering the Kashmir curfew issue?
- ii. What are the linguistic differences in the e-newspaper headlines of the two nations?

2. Literature Review

Al-Hindawi and Ali (2018) investigated the types of speech acts in CNN and BBC news headlines representing Syrian conflict during the period of September, 2015 to May, 2016. The results revealed that in CNN news channel the use of commissive speech acts and in BBC news channel the use of expressive were dominant. Lodhi, et al. (2019) did the textual and rhetorical analysis of Urdu and English Newspapers. They found that different newspapers use different linguistic devices and discursive markers. The reason behind the use of such techniques was to create sympathy, environment, and amusement and to attract the readers' mind. They found that news headlines "increase or decrease news worthiness of any incident or event."

A research was carried out on speech act analysis of newspaper editorials on Kashmir issue by Mushtaq (2018) where she figured out the speech acts and their prototypes in five Pakistani newspapers editorials of The Dawn and The News. It was seen that the representatives were used more frequently but some use of commissives were also found (Mushtaq, 2018). Al-Saedi and Jabber (2020) conducted pragmatic study of the newspaper headlines in the media discourse. They analysed Searle's Taxonomy of Speech Acts and applied it to Iraqi newspaper headlines. The most prominent and common speech acts were expressives and declaratives. And the purpose behind this was to express feelings of achievement of victory and liberation among the readers. Same study was done by Abba, A. Olakunle and Musa (2015) studied newspaper headlines on Boko Haram attacks in the Daily Trust newspaper. They found that all types of speech acts were used but assertive speech acts as dominant one. They concluded that the headlines in the Daily Trust as perceived by the readers were not frightening, threatening and advising. Rustam (2013) carried out a research on the headlines of CNN news channel covering the reports of political unrest and crisis in Pakistan. He, using the speech act theory, analysed the headlines pragmatically and linguistically.

Olamide and Segun (2014) did research on the Editorial Comments of TELL magazine of Nigeria through the lens of the Searle's speech act theory. The four editions of the TELL

Magazines were selected to analyse pragmatically. The findings revealed that editorial comments were rich in meanings and they influenced a long way to the perception of the readers and encouraged the readers to always read the news. Saddiqa and Yousafzai (2019) did comparative study of Kashmir conflict coverage in Indian and Pakistani press. Through the content analysis they found out the differences in the prominence of peace and war frames in The Nation and Dawn from Pakistani press and English Daily and Times of India from the Indian press.

The present study will do the comparative analysis of Pakistani and Indian e newspapers headlines during the lockdown in Kashmir by using the Searle's speech act theory. It is similar to studies; Mushataq (2018), Al-Saedi and Jabber (2020), Olamide and Segun (2014) for using same theoretical framework. Also, it is similar to Saddiqa and Yousafzai (2019) in perspective of doing comparative analysis of Pakistani and Indian e-newspapers on the Kashmir issue.

3. Research Methodology

The study is a descriptive research following two types of methodologies that are qualitative and quantitative research. The quantitative method is used for representation of the types of speech acts found in the selected e-newspapers headlines in the form of table and for drawing comparison between them. The qualitative method is used for the interpretation and analysis of the table and for describing the linguistic choices used in the headlines of each e-newspaper. Descriptive research is a method that studies the characteristics of the population. It focuses on 'what' than 'why' of the research subject. (*Descriptive Research: Definition, Characteristics, Methods, Examples and Advantages*, n.d.). The study follows the Taylor Model of Agenda Setting Theory (1972) and Searle's Speech Act Theory (1969). The Agenda Setting Theory was developed by Maxwell McCombs and Donald Shaw in 1968 in American Presidential elections. It is a social science theory that makes to attempt predictions. The theory suggests that media has a great influence on the audience by inculcating what they should think instead of what they usually think. The Agenda-Setting Theory rests on two basic assumptions: Firstly, the media do not directly reflect stories in the newspaper rather shapes and filters it to make its audience see what they want them to see. Secondly, the public gives more importance to the issues to which media pays more attention.

There are three types of agenda setting:

- i. Public agenda setting: when the public determines the agenda for which stories are considered important.
- ii. Media agenda setting: when the media determines the agenda for which stories are considered important.
- iii. Policy agenda setting: when both the public and media agendas influence the decisions of public policy makers. (*The Agenda-Setting Theory in Mass Communication*, 2018).

But the current study mainly focuses on second type of agenda setting that is 'media agenda setting.' The Speech act theory is a subfield of pragmatics which studies that words not only give information but are also responsible for carrying out the actions. It was first

introduced by philosopher J.L. Austin and further developed by American philosopher J.R. Searle, the student of Austin. Searle pointed out the shortcomings in Austin's work and proposed a new Speech Act Theory. Searle (1969) focuses on examining the Illocutionary Acts and its types. Searle describes Speech Acts as the 'minimal unit of linguistic communication' (p.16). Searle and Vanderveken (1985) said that the illocutionary acts are the basic unit of human linguistic communication (p. 1). This includes apologies, statements, promises and commands. This theory is considered as a way to understand human communication better. According to Searle, illocutionary speech acts are categorized into five kinds with specific prototypes. These are:

- a. **Assertives** – Utterances that commit the speaker to express truth proposition. For Example: statements.
- b. **Commissives** – Utterances that commit the speaker to some future action. For Example: threats, offers.
- c. **Directives** – Utterances that tell the hearers to do something. For Example: questions, orders, requests.
- d. **Declaratives** – Utterances that bring about some change in the world. For Example: committing, ending, articulating war.
- e. **Expressives** – Utterances that express the attitudes about objects and facts of the world. For Example: expressing gratitude, apologizing, saluting.

4. Data Analysis

Firstly, the news headlines of the both nations' newspapers of each country are studied thoroughly during the reportage of two months that is from 5th August, 2019 to 5th October, 2019. Secondly, purposive sampling is done to collect the required data. Thirdly, the collected data is analysed using Agenda Setting Theory to see the importance given to issue of Kashmir curfew. Fourthly, the headlines are categorized and identified using Searle's Speech Act Theory 1969 using table and lastly comparative analysis is done to see the results that which of the speech act is predominantly used and what are the linguistic choices adopted in the selective e-newspapers headlines. The current study is delimited to initial two months of curfew imposition in Jammu and Kashmir that is from 5th August, 2019 to 5th October, 2019. Pakistan and India, since the time of violent partition of British India, have not been able to attain the normal mutual and diplomatic relations. They have been living with frequently distributed tensions and hostilities on the borders. Since the partition, the two countries have fought wars of 1948, 1965, 1977, 1991 but even then, they are not able to bring peace in the South Asian region. Besides the other reasons of the conflict, the main area of the confliction is the issue of Jammu and Kashmir. Kashmir conflict has started since the partition of British India. So, both countries have several bilateral and diplomatic talks. Despite the efforts to form peaceful and friendly relations between the two countries, the relations remain frigid. It gets worsened when in August 2019, Indian Parliament has approved the Jammu and Kashmir Reorganisation Bill. It has revoked the special status and certain amount of autonomy of Kashmir. The Article 370 and 35-A allows the Kashmir to have its own separate flag, own constitution, and own fundamental rights and rights related to residency, property and citizenship. But the revoking of this Article terminates the all above stated rights and hence, all Indian laws are

applicable in the Kashmir and the Kashmiris will abide by the Indian Constitution. This has brought further tension between the both countries following the downgrading of diplomatic ties by Pakistan, closing the airspace and suspending bilateral trade with the neighbouring countries.

Therefore, to understand the severity of the Kashmir issue, it is important to highlight and talk over the issue at public level through different means of communication. And the most important means of the communication are electronic (TV, e-newspapers) and print media (newspapers, editorials). Media (Print and E- newspapers) plays vital role in creating and building stance of the respective state.

To analyse and understand the severity of the situation and how much post curfew situation of Kashmir and the revoking of the Kashmir status has been highlighted in the both countries' e-newspapers headlines, firstly, the predominant speech acts are figured out and secondly, linguistic choices adopted and used by respective countries are observed.

a. Classification of News Headlines into Searle’s Speech Acts

Table 1

Classification of News Headlines into Searle Speech Acts

E news papers	Illocutionary Acts										Total Number of Headlines
	Assertive		Directive		Expressive		Commissive		Declarative		
	No.	%	No.	%	No	%	No.	%	No.	%	
The News	201	69.55	28	9.69	36	12.46	15	5.19	9	3.11	289
Times of India	85	67.46	8	6.35	13	10.32	15	11.90	5	3.97	126

The Table 1 depicts the five types of illocutionary acts that are found in the selected data. The assertives are the majority illocutionary speech acts found in the data as compared to other speech acts that are commissives, directives, declaratives and expressives in both selective e-newspapers headlines. If we look at each headline, the most of headlines contain more than one illocutionary speech acts. The existence of three or four illocutionary acts in the reportage of two months of selective e-newspapers headlines prove what Searle, Willis and Vanderveken (1985) said, “Whenever a speaker utters a sentence in an appropriate context with certain intentions, he performs one or more illocutionary acts”. On the contrary, other illocutionary acts such as Expressives, Commissives, Declaratives and Directives are less prevalent as compared to Assertives. The assertive speech acts are found in majority in the data showing that the more importance has been given to the

assertive purpose of the headlines. In assertive type of sentences, the emphasis is laid on the authenticity of the written proposition. The direction of fit for assertives is always “Words to World” which means words are modified and normalized according to the state of affairs in the world. Words in the language are used to alter the ideas and beliefs of the readers and mould their thinking according to speaker’s agenda and intentions. Correspondingly, it can be concluded that the purpose of most of the news headlines is to affect the minds of readers and to change their beliefs about certain circumstances. The great use of assertives in the headlines, in *The News* and *Times of India* covering abrogation of the Article 370 and 35-A and post curfew situation of Jammu and Kashmir, suggest that the emphasis is to assert the truthfulness of the propositions about the issue according to their respective media and state agendas. As observed earlier, assertive speech acts are in majority in both newspapers. Pakistani e- newspaper, *The News*, has 69.55% assertives and Indian e-newspaper has 67.46% assertives. Both emphasise their side of truth to be believed by their respective readers and the audience.

When the use of other illocutionary acts are observed, it is seen that expressives, commissives, declaratives and directives are less in number as compared to assertives and very less emphasis is laid on them. The expressives express the psychological state of the speaker/writer and are linked with the speaker’s feelings of joy, sorrow, regret, desires and grief and they lack direction of fit that is there is no link between speaker’s words and world. The commissives are linked with the speaker’s commitment to a certain action in the future such as promises, pledges, requests, offers and threats. The direction of fit for commissives is ‘world to the words’. The directives emphasize the speaker’s aspiration to make the hearer to perform some kind of action and do some task. The direction of fit is ‘world to the words’. Whereas, the declarative statements highlight the affirmation of some action on the part of a person who utters the statement. They have double direction of fit that is ‘words to world’ and ‘world to words’ both.

The expressives that are mentioned in *The News* and *Times of India* are 12.46% and 10.32% respectively, being second most mention. The commissives mentioned are 5.19% and 11.90% respectively. The directives are 9.69% and 6.35% respectively and the declaratives are least mentioned that are 3.11% and 3.97% respectively. By considering the frequencies of above-mentioned illocutionary acts, it is observed that some headlines show feelings, emotions and grieves. Some of them also show commitments, promises, and demands of the speaker but they are not in abundance as the assertive speech acts. The expressive speech acts are used in the instances in *The News* where political leaders have shown solidarity with Kashmiris, rallies are being held across the country by the students and public to show solidarity with the Kashmiri people. It is also used where many Muslim countries have supported Pakistan’s stance on Jammu and Kashmir. In *Times of India*, this speech act is used to support and back their government’s stance and step of revoking of Article 370 and 35-A. The directives are used in *The News* to put forward some suggestions to abide by the UN human rights by India in Jammu and Kashmir. The commissives are used by *The News* to plan future strategies to help Kashmiri people at any cost and to address this issue in the UN council. In *Times of India*, the commissives are used to tell their future plans for the development in Jammu and Kashmir. The declaratives are used in *The News* for the downgrading of diplomatic ties between the two and for stopping the trade between the two. In *Times of India*, the declaratives are used for scrapping and nullifying of the article 370 and 35-A.

Examples		
Assertives	The News (2019, August 5)	“Curfew-like restrictions imposed in IHK”
	Times of India (2019, August 6)	“Mission Kashmir remained secret even to top officials”
Expressives	The News (2019, August 10)	“Countrywide rallies express solidarity with Kashmiris”
	Times of India (2019, August 10)	“Indian-Americans support scrapping of J&K status”
Commissives	The News (2019, August 7)	“Kashmir issue: Shall go to any extent, says COAS”
	Times of India (2019, August 19)	“Only incoming calls may be allowed initially in Kashmir”
Directives	The News (2019, September 28)	“US wants India to ease restrictions in Kashmir”
	Times of India (2019, August 18)	“Yes, Kashmir is angry but don’t edit out rest of the story”
Declaratives	The News (2019, August 10)	“Cabinet endorses trade, Samjhauta Express suspension with India”
	Times of India (2019, August 15)	“Revoking Article 370 is a step towards realising Sardar Patel’s dream: PM Modi in Independence Day speech”

Now applying Agenda setting theory, as it is observed that use of assertive speech acts are in majority, which fits in the assumptions on which the theory is based upon that media filters and shapes that it wants its audience to see. In addition to this, the more importance media gives to an issue, the more it is considered important in the public. So, here applying second type of agenda setting that is ‘media agenda setting’. In this type of agenda setting, the media of the respective state determines the agenda for which stories are to be considered important. This is for the same reason it is seen that the total number of news headlines in The News is 289 and that in Times of India the total number of headlines is

only 126 in the reportage of the selective two months. It clearly shows that Pakistani media considers the issue of abrogation and revoking of article of Jammu and Kashmir an important one and hence, media covers it more in the newspaper and as a result it is considered important in the public too. Whereas, the number of news headlines in Times of India being less in number shows that the revoking of the article is not given much importance as compared to that by Pakistani media and consequently not among the Indian public too.

b. Identification of Linguistic Choices in the E-Newspapers' Headlines

The second research objective is to highlight and observe the linguistic choices adopted in the e-newspaper headlines of The News and Times of India. The linguistic differences are seen in the form of grammatical elements used in the headlines. They include use of pronouns, adjectives and adverbs, use of active or passive voice, use of present or past tense, the types of sentences used and the use of modal verbs.

4.2.1. Times of India

The news headlines, in the Indian e-newspaper, have high frequency of the present tense. There are very few instances found that are in past tense. Almost 71 out of the total number of news headlines selected are in present tense. Most of the headlines use present tense to report the news events occurring at the present time. The present tense is also used to show possible future actions. Only 13 out of the total number of the news headlines are in past tense. The use of past tense adds to the background of the story. The use of future tense is also seen in the headlines. Almost 26 of the total news headlines are future in tense. The future tense is used to predict the future actions by the agent.

Examples

- “J&K move a big blow to shrewd British-era diplomacy: Puri Seer”
(2019, August 6).
- “Kashmir remain shut for 12th consecutive day” (2019, August 16).
- “Not a single bullet fired in Kashmir in past 1 month: NSA Doval”
(2019, September 8).
- “House arrests signals that government will defy all democratic norms in J&K: Chindabaram” (2019, August 6).

Majority of the headlines written are in active voice. And very few are written using the passive voice. Only 7 out of total number of news headlines are written in passive voice, rest of the headlines are in active voice. The use of active voice plays an important role in deciding the role of illocutionary speech acts in the headlines. The use of active voice lays the emphasis on the agent. The use of passive voice lays the emphasis on the action by the agent.

Examples

- “BJP to raise awareness on Article 370” (2019, September 9).
- “Govt explore ways to usher in J&K vikaas” (2019, August 28).
- “Jammu and Kashmir: Curbs to be eased for Eid, ‘small’ prayer meets” (2019, August 9).

The type of sentence mostly used in the news headlines are assertives. Assertive sentences lay emphasis on the writer’s belief, leaving no room for doubt or interpretation. There are only two interrogative sentences used in the headlines and nine negative sentences. Only one imperative sentence is being used in the headlines.

Examples

- “J&K parties unite to ‘defend state’ ” (2019, August 6).
- “POK is only issue now, not Kashmir” (2019, August 21).
- “Will business now bloom in valley” (2019, August 6).
- “Denied rally permission, Kashmir struggle committee fumes” (2019, September 15).

The use of modal verbs is also seen in the headlines. Almost 17 out of total number of news headlines include the usage of modal verbs. The modal verbs such as can, will, may, should and must are being used. The use of modal verbs shows the possibility and probability of the future actions and commitments.

Examples

- “Govt should assuage concern over J&K: Rahul” (2019, August 11).
- “Pakistan won't start war or use nukes first against India, says Imran” (2019, September 3).
- “Article 370 protest can disrupt peace, no permission: Mohali DM” (2019, September 15).

It is observed that the headlines contain no use of pronouns. All the headlines use nouns. In addition to this, it is seen that most of the verbs used in the news headlines are action verbs. Action verbs are used to deliver information and leaving an impact on the reader’s mind.

For Example: allow, sent, give, lose, remain, change, scrapped, fulfils, calls, invite, shut, intervenes, gone, defend, divided, reactivated, repeated, defy, unite, refers, fail, fumes, start, launching, continue, explore, contradict, defend, ambushes etc.

There are few infinitive verbs also used in the headlines such as to figure, to fuel, to benefit, to politicise, to internationalise, to remain, to raise, to send. The use of phrasal verbs is also observed such as edit out, brought down, spar over, fight over, carried out.

The adjectives are also observed in the news headlines of Times of India. The adjectives modify and add further information to the nouns. The adjectives found in the headlines are, **for example**, top officials, special status, terror camps, red flag, current situation,

democratic norms, unifying nation, consecutive day, fragmented politics, national interest, SC bench, third party, normal life, terror strikes, strange way, POK people, major topic etc.

4.2.2. The News

The selected headlines during the reportage of two months have high frequency of sentences in present tense. Only 20 out of total number of headlines are in past tense. The usage of present tense shows that much of the emphasis is made on the present scenario and situation about the revoking of Kashmir status. The past tense is used to show the solidarity by condemning the steps taken by the Indian government against Kashmiris and by holding rallies countrywide. And very few future tenses are used in the headlines.

Examples

- “Indian troops martyr seven more youth in IHK” (2019, August 5).
- “Govt expand panel on Kashmir issue” (2019, August 10).
- “Parliament united on Kashmir issue” (2019, August 7).
- “Denial of Kashmiris denounced” (2019, August 8).
- “Kashmir issue: Shall go to any extent says COAS” (2019, August 7).

Majority of the headlines are observed with the use of active voice. Only 3 out of 289 headlines are in passive voice.

Examples

- “Kashmir case to be fought at all levels: PM” (2019, August 8).
- “Rallies staged against Indian atrocities in Kashmir” (2019, August 17).

Most of the headlines have used assertive type of sentence. The imperatives used in the headlines are four in number. Only two interrogative sentences are used and very few negative sentences have been observed.

Examples

- “Pakistan to engage 35 world leaders at UNGA on IHK situation” (2019, September 2).
- “IHK: What Pakistan can do and cannot do to counter India” (2019, August 16).
- “Crossing LoC to be like playing into Indian hands: PM” (2019, October 5).
- “IHK situation needs actions, not words: Maleeha” (2019, September 10).

The modal verbs are also seen in the news headlines but are very few in number. The modal verbs used are should, must, can and will.

Examples

- “India must stop HR violations in IOK: UNSG” (2019, September 20).
- “Modi can’t suppress Kashmiris through bullets: Mishaal Malik” (2019, August 31).

No pronouns are seen in the selected headlines of The News. All the headlines have used nouns. But a wide range of action verbs are used in the headlines such as imposed, concerned, removing, fought, warn, decides, martyred, impact, denounced, injured, changed, highlighted, challenged, mobilise, support, expels, defy, suspending, violates etc. Some state verbs such as worries, observes, fears, tortured are used too but they are few in number as compared to action verbs. The use of infinitive verbs are also observed but they are few in number such as to prevent, to get, to file, to lift, to stop, to take, to speak, to play, to result, to feel, to teach, to knock, to act, to scrap, to denounce, to hear, to wage. Very few phrasal verbs are also used in the headlines such as slows down, standoff, rules out, clamp down, takes out, way out, defeat over, locked down, support of, staged across.

There are many instances of the news headlines where the adjectives are used. They are used in a wide range.

For example: additional military, Kashmir affairs, downgrade ties, final stage, secular face, hegemonic policies, Kashmir situation, Pakistan stance, India's reality, Kashmir crisis, innocent Kashmiris, UNSC meeting, Indian action, widespread protests, J&K status, Black day, big blow, Kashmiri's woes, Kashmiri's struggle, Indian firing, Indian atrocities, Hurriyat leaders, Indian troops, Solidarity Day, etc.

So, by figuring out the linguistic choices in Times of India it is seen that they use the language according to their particular state agenda and promoting their particular ideology regarding Jammu and Kashmir. Whereas, the linguistic choices used in The News suggest that how Indian state have revoked the special status and their rights and how they are being brutal towards Kashmiris. The News also promotes their state agenda.

5. Conclusion

The focus of the study revolved around the use of speech acts as used by the newspapers in order to provide fundamentals for the interpretation of the language used by the newspapers that might easily convey their ideologies to the readers. The researchers have tried to find out which of speech acts are mainly used in the e-newspaper headlines. With reference to the selected e-newspapers as selected for the study, the fact was quite evident that the Agenda Setting Theory (1968) has also been used by the newspapers. The newspapers, in order to convey the national ideology are using specific patterns of discursive practices which are not asymmetrical or proportional rather indefinite ones. Hence, the selected headlines, covering post-curfew situation and revoking of Article 370 and 35-A, have used different types of speech acts to impact the minds of their readers. And the reason behind the use of linguistic choices by both of the e-newspapers is to impact their targeted audience and propagate their state agendas into public by the use of their particular choices of words.

The first research question of the study was to find out the predominant speech acts in the headlines of the e-newspapers. It was found that the headlines used different types of illocutionary speech acts to build, shape and attract the minds of their respective audience. The headlines were analysed using Searle's Taxonomy of Speech Act (1969). It was seen that the speech acts were used in an indefinite pattern. The assertive speech acts were frequently used in both newspapers. From the table the researchers deduced that The News contain 69.55% and Times of India contain 67.46% of the total utterances as Assertives

speech acts being the dominant one. The reason for the high frequency of assertives showed that the writer wanted to report the important events that had occurred after the revoking of the Article 370 and 35-A. It also signified that the writer used his assertive tone for making sure the authenticity of his statements/ headlines and for denial of accusations of the contrary side. The speech act that was used the second most in The News and Times of India was Expressives. They were 12.46% and 10.32% of the total utterances. It showed the feelings of anger, grieves and disapproval by Pakistani government on the steps of Indian government taken to revoke and abrogate the article of Jammu and Kashmir. And feelings of joy, happiness and sense of relief and satisfaction by Indian government to have Jammu and Kashmir and the whole India abiding by one Indian constitution making Jammu and Kashmir their part of the state. Moreover, worries of the Kashmiri people about their loss of land, fundamental rights and about families were also highlighted. The third most frequently occurring speech act in The News was directives that were 9.69% of the total utterances and in Times of India the third most frequently occurring speech act was commissives that was 11.90%. Then, in The News commissives were 5.19% and in Times of India directives were 6.35% of total utterances. The least of the total occurrences in both e-newspapers were declaratives that were 3.11 % and 3.99 % respectively.

The more usage of commissives in Times of India show that the government is working on the future plans and developments programs that are to be started in the Jammu and Kashmir exactly after the scrapping of the Article 370 and 35-A. The use of the commissives in The News shows the future strategies to help Kashmiri people at any cost and to address this issue in the UNGC and to leaders of Muslim countries to back their stance about Kashmir. Moreover, the media agenda setting of the Agenda Setting Theory (1968) has allowed the researcher to see that more the media paid attention to the issue, more it is considered important in the public too and that is evident from the total number of news headlines. The News has 289 and Times of India had 126 number of headlines during the reportage of two months. The second research question was to find out the linguistic choices with respect to the grammatical features in the e-newspaper headlines of The News and Times of India. In both e-newspapers headlines the researcher found the use of active voice, present tense, and assertive type of sentences in abundance. The wide range of adjectives and action verbs were found. Few static verbs, phrasal verbs, infinitives and modal verbs were also found in the headlines. In both e-newspaper headlines there was no use of pronouns. So, by figuring out the linguistic choices in Times of India it was seen that they use the language according to their particular ideology regarding Jammu and Kashmir. Whereas, the linguistic choices used in The News suggested that how Indian state had revoked the special status and their rights and how they were being brutal towards Kashmiris and promoting their state agenda.

To conclude, we may say that both newspapers have used indefinite pattern and mixed illocutionary speech acts to narrate their views. Both newspapers have varied stances and both emphasising their side of ideologies using wide range of linguistic devices. Hence, they have successfully imparted their propositions, stances and according to government policies and state agendas to their respective audience in their particular ways. The coverage in both e-newspapers, The News and Times of India, are driven by national narratives. It is seen that the stances of both e-newspapers are biased instead of being objective and neutral. The portrayal of Kashmir issue is vigorously state-led, both e-newspapers are successful in imparting their propositions according to their government's policies in their particular ways. The Indian media has played an unsatisfactory role in

highlighting the issue of abrogation of Article 37-A and 350 and the issue faced by the Kashmiris during curfew imposition. On the other side, the Pakistani media has highlighted the complex reality of the Kashmir issue- the reason behind the abrogation of the Articles, the difficulties being faced by the Kashmiris from past one year due to curfew imposition, the reason for the dispute between Pakistan and India and the desires of the Kashmiri people. It is recommended from ethical journalistic perspectives to portray the Kashmir issue with all grave concerns so that the issue can be resolved to gain regional stability.

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Phonemic Description of the Six Major Sub-varieties of Pakistani English

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Key Words

- Sub-variety,
- Standard British English,
- Pakistani English,
- phonemic inventory,
- phonemic comparison,
- phonological analysis

Abstract

English, a non-native variety, is the official and most prestigious language in Pakistan. This variety is now accepted and referred to as 'Pakistani English' PE. However, PE is not a single variety, but a group of localized varieties shaped and influenced by the local languages. Having typical and marked characteristics, these varieties can be referred to as the localized sub-varieties of PE. The purpose of the present study is to carry out phonological analysis of phonemes of the sub-varieties of PE focusing on them as different varieties of English and not as inferior or impoverished English. Following endo-normative standards, this study not only finds out the phonemic differences but also conducts a phonemic comparison of these sub-varieties with Standard British English SBE. First, it accounts for the variation in phonemes of the sub-varieties. Secondly, it has explained which speech segments of SBE are influenced in Pakistan by the six major local languages. Thirdly, it investigates the transfer-based phonetic reshaping of SBE phonemes. Fourthly, the phonemic inventories of the sub-varieties have been developed. It is a descriptive study which involves both qualitative and quantitative scales in the course of analysis. Sample data was accessed from the English non-native speakers of the six major languages of Pakistan. Data was collected by employing Wells' framework for vowels, and a list of carefully selected words for consonants aiming at elicitation of the data through recordings from the natives speaking standard varieties of each language with equal number of samples of Urdu, Punjabi, Saraiki, Sindhi, Balochi, Pashto, who speak English as second or third language. The results show that there are variations in both vowels and consonants. There are at least ten basic vowels and twenty-two consonants in each of these sub-varieties. Various difference were realized in plosives, fricatives, liquids, glides, and nasals.

1. Introduction

The realization of English as a different variety in its structure due to its use in Pakistan is surely not odd as Mahboob (2014) notes that English can be at variance along three dimensions (a) users (b) uses (c) mode of communication. Referring to Rahman (2003), and Gargesh (2006) claim that Pakistan has six major as well as fifty-nine minor languages, while the government looks on Urdu and English with favor. Urdu is regarded as an identity marker with approximately eight percent natives whereas English is the marker of modernity.

Besides, as the official language, English has always been a prestigious and prominent language in Pakistan (Mahboob & Ahmar, 2004). Currently, Pakistan has 17 million users of English as L1 and 145 million users of English language as L2 (Jenkins, 2003). However, due to its remarkable differences in the ways British English (BE) is used in Pakistan, researchers (Rahman, 1990; Baumgardner, 1991; McArthur, 1992; Mahboob & Ahmar, 2004) refer to it *Pakistani English* which got recognized in 1980s (Hashmi, 1987) and started receiving formal study by the end of 20th century (Baumgardner, 1991). Pakistan, however, is a multilingual and multiethnic country. This consolidates the fact of existences of sub-varieties within PE. Since English varieties so far have been represented only at the state level (e.g. Indian English, Bangladeshi English), therefore, there is need that they must also be explored further for the identification of sub-varieties within varieties (Seargent, 2012) of English in multilingual states like Pakistan.

This study focused on the phonemic system of sub-varieties of PE as different varieties of English and not as inferior or impoverished forms of English. Accordingly, it follows endo-normative standards in the course of phonological exploration of these sub-varieties. In the area of phonology, it delineates the phonology of the sub-varieties at the segmental levels. The aim is to find out the phonemic differences between SBE and the sub-varieties of PE. This study, by comparison, is a regional study of speech sounds of Urdu English (Ur-E), Punjabi English (Pun-E), Saraiki English (Sar-E), Sindhi English (Sin-E), Balochi English (Bal-E, and Pashto English (Pash-E).

Relating to this, it can be hypothesized that the existence of varieties or sub-varieties can ultimately be traced back to influence – which is termed as *interference* linguistically speaking – from L1s of speakers or users. Thus, this can also follow that Pun-E is the largest sub-variety of PE as Punjabi, being the language of half of the country (Baldi, 2008), outnumbers other 72 languages spoken in Pakistan.

The main questions of this study are:

- i. What are the phonemic differences between SBE and sub-varieties of PE?
- ii. What are the phonemic inventories of the sub-varieties of PE?

The purpose of this research is to find out the variation between phonemes of English and represent them as the phonemes of the sub-varieties. Thus, it intends to explore the differences of phonemes –vowels and consonants – between the sub-varieties and British Standard English to develop the phonological inventories of these sub-varieties.

The theoretical as well as practical implications of this study involve that, firstly, it would allow English learners and students from Pakistan to find out the areas of pronunciation where they need to make improvement in order to be the good, clear and articulate speakers

of English. They would brim with self-assurance and confidence and will not have the fear of impoverished English on their part. The hindrances in the area of pronunciation that forbid an effective communication between Pakistani speakers of English and speakers of SBE will be easy to diagnose and troubleshoot. Secondly, the study marks the targeted areas pointing out the mistakes of PE speakers. It will also provide them ease for improvement in better understanding and skillful use of spoken English nationally and internationally by increasing the level of intelligibility. Thirdly, the comparison between the sub-varieties of Pakistani English and SBE would account for the differences and help the PE speakers. It would provide an understanding of speech sounds of PE that has a different sound system than other varieties of English. Fourthly, the results would be relevant and important to the teaching point of view in Pakistan where correct English reading and teaching has been a solid issue for teachers.

2. Literature Review

Among language, dialect and variety, variety is an umbrella term which refers to “any distinct form of a language” (Sergeant, 2012). Wells (as cited in Bauer, 2002) gave a classification model which accounts for the existence of pronunciation difference between varieties in terms of (a) phonetic realization, (b) phonotactic distribution, (c) phonemic system, (d) lexical distribution.

Variation occurs in the core components of a language when it is taken up by other communities, cultures or situations (Anwar, 2007) and, then, such language is considered as a transplanted language. According to Baumgardner (1995), PE is the transplanted and one of the new English varieties like Indian and Singapore English. At the time when Baumgardner (1995) did research on PE, it was just the beginning when researchers had just started to think about PE as a different variety. Rahman (1990) argues that different native languages of people in Pakistan influence English. In his study, he presents four sub-varieties as sociolects and termed them Anglicized English (Rehman, 1990), acrolect, mesolect, and basilect (Bussmann, 1996). Compared to other varieties of English such as Indian English, many researchers on PE (i.e. Mahmood, Asghar, and Jabeen, 2011; Bilal, Warraich, Fatima, Tiwana, and Bhatti, 2012; Shabbir, Tariq, Bilal, Nazar, and Rafiq, 2013) agree that it is not much explored yet. At least not much has been explored specially in the area of phonology (Mahboob & Ahmar, 2004).

According to McArthur’s Wheel Model (as cited in Bauer, 2002; Sedlatschek, 2009), PE comes in the outermost circle. Mahboob and Ahmar (2004) consider PE heterogeneous because of the speakers with different mother tongues. They note that PE speakers’ L1s have influence on the way English is pronounced by them. For example, there is epenthesis of schwa in English of Punjabi and Urdu speakers.

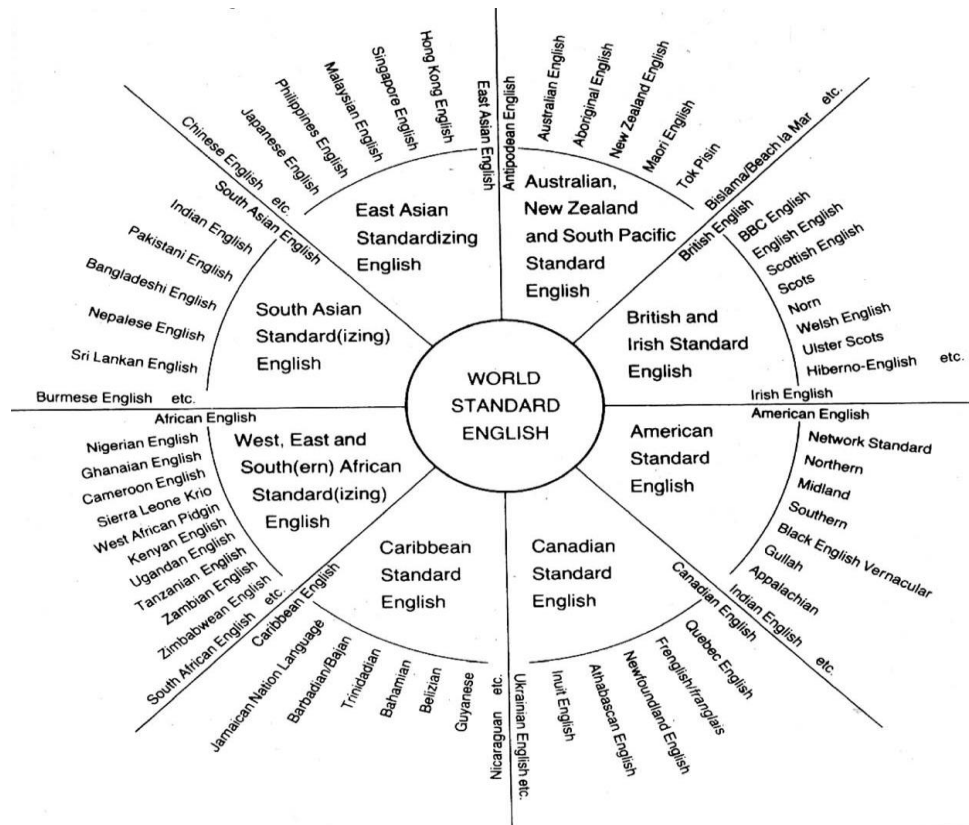


Figure.1: Tom MacArthur's Wheel Model of World Englishes

(as cited in Bauer, 2002; Sedlatschek, 2009)

Some of the initiative studies focus on restructuring in monophthongs. For example, Rahman (1991) argues that monophthongisation is also common in PE. For instance, he refers to the change of RP /aʊ/ and /eɪ/ to /o:/ and /e:/ respectively. Whereas, for Mesthrie and Bhatt (2008), the diphthongs /eɪ/, /aɪ/, /aʊ/, /ɔɪ/, /o:/, /eə/ or /əɪ/, /ɪə/, and /ʊə/ are found in PE. The unstressed vowel /ɪ/ is found as the last vowel of *happy* and *horses*. The last vowel in *letter* and *comma* is perceived as /ʌ/ (Mesthrie & Bhatt, 2008). Other recent studies focus on restructuring in vowels. For instance, Jabeen, Mahmood, and Asghar (2012) examine vowel epenthesis in PE and found that epenthesis is a significant feature in PE. They find that epenthesis exists regardless of position in PE. Similarly, Sheikh (2012) examines the vowels of PE and found out various variations in the vowel phonemes. She argues that, as a phonological feature, restructuring in vowels is dominant than restructuring in consonants in new varieties. She notes that most phonemes in PE match RP. Notably, she found variation in the realization of /e/, /ɒ/, /ɔ:/, /ʌ/, /ɜ:/ whereas /e/, /æ/, /ɒ/, /ɜ/, /ə/ need restructuring with respect to Urdu vowels as they do not exist in Urdu. Rahman (1991) also noted that /ɒ/ and /ɔ:/ are replaced by /ɑ:/. As in some Asian varieties of English /i:/ and /ɪ/ are merged, therefore, Saleem, Mahmood, and Bilal (2011) studied this phenomenon of distinctiveness of /i:/ and /ɪ/ in PE and found out that these two vowels have the difference both in quality and quantity.

Mahboob and Ahmar (2004) label PE as a rhotic variety because /r/ is pronounced unconditionally at all positions in words. They also agree about the retroflexation of alveolar stops and further note that there is no distinction in /v/ and /w/ in PE. On other hand, according to Rahman (1990), speakers of English with Pashto as L1 do not produce /v/ when it occurs at the end of a word. Dental Voiceless plosives /p/, /k/, /t/ are commonly unaspirated in PE (Rahman, 1991; Mahboob and Ahmar, 2004, 1013; Mesthrie & Bhatt, 2008). Dental fricatives are realized as [t̪], [d̪] (Rahman, 1991). Mahboob and Ahmar (2004) also highlight this phenomenon as dentalisation of fricatives /θ/, /ð/. /h/ can be voiced or murmured in PE. /n/ is made retroflex before /t/, /d/ in PE. Besides, PE is the rhotic variety (Mesthrie & Bhatt, 2008).

Afsar and Kamran (2011) explored the consonants of PE and compared them with Standard BE. They note the inventorial, realization, incidental and distributional differences between consonants of both. In inventorial differences, they suggest that PE makes use of /v/ instead of /w/, and /ʒ/ is replaced by /j/ or /z/. In realizational differences, they note lack of aspiration, non-velarized /l/, flapping of /t/ at word-final position. They observed the use of dental plosives /t̪^h/, /d̪/ instead of dental fricatives /θ/, /ð/ in PE. They also describe the incidental differences such as the use of /s/ in place of /z/, and /gz/ instead of /ks/. Further, they also found distributional differences due to the phonetic context of segments such as the use of /d/ instead of /t/ in words where /d/ becomes /t/ if it is preceded by a voiceless consonant, and the use of /ŋk/, /ŋg/ instead of /ŋ/.

According to Gargesh (as cited in Shabbir et al., 2013), the dental fricatives /θ/, /ð/ are restructured to [t̪^h], [d̪] in PE. To find out the deviation, Mahmood et al. (2011) have done the acoustic Analysis of dental fricatives /θ/ and /ð/ in PE by comparing it with RP. Their research was more scientific in nature as compared to that of others on PE. According to their findings, RP dental fricatives /θ/ /ð/ are different in PE and more like Urdu [t̪^h], [d̪]. Dental fricatives in PE exhibit the same place but differ in manner. Subsequently, they have no alternate in Urdu and have been restructured. They have recommended to acknowledge them as dental plosives instead of dental fricatives.

With regard to finding out the problems in learning and teaching of pronunciation in Pakistan, Akram and Qureshi (2012) have noted that Pakistani learners pronounce /p/, /k/, /t/ as unaspirated whereas they pronounce /r/ in words and do not make a distinction in /v/ and /w/. They argue that the learners make an error by replacing the /ʊ/, /ɔ:/ sounds with /ɑ:/, /ɔ:/ with /ai/, and /ɜ:/ is mostly changed to /ər/ or /ʌr/. /r/ is found after /ɪə/, /eə/ and /ʊə/ in /r/ ending-words.

Summing up, researchers' definition of PE (i.e., that of McArthur, 1992) as "a group of non-native varieties" asserts their acknowledgement that there are sub-varieties of PE that have always been represented at state level with the term 'Pakistani English' which was identified and acknowledged in late 1980s and beginning of the 1990s where scholar such as (Rahman, 1990; Baumgardner, 1991; McArthur, 1992) started exploring it. Nonetheless, there was a gap that, due to several different native languages, the sub-varieties exist within PE. Referring these sub-varieties under the national term PE did not seem to be fair at that stage but this view has been supported by recent scholars now. For example, Seargeant (2012) claims the presence of sub-varieties and urges the researchers to explore them as well. This is, thus, the rationale behind this research which has tried to represent six major sub-varieties of PE at phonemic level.

3. Research Methodology

The research design of this study is descriptive-qualitative in which the data has been collected using a list of specific words for consonants adopted from Afsar and Kamran (2011) and from Wells' (1982) vowel list. The primary data for the research comprised of recordings of the participants in formal setting. Native speakers of standard dialects of the six major Pakistani languages i.e. Urdu, Saraiki, Sindhi, Balochi, Pashto and Punjabi were selected using the convenience sampling technique. Three speakers from each language were chosen as the sample among the accessible population at Quaid-i-Azam University Islamabad. This institute has linguistic as well as cultural diversity as students from all over Pakistan study here. The recording was done using Cool Edit Pro 2.1 that shows live spectrogram of voice and intensity of the voice being recorded as well as the level of background noise. Then these recordings were edited with Cool Record Edit in order to remove redundancy and tongue slips etc.

The study was based on transcriptions of the recordings. After extensive listening practice of all the possible vowels from "www.IPA.org" and other online sources, the researchers were able to make a fine distinguish and transcribe the pronunciation of the speakers. The software used for editing (Cool Record Edit) provided enough information i.e. about sound-wave, length, and voicing that it helped a lot in differentiating among phonemes. In the analysis section, only those speech segments have been discussed that are different from SBE. The data for such segments have been presented in the appendix.

4. Data Analysis

Analyses of both vowels and consonants have been presented below in section 4.1 and 4.2 respectively. Only those segments have been discussed that exhibit some variation. Segments, that were similar, were excluded from the discussion.

4.1. Data Analysis of Vowels

The close-mid front unrounded STEP vowel /e/ is realized as /ɛ/ in these six sub-varieties as the transcriptions of the lexical set *step* [step], *edge* [edʒ], *ready* ['redi] shown in the table 1 (in appendix). /ɛ/ is an open-mid front unrounded vowel in RP whereas /e/ is close mid front unrounded. In Sin-E, /e/ also have some realizations as /ɛ/. However, /e/ was also realized as /æ/ in Sar-E in some articulations.

The RP near open front unrounded TRAP vowel /æ/ is realized as /ɛ:/ in Ur-E, Sin-E, Bal-E, Pash-E, and Pun-E as the transcriptions of the lexical set *back* [bæk], *badge* [bædʒ], *cancel* ['kænsəl] show in the table 2 (in appendix). However, it has almost the same realization in Sar-E.

The open back unrounded LOT vowel /ɔ/ is realized as /ɔ/ in these sub-varieties. This sound /ɔ/ has the maximum realizations in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E and Pun-E as the transcriptions of the lexical set *stop* [stɒp], *sock* [sɒk], *dodge* [dɒdʒ] show in table 3 (in appendix).

The open mid back unrounded STRUT vowel /ʌ/ is realized as mid central (schwa) /ə/ in Ur-E, Sin-E, Bal-E, Pash-E, and Pun-E as the transcriptions of the lexical set *suck* [sʌk], *pulse* [pʌls], *trunk* [trʌŋk] has shown in table 4. However, it has the same realization in

Sar-E. This RP vowel /ʌ/ is restructured to the nearest available vowel /ə/ in these sub-varieties because /ʌ/ does not exist in L1 of these sub-varieties except Sar-E.

The near-close, near-back rounded FOOT vowel /ʊ/ is realized as /ʊ/ in Ur-E, Sar-E, Sin-E, and in Pash-E as the transcriptions of the lexical set *bush* [bʊʃ], *good* [gʊd], *wolf* [wʊlf] show in the table (4.6). In Sin-E, this phoneme was realized as /ʊ/ most of time. Although the height of the vowel was affected in the word “wolf” in two occurrences. The other one as /ɑ/ is most probably individual or mispronunciation. In Bal-E, it is almost completely realized as close-mid back rounded /o/ (table 5).

The open back unrounded BATH vowel /ɑ:/ is also realized as /ɑ:/ in Ur-E as the transcriptions of the lexical set *staff* [sta:f], *ask* [a:sk] [da:ns], *dance* show in table (6). In Sar-E, Sin-E, Bal-E, Pash-E, and Pun-E, it is realized as low central /a:/. The effect of American English can be seen in /dæns/ of speaker two where /ɑ:/ was changed to /æ/.

The open mid unrounded NURSE vowel /ɜ:/ is realized /ər/ in Ur-E, Sin-E, Pash-E, and Pun-E as the transcriptions of the lexical set *hurt* [hɜ:t], *urge* [ɜ:dʒ], *term* [tɜ:m] show in table 7 (in appendix). However, it is realized as /ʌr/ in Sar-E. Although /ɜ/ has two to four realizations in these sub-varieties, it is always rhoticised and realized as /ɜ:/ or /ɜ:r/. But it is non-rhotic in RP.

The RP FACE diphthong /eɪ/ is not found in any of the sub-variety of PE i.e. Ur-E, Sar-E, Sin-E, Bal-E, Pash-E, Pun-E. It is replaced with /e:/ close-mid unrounded vowel in English spoken in Pakistan as the transcriptions of the lexical set *tape* [teɪp], *cake* [keɪk], *day* [deɪ] show in table (8). It is because this diphthong is not present in the L1's of these sub-varieties and, thus, is changed to the nearest available phoneme.

The long open-mid back rounded THOUGHT vowel /ɔ:/ is realized mostly as /a/ and to some extent as /ɔ/ in these varieties of PE as the transcriptions of the lexical set *thought* [θɔ:t], *hawk* [hɔ:k], *jaw* [dʒɔ:] show in table 9. /a/ is open central unrounded whereas /ɔ/ is open mid back but less rounded here. This RP /ɔ/ was realized as /ɔ/ in Ur-E and to some extent in Pun-E. However, it was realized as /a/ in Sar-E, Sin-E, Bal-E and Pash-E.

The GOAT diphthong /əʊ/ is changed to /o:/ in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E, and Pun-E as the transcriptions of the lexical set *soap* [səʊp], *home* [həʊm], *so* [səʊ] show in the table 10. This diphthong is, therefore, not found in these sub-varieties of PE.

The CHOICE diphthong /ɔɪ/ has a different realization in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E, Pun-E as compared to RP where it starts from open-mid back round vowel /ɔ/ and ends at near-close, near-front unrounded vowel /ɪ/. The articulation of this phoneme in these sub-varieties is /aɪ/ as the transcriptions of the lexical set *noise* [nɔɪz], *join* [dʒɔɪn], *toy* [tɔɪ] show in the table 11.

The NEAR diphthong /ɪə/ is realized as /ɪə/ in Sin-E, Bal-E, Pash-E, and Pun-E. However, word-finally, when it is followed by a /r/ sound, it is always rhoticized as the transcriptions of the lexical set *bear* [beə(r)], *sincere* [sɪn'sɪə(r)], *fear* [fiə(r)] shows in the table (12). In Ur-E, /ɪə/ was realized as /eəɪ/ (table 4.17). This diphthong is realized as /ɪə/ in Sar-E. Sin-E and Pash-E has one realization as /eəɪ/.

The SQUARE diphthong /eə/ is realized as /eə/ in all of these sub-varieties of PE as the transcriptions of the lexical set *care* [keə(r)], *fear* [fiə(r)], *wear* [weə(r)] shows in table 13.

The change is notable in the first segment of this diphthong which changes from open-mid /ɛ/ to close-mid /e/.

4.2. Data Analysis of Consonants

i. Plosives

In the sub-varieties of PE, the voiceless plosive /p/ varies from the RP /p/ in two aspects as the transcriptions of the lexical set *pay* [peɪ], *suppose* [sə'pəʊz], *police* [pə'li:s], *puppy* ['pʌpi], *map* [mæp] show in table (14). The first difference is that it is aspirated nowhere in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E, and Pun-E. Whereas in RP, it is realized as /p/ and /p^h/ which is purely complementary distribution although it can be realized differently in terms of free distribution like ejective release /p!/. But it has only one realization in the sub-varieties of PE and is always found to be unaspirated unconditionally.

The second difference involves gemination. Majority of the occurrences of /p/ was geminated where it was double in the orthography of words such as “suppose, puppy”. /p/ was not geminated in *suppose* by two speakers in Sar-E. An underlying pattern is also visible i.e. on the one hand schwa was inserted where /p/ was geminated while on the other hand schwa was not inserted where /p/ was not geminated (table 14).

Voiceless plosive /k/ is present in all of the sub-varieties of PE. But it is also not aspirated in these sub-varieties of PE as the transcriptions of the lexical set *cooking* ['kʊkɪŋ], *curious* ['kjʊəriəs], *hook* [hʊk] show in the table (15). However, /k/ is aspirated word-initially and in stressed syllable not following /s/ in RP.

Voiceless plosive /t/ is realized as retroflex /t̪/ in all the sub-varieties of PE as the transcriptions of the lexical set *toy* [tɔɪ], *attack* [ə'tæk], *matter* ['mætə(r)], *outlast* [ˌaʊt'la:st] show in (table 16). However, there was only one /t̪/ realization in Sar-E (speaker 1) and one in Bal-E (speaker 2). This is because these varieties contain the phoneme /t̪/ rather than /t/ which is found in RP. In RP /t/ is also systematically glottalized. Besides, this retroflex /t̪/ which is nor aspirated neither glottalized at any position in a word.

In all of these sub-varieties of PE, the voiced plosive /d/ is realized as retroflex /d̪/ as the transcriptions of the lexical set *day* [deɪ], *delay* [deɪ'leɪ], *order* ['ɔ:d ə(r)], *raid* [reɪd] show in table (17). This is also because these varieties contain the phoneme /d̪/ rather than /d/. Therefore, these sub-varieties have a retroflex /d̪/ which is never devoiced at any position in words.

ii. Fricatives

The voiced fricative /ʒ/ of RP is realized differently in PE as the transcriptions of the lexical set *television* ['telvɪʒn], *pleasure* ['pleʒə(r)], *conclusion* [kən'klu:ʒn] shows in table 18. In Ur-E, it had four realizations as /dʒ/, four as /ʒ/ and one as /j/. In Sar-E, it realized as /j/, however, it also had two occurrences as /ʒ/. In Sin-E, it is realized as /j/. In Bal-E, it is also realized as /ʒ/ and as /j/. In Pash-E, it was realized as /ʃ/ and as /ʒ/ most of the and twice as /j/. In Pun-E, it was realized as /j/ most of the times while it as realized as /ʒ/ by speaker 2. In Puj-E, /ʒ/ was realized as /j/ with two occurrences as /ʒ/.

The voiceless dental fricative /θ/ is not realized as a dental fricative in the sub-varieties of PE. Instead, it is realized as dental stop /t̪^h/ in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E, and Pun-E as the transcriptions of the lexical set *think* [θɪŋk], *theology* [θi'vlədʒi], *method*

[*'meθəd*], both [*bəʊθ*] show in table (19). However, in Bal-E, this dental stop is further non-aspirated i.e. Balochi speakers produce it as /t/ rather than /t^h/ (table 19). In Pash-E, both realizations (/t/, /t^h/) occur.

The voiced dental fricative /ð/ is also realized differently in PE. In Ur-E, Sar-E, and Sin-E, Bal-E, Pash-E, and Pun-E, it is realized as dental stop /d/ as the transcriptions of the lexical set *this* [*ðɪs*], *although* [*ɔ:l'ðəʊ*], *brother* [*'brʌðə(r)*] in the table 20 show. Therefore, this RP fricative has become a dental stop in these sub-varieties of PE. Where /ð/ was realized as /t^h/, it was due to the incidental differences.

The RP voiced labio-dental fricative /v/ is realized as labio-dental approximant /ʋ/ in the sub-varieties of PE - Ur-E, Sar-E, Sin-E, Bal-E, Pash-E, and Pun-E- as the transcriptions of the lexical set *vet* [*vət*], *covert* [*'kʌvət*], *love* [*lʌv*] has shown in Table 21.

iii. Liquids

The lateral liquid /l/ has only one realization which is alveolar /l/ in all the sub-varieties of PE as the transcriptions of the lexical set *low* [*ləʊ*], *legal* [*'li:gl*], *mellow* [*'meləʊ*], *illegal* [*ɪ'li:gl*], *illiterate* [*ɪ'ltɪrət*] in Table (22) show. In RP, it has four realizations which are conditioned whereas in PE it has only one. Moreover, as the evidence from the data, this consonantal phoneme is also geminated in the sub-varieties.

iv. Glides

The RP bilabial approximant /w/ is realized as labio-dental approximant /ʋ/ in the sub-varieties of PE as the transcriptions of the lexical set *was* [*wɒz*], *warm* [*wɔ:m*], *aware* [*ə'weə(r)*] has shown in table.

v. Nasals

The RP velar nasal /ŋ/ is also realized same in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E, and Pun-E (table 24). However, this phoneme differs in that it forms a consonantal cluster such as /ŋg/ and /ŋk/ when it is followed by the velar stop /g/ or /k/ as in “sing, singer” and “sink”. As the data transcriptions (table 5.24) of the lexical set *singer* [*'sɪŋə(r)*], *sing* [*sɪŋ*], *sink* [*sɪŋk*], *king* [*kɪŋ*] show, the cluster /ŋg/ was realized in all the utterances while the cluster /ŋk/ was realized in all of the utterances of “sink” in Sar-E, Sin-E, Bal-E, Pash-E, and Pun-E. This cluster was not formed in only one utterance of Sar-E, and Pash-E. However, in Ur-E, these clusters were formed most of the time although not completely like it happened in other varieties.

5. Results and Discussions

The RP phonemes have found to be substituted with the nearest equivalent segment of L1 of every variety in cases where an RP segment was absent or different from the L1s of speaker. For example, the RP dental fricatives /θ/, /ð/ are not found in L1 of Urdu, Punjabi speaker. In this case they were replaced with dental stops /t^h/ /d/ respectively. Because restructuring of segments has been found both in vowels and consonants, therefore, restructuring in vowels is discussed first.

5.1. Restructuring in vowels

The restructuring process in vowels can be described in terms of two types of vowels (i) monophthongs and (ii) diphthongs.

In Ur-E, vowel /e/ is changed to /ɛ/ and the near open front unrounded vowel /æ/ is substituted with /ɛ:/. The vowel /ɒ/ is restructured to /ɔ/ whereas the vowel /ʌ/ is restructured to /ə/. The vowel /ɑ:/ is centralized and is realized as /a:/. The vowel /ɜ:/ is realized /ər/. The diphthong /eɪ/ is flattened to /e:/ whereas /əʊ/ is flattened to /o:/. The diphthong /aʊ/ has the same realization except word finally. But /ɛə/ is restructured to /eə/.

In Sar-E, /e/ is also changed to /ɛ/ while /æ/ has the same realization. The vowel /ɒ/ is restructured to /ɔ/ whereas /ɑ:/ is centralized and is realized as /a:/. The vowel /ɜ:/ is realized /ʌr/ and /ɔ:/ is restructured to /a:/. The diphthong /eɪ/ is restructured to /e:/, /əʊ/ to /o:/, and /ɛə/ to /eə/.

In Sin-E, /e/ and /æ/ are also restructured to /ɛ/ (/ɛ:/). The vowel /ɒ/ is restructured to /ɔ/ and /ʌ/ to /ə/. The vowel /ɑ:/ is centralized as /a:/ and /ɜ:/ is realized as /ər/. The diphthong /eɪ/ is restructured to /e:/ whereas /əʊ/ is changed to /o:/. The diphthong /ɛə/ is restructured to /eə/. Besides, epenthesis of /ɪ/ before the sibilant /s/ followed by a stop was commonly noted in Sin-E and Bal-E. For instance, in *step* [ɪstɛp].

In Bal-E, /e/ and /æ/ are also restructured to /ɛ/ (/ɛ:/), /ɒ/ to /ɔ/, /ɔ/ to /a/, and /ʌ/ to /ə/. The vowel /ʊ/ is realized as /o:/, whereas /ɑ:/ is centralized as /a:/ and /ɜ:/ is realized as /ər/. The diphthong /eɪ/ is restructured to /e:/ whereas /əʊ/ is changed to /o:/. The diphthong /ɛə/ is restructured to /eə/.

In Pash-E, /e/ and /æ/ are also restructured to /ɛ/ (/ɛ:/). The round vowel /ɒ/ is restructured to /ɔ/ whereas /ɔ/ is lowered to /a/, /ʌ/ is centralized to /ə/, /ɑ:/ is centralized to /a:/, and /ɜ:/ is realized as /ər/. The diphthong /eɪ/ is flattened to /e:/ whereas /əʊ/ to /o:/>

In Pun-E, /e/ and /æ/ are also restructured to /ɛ/. The round vowel /ɒ/ is restructured to /ɔ/. The vowel /ɔ/ is restructured to /a/, whereas other vowels i.e. /ʌ/ to /ə/, /ɑ:/ to /a:/, and /ɜ:/ to /ər/. The diphthong /eɪ/ is flattened to /e:/ whereas /əʊ/ to /o:/>

5.2. Restructuring in Consonants

The restructuring process in consonants of these six sub-varieties of PE can be described in terms of variation processes i.e. dentalization, retroflexation and realization of /v/ and /w/ as /v/.

The RP dental fricatives /θ/, /ð/ are realized dental stops /tʰ/, /d/ in Ur-E, Sar-E, Sin-E, and Pun-E. However, in Bal-E and Pash-E /tʰ/ is mostly unaspirated i.e. realized as /t/. In some of the occurrences the speakers seem to have overcome the effect of L1 interference.

The RP alveolar plosives /t/ and /d/ are realized as retroflex alveolar stops /ɽ/, /ɽ/ in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E and Pun-E. Devoicing of /d/ is commonly realized in RP but this retroflex /ɽ/ is not devoiced at any position in a word i.e. initial, medial, final. The voiced fricative /ʒ/, however, is realized differently in these sub-varieties. In Ur-E and Bal-E, it has /dʒ/ as well as /ʒ/ realization. In Pun-E, Sin-E, and Sar-E, this RP /ʒ/ has been restructured to /j/. In Pash-E, it is restructured to /ʃ/. Elimination of the distinction between

/v/ and /w/ have been found in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E and Pun-E. These two RP phonemes have been restructured to /v/ in these sub-varieties of PE.

Gemination have found to be a common but typical phenomenon within these sub-varieties. Because gemination of consonants is very common in Pakistani languages, therefore, this feature has also transferred to English spoken by Pakistanis. For example, it is common for Urdu, Saraiki, Sindhi, Balochi, Pashto, and Punjabi speakers to geminate segments in the words containing double graphemes as in the words *illiterate*, *illegal*, *puppy*, *dissatisfaction* etc. The double graphemes “ll, pp, ss” have double articulation in their speech. Another common typical feature of these sub-varieties of PE is the unaspiratedness of voiceless stops unconditionally and irrespective of position of occurrence in words. Neither of /p/, /k/, /t/ is aspirated in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E or Pun-E.

A typical feature of RP is the glottalization as in many BE varieties, /t/ may be realized as [ʔ] other than at the onset of stressed syllable. Whereas this glottalization is nowhere active and realized in any of the sub-varieties of PE. The analysis of the results in show that /t/ was not glottalized in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E or Pun-E.

The lateral approximant /l/ has only alveolar realization in these sub-varieties of PE whereas it has four realizations in RP. The realization of /t/ and /d/ as tapping and flapping seems absent from these sub-varieties of PE. However, rhoticity is also the common and typical characteristic of the sub-varieties of PE. Unlike RP, /r/ sounds are produced in the words. However, there are some words whose speech patterns are so fixed that some /r/ sounds in them are not articulated, for example *order*, *board*.

The RP velar nasal /ŋ/ is realized same in these sub-varieties of PE. Nonetheless, the stops are pronounced after velar nasal /ŋ/ - such as in *sink*, *king* - in the sub-varieties of PE. This feature is found in Ur-E, Sar-E, Sin-E, Bal-E, Pash-E and Pun-E.

5.3. Development of Phonemic Inventories

Based on the analysis of the primary data, phonemic inventories of Ur-E, Sar-E, Sin-E, Bal-E, Pash-E and Pun-E have been developed.

i. Urdu English

Chart (1) is the chart of consonantal phonemes of Ur-E. There are 23 consonants in this sub-variety of PE.

	Bilabial		Labio-dental		Dental		Alveolar		Palato-Alveolar		Retroflex		Palatal		Velar		Glottal	
Voice	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Plosive		p			ɸ	tʰ					ɖ	t				g		k
Fricatives			f				z	s	(ʒ)	ʃ								
Tap/flap							R											
Affricates													dʒ	tʃ				
Liquids							L											
Glides	v												j					
Nasals	m						N								ŋ(g)			

Chart 1. Consonants of Ur-E

Ur-E has 10 basic vowel system. The chart (2) shows the vowels Ur-E.

	Front		Central		Back	
High	i	ɪ				u
High-mid	E				ʊ	
Mid	ε		ə			o
Low-Mid						ɔ
Low			a			

Chart 2. Vowels of Ur-E

The RP monophthongs /æ/, /ɒ/, /ʌ/, /ɜ:/, and the diphthongs /ɔɪ/, /əʊ/, /eɪ/ are not found in Ur-E. The voiceless plosives /p/, /t/, /k/ are always unaspirated. The voiced plosives /d/ and the voiceless plosive /t/ are retroflex consonants. /tʰ/ and /ɖ/ are dental stops. Instead of /v/ and /w/, only the approximant /v/ is present. The voiced palato-alveolar /ʒ/ is also realized /dʒ/ by some speakers. /ŋ(g)/ is realized only in the words that end on a velar nasal /ŋ/ followed by a stop such as *king*, *ring*. However, the consonants /b/, /g/, /l/, /r/, /j/, /f/, /s/, /tʃ/, /ʃ/, /h/, /dʒ/, /z/, /m/, /n/ did not restructure or change in Ur-E.

ii. Saraiki English

The chart (3) has been developed as the consonantal chart of Sar-E. This sub-variety distinguish 22 consonants.

	Bilabial		Labio-dental		Dental		Alveolar		Palato-Alveolar		Retroflex		Palatal		Velar		Glottal	
Voice	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Plosive		p			t ^h							t				k		
	b				d						d				g			
Fricative			f				z	s		ʃ								h
Tap/flap							R											
Affricate														dʒ				
Liquids							L											
Glides	v													j				
Nasals	m						N									ŋ(g)		

Chart 3 Consonants of Sar-E

Sar-E has 10 basic vowels in its phonemic inventory which have been presented in chart (4).

	Front		Central		Back	
High	i	ɪ				u
High-mid	E					ʊ
Mid						ʌ
Low-Mid	æ					ɔ
Low			a			ɔ

Chart 4. Vowels of Sar-E

The RP monophthongs /ɒ/, /ɜ:/, and diphthongs /ɔɪ/, /əʊ/, /ei/ are not found in Sar-E. The voiceless plosives /p/, /t/, /k/ are always unaspirated. The voiced plosives /d/ and the voiceless plosive /t/ are retroflex consonants. Sar-E makes use of /t^h/ /d/ instead of RP dental fricatives. The phoneme /v/ and /w/ does not exist. Instead only the approximant /v/ employed in their place. /ʒ/ is realized as /j/ while /ŋ(g)/ occurs instead of /ŋ/ in the words ending in velar stop.

iii. Sindhi-English

Like Sar-E, Sin-E also distinguish 22 consonants. The chart (5) shows the consonants of Sin-E.

	Bilabial		Labio-dental		Dental		Alveolar		Palato-Alveolar		Retroflex		Palatal		Velar		Glottal		
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	
Voice Plosive	b	p			ɸ	t ^h					d	t				g	k		
Fricatives			f				z	s	ʃ										h
Tap/flap							R												
Affricates													dʒ	tʃ					
Liquids							L												
Glides	v												j						
Nasals	m						N									ŋ(g)			

Chart 5. Consonants of Sin-E

Sin-E also have ten vowel system. The chart (6) shows the vowels of Sin-E.

	Front		Central		Back	
High	i	ɪ				u
High-mid	E				ʊ	
Mid	ɛ		ə			o
Low-Mid						ɔ
Low			a			

Chart 6. Consonants of Sin-E

The RP monophthongs /æ/, /ɒ/, /ʌ/, /ɜ:/, diphthongs /ɔɪ/, /əʊ/, /eɪ/ are not found in Sin-E. /p/, /t/, /k/ are always unaspirated whereas voiced plosives /d/ and the voiceless plosive /t/ are retroflex consonants. The dental stops /t^h/ and /d/ are employed instead of RP dental fricatives. The phoneme /v/ and /w/ does not exist. Instead only the approximant /ʋ/ employed in their place. /ʒ/ is realized as /ʃ/ while /ŋ(g)/ occurs instead of /ŋ/ in the words ending in velar stop.

iv. Balochi English

Bal-E also has 22 consonants in its phonemic inventory. The chart (7) shows the consonants of Bal-E.

	Bilabial		Labio-dental		Dental		Alveolar		Palato-Alveolar		Retroflex		Palatal		Velar		Glottal	
Voice	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Plosive		p				t̪							t̠			k		
Fricatives	b		f		ɸ		z	s	(ʒ)		ɖ				g			h
Tap/flap							R											
Affricates														dʒ	tʃ			
Liquids							L											
Glides	v												j					
Nasals	m						N								ŋ(g)			

Chart 1. Consonants of Bal-E

There are ten basic vowels in the phonemic inventory of Bal-E. The chart (8) shows the vowels of Bal-E.

	Front		Central	Back	
High	i	ɪ			u
High-mid	E				ʊ
Mid	ɛ		ə		o
Low-Mid					ɔ
Low			a		

Chart 2. Vowels of Bal-E

The RP monophthongs /æ/, /ɒ/, /ʌ/, /ɜ:/, diphthongs /ɔɪ/, /əʊ/, /eɪ/ are not found in Bal-E. The voiceless plosives /p/, /t/, /k/ are always unaspirated. The voiced plosives /d/ and the voiceless plosive /t̪/ are retroflex consonants in Bal-E. /t̪/ and /d̪/ are dental stops and unlike other sub-varieties /t̪/ is unaspirated. Besides, this variety has approximant /v/ like other sub-varieties and /ʒ/ is realized as /j/. The voiced palato-alveolar /ʒ/ can have the same realization or can be produced /ʃ/. The velar nasal /ŋ/ is realized as /ŋg/, /nk/ in words ending in velar stop.

v. Pashto English

Pash-E also has 22 consonants in its phonemic inventory. The chart (9) shows the consonants of Pash-E.

	Bilabial		Labio-dental		Dental		Alveolar		Palato-Alveolar		Retroflex		Palatal		Velar		Glotal	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Voice	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Plosive		p										t				k		
	b				d	(^h t)					ɖ					g		
Fricatives			f				z	s	ʃ									h
Tap/flap							R											
Affricates													dʒ	tʃ				
Liquids							L											
Glides	v												j					
Nasals	m						N									ŋ(g)		

Chart 3. Consonants of Pash-E

Pash-E has ten basic vowels in its phonemic inventory as the chart (10) shows.

	Front		Central		Back	
High	i	ɪ				u
High-mid	E					ʊ
Mid	ɛ			ə		o
Low-Mid						ɔ
Low				a		

Chart 4. Vowels of Pash-E

vi. Punjabi English

Pun-E has 22 consonants in its phonemic inventory as the following chart (11) shows.

	Bilabial		Labio-dental		Dental		Alveolar		Palato-Alveolar		Retroflex		Palatal		Velar		Glottal	
Voice	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Plosive		p				t ^h						t				k		
	b				f							ɖ				g		
Fricatives								z	s		ʃ							h
Tap/flap								R										
Affricates														dʒ	tʃ			
Liquids								L										
Glides	v													j				
Nasals	m							N								ŋ(g)		

Chart 5. Consonants of Pun-E

Pun-E also has ten basic vowels in its phonemic system. These vowels have been shown in the chart (12).

	Front		Central		Back	
High	i	ɪ				u
High-mid	E					ʊ
Mid	ɛ			ə		o
Low-Mid						ɔ
Low				a		

Chart 6. Vowels of Pun-E

5.4. Summary

Ur-E and Pun-E have a set of 23 consonants while Sar-E, Sin-E, Bal-E, and Pash-E have 22 consonants. While in terms of vowel system, all of them have 10 vowels. The RP monophthongs /æ/, /ɒ/, /ʌ/, /ɜ:/, and the diphthongs /ɔɪ/, /əʊ/, /eɪ/ are not found in these sub-varieties. Voiceless plosives are unaspirated in all of them. Dental fricatives do not exist. The RP vowels /e/, /ɒ/, /ɔ/, /ʌ/, /ɜ:/, /æ/, /eɪ/, /əʊ/ are restructured while the consonants /t/, /d/, /ʒ/, /v/ and /w/ are restructured.

Nevertheless, only one sub-variety, Sar-E, exhibited the presence of mid back unrounded /ʌ/ and the near front unrounded vowel /æ/. These two vowels were found to be absent in other five sub-varieties. Also, Pash-E differs from other sub-varieties in that the voiced post-alveolar /ʒ/ is restructured to voiceless postalveolar fricative /ʃ/. Further the dental stop, /t̪/, which is a phonemic restructuring of RP /θ/, is unaspirated but speakers equally overcome the interference of L1 and articulate it as aspirated /t̪^h/.

In terms of consonants Pun-E, Sar-E, and Sin-E share more features. For instance, maximum match in segments of phonemic inventories was observed.

- i) Except Sar-E, /ʌ/ is restructured to /ə/ in other five sub-varieties.

- ii) All of these six sub-varieties are similar in terms of aspiration of voiceless plosives as none of them aspirate /p/, /k/, /t/.
- iii) Retroflexation is prevalent in all of these varieties as the voiced alveolar stops /d/ and voiceless stop /t/ are restructured to /ɖ/ and /t̪/.
- iv) The dental fricatives are restructured to dental stops in all of these six sub-varieties. However, unlike other sub-varieties, Bal-E has an unaspirated dental stop /t̪/ whereas Pash-E can have either aspirated /t̪ʰ/ or unaspirated /t̪/ dental stop.
- v) None of these varieties have /v/ and /w/ in their phonemic system. Instead, they all make use of /ʋ/
- vi) They are also similar in terms of retroflexation. All these sub-varieties of PE make use of retroflex /ɖ /, /t̪ / instead of alveolar stops. In addition, the lateral liquid /l/ has only one realization of clear /l/.
- vii) Gemination is very commonly found in all of these sub-varieties.
- viii) A velar stop is usually present after the velar nasal /ŋ/
- ix) Restructuring of /z/ is also very common in these varieties except in Ur-E.

6. Conclusion

This study undertook the phonemes of PE where it, through the phonological analysis, analyzed the phonemes by proposing that an English speaker's L1 restructures the phonological system of their L2/L3 because there are several different languages in Pakistan which trigger the sub-varieties within PE. After analysis, it was found that these sub-varieties correspond and differ in terms of the way the phonemes are realized.

The answer to the first question of the study pertains to restructuring which was found in both consonants and vowels. The restructuring of phonemes was largely due to the force from first languages of the speakers. Where it was possible the nearest segments from the L1s were employed by the speakers, otherwise the segments were either substituted or restructured. Also, speakers were found less likely to try to overcome the transfer from their L1s.

the following are the concluding points:

- a. Restructuring of vowels involve: lowering, heightening, centralizing and monophthongisation. These are shared by all of the six sub-varieties.
- b. Contrary to English and similar to South Asian English, the sub-varieties of PE do not employ aspiration in voiceless plosives.
- c. Retroflexation of /t/ and /d/ is found in all of these six sub-varieties.
- d. Dentalisation of dental fricatives is also found in all of the six sub-varieties.
- e. Gemination is very common in Ur-E, Sar-E, Bal-E, Sin-E, Pash-E, and Pun-E.
- f. All of the sub-varieties are rhotic.
- g. There is no distinction in /v/ and /w/. These two phonemes are replaced with /ʋ/.

These sub-varieties of PE have either 22 or 23 consonant system whereas they have 10 vowels in terms of their vowel system. All of them are maximally similar in terms of their consonantal and vowel features.

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Appendix I

World list used for analysis of vowels and consonants

vow	Keywords	Words	Conso	
eɪ			.	
ɪ	KIT	sick, bridge, busy	p	pay, suppose, police, puppy, map
e	DRESS	step, edge, ready	k	cooking, curious, hook
æ	TRAP	back, badge, cancel	t	toy, attack, matter, outlast
ɒ	LOT	stop, sock, dodge	b	bacon, jubilee, bulb
ʌ	STRUT	suck, pulse, trunk	d	day, delay, order, raid
ʊ	FOOT	bush, good, wolf	g	guard, ring, hugging,
ɑ:	BATH	staff, ask, dance	θ	think, theology, method, both
ɜ:	NURSE	hurt, urge, term	ð	this, although, brother
i:	FLEECE	eat, speak, key	l	low, legal, mellow, illegal, illiterate
eɪ	FACE	tape, cake, day	r	roar, marine, refer, minor
ɔ:	THOUGH T	taught, hawk, jaw	j	youth, cure, hue
əʊ	GOAT	soap, home, so,	w	was, worm, aware
u:	GOOSE	shoot, mute, view	v	vet, covert, love
aɪ	PRICE	write, arrive, try	f	fur, laughed, cough
ɔɪ	CHOICE	noise, join, toy	s	see, houses, promise
aʊ	MOUTH	out, loud, cow	tʃ	speech, chew, church
ɪə	NEAR	beer, sincere, fear	ʃ	ship, construction, institutionalization
ɛə	SQUARE	care, fair, where	h	hope, inhuman,
ʊə	CURE	poor, tourist, plural	ʒ	television, pleasure, confusion
ə	schwa	comma), dilemma,	dʒ	joy, adjust, judge
			z	zeal, redesign, magazine, exhibition
			m	maximum, farm, autumn
			n	new, nationalization, resignation
			ŋ	singer, sing, sink, king

Appendix II

Full Transcriptions of the Recordings for the Analysis of Vowels

Table 1: *step, edge, ready*

Speakers	Transcriptions		
<i>Speaker 1</i>	[stɛp]	[ɛdʒ]	[ɪɛdʒi]
<i>Speaker 2</i>	[stɛp]	[ɛdʒ]	[ɪɛdʒi]
<i>Speaker 3</i>	[stɛp]	[ɛdʒ]	[ɪɛdʒi]

Table 2: *back, badge, cancel*

Speakers	Transcriptions		
<i>Speaker 1</i>	[bɛ:k]	[bɛ:dʒ]	[kɛnsəl]
<i>Speaker 2</i>	[bæk]	[bɛ:dʒ]	[kɛnsəl]
<i>Speaker 3</i>	[bɛ:k]	[bɛ:dʒ]	[kɛnsəl]

Table 3: *stop, sock, dodge*

Speakers	Transcriptions		
<i>Speaker 1</i>	[stɔp]	[sɔk]	[dɔdʒ]
<i>Speaker 2</i>	[stɔp]	[sɔk]	[dɔdʒ]
<i>Speaker 3</i>	[stɔp]	[sɔk]	[dɔdʒ]

Table 4: *suck, pulse, trunk*

Speakers	Transcriptions		
<i>Speaker 1</i>	[sɔk]	[pʌls]	[trʌŋk]
<i>Speaker 2</i>	[sɔk]	[pʌls]	[trʌŋk]
<i>Speaker 3</i>	[sɔk ^h]	[pʌls]	[trʌŋk]

Table 5: *bush, good, wolf*

Speakers	Transcriptions		
<i>Speaker 1</i>	[bʊʃ]	[gʊd]	[vʊlf]
<i>Speaker 2</i>	[bʊʃ]	[gʊd]	[vʊlf]
<i>Speaker 3</i>	[bʊʃ]	[gʊd]	[vʊlf]

Table 6: *staff, ask, dance*

Speakers	Transcriptions		
<i>Speaker 1</i>	[stɑ:f]	[ɑ:sk]	[dɑ:ns]
<i>Speaker 2</i>	[stɑ:f]	[ɑ:sk]	[dɑ:ns]
<i>Speaker 3</i>	[stɑ:f]	[ɑ:sk]	[dɑ:ns]

Table 7: *hurt, urge, term*

Speakers	Transcriptions		
<i>Speaker 1</i>	[hɜ:t]	[ɜ:ɹdʒ]	[tɜ:m]
<i>Speaker 2</i>	[hɜ:t]	[ɜ:ɹdʒ]	[tɜ:m]
<i>Speaker 3</i>	[hɜ:t]	[ɜ:ɹdʒ]	[tɜ:m]

Table 8: *tape, cake, day*

Speakers	Transcriptions		
<i>Speaker 1</i>	[tɛ:p]	[ke:k]	[dɛ:]
<i>Speaker 2</i>	[tɛ:p]	[ke:k]	[dɛ:]
<i>Speaker 3</i>	[tɛ:p]	[ke:k]	[dɛ:]

Table 9: *taught, hawk, jaw*

Speakers	Transcriptions		
<i>Speaker 1</i>	[tʰɑ:t]	[ha:k]	[dʒɑ:]
<i>Speaker 2</i>	[tɑ:t]	[ha:k]	[dʒɑ:]
<i>Speaker 3</i>	[tɑ:t]	[ha:k]	[dʒɑ:]

Table 10: *soap, home, so*

Speakers	Transcriptions		
<i>Speaker 1</i>	[so:p]	[ho:m]	[so:]
<i>Speaker 2</i>	[so:p]	[ho:m]	[so:]
<i>Speaker 3</i>	[so:p]	[ho:m]	[so:]

Table 11: *noise, join, toy*

Speakers	Transcriptions		
<i>Speaker 1</i>	[naɪs]	[dʒ ^w aɪn]	[tɔɪ]
<i>Speaker 2</i>	[naɪs]	[dʒaɪn]	[tɔɪ]
<i>Speaker 3</i>	[naɪs]	[dʒwaɪn]	[t ^w aɪ]

Table 12: *beer, sincere, fear*

Speakers	Transcriptions		
<i>Speaker 1</i>	[bɪəɪ]	[sɪnsɪəɪ]	[fɪəɪ]
<i>Speaker 2</i>	[bɪəɪ]	[sɪnsɪəɪ]	[fɪəɪ]
<i>Speaker 3</i>	[bɪəɪ]	[sɪnsɪəɪ]	[fɪəɪ]

Table 13: *care, fair, where*

Speakers	Transcriptions		
<i>Speaker 1</i>	[keəɪ]	[feəɪ]	[weəɪ]
<i>Speaker 2</i>	[keəɪ]	[feəɪ]	[weəɪ]
<i>Speaker 3</i>	[keəɪ]	[feəɪ]	[weəɪ]

Table 14: *pay, suppose puppy*

Speakers	Transcriptions		
<i>Speaker 1</i>	[pe:]	[səppɔ:z]	[pəppi]
<i>Speaker 2</i>	[pe:]	[səppɔ:z]	[pəppi]
<i>Speaker 3</i>	[pe:]	[səppɔ:s]	[pəppi]

Table 15: *cooking, curious, hook*

Speakers	Transcriptions		
Speaker 1	[kʊkɪŋ]	[kʊɪəs]	[hʊk ^h]
Speaker 2	[kʊkɪŋ]	[kʲɔɪəs]	[hʊk]
Speaker 3	[kʊkɪŋ]	[kʲɔɪəs]	[hʊk]

Table 16: *toy, attack, outlast*

Speakers	Transcriptions		
Speaker 1	[tʌɪ]	[ətæk]	[mɛtʌɪ]
Speaker 2	[tʌɪ]	[ətæk]	[mætʌɪ]
Speaker 3	[tʌɪ]	[ətæk]	[mɛtʌɪ]

Table 17: *delay, order, raid*

Speakers	Transcriptions		
Speaker 1	[dɛ:]	[dɪle:]	[ɹe:d]
Speaker 2	[dɛ:]	[dɪle:]	[ɹe:d]
Speaker 3	[dɛ:]	[dɪle:]	[ɹe:d]

Table 18: *television, pleasure, confusion*

Speakers	Transcriptions		
Speaker 1	[tɛlɪvɪjən]	[plɛjəɪ]	[kənʃu:ʒən]
Speaker 2	[tɛlɪvɪʒən]	[plɛjəɪ]	[kənʃu:ʒən]
Speaker 3	[tɛlɪvɪjən]	[plɛjəɪ]	[kənʃu:ʒən]

Table 19: *think, method, both*

Speakers	Transcriptions		
Speaker 1	[t ^h ɪŋk]	[t ^h ɪləʊdʒi]	[mɛt ^h əd]
Speaker 2	[t ^h ɪŋk]	[t ^h ɪləʊdʒi]	[mɛt ^h əd]
Speaker 3	[t ^h ɪŋk]	[t ^h ɪləʊdʒi]	[mɛ:t ^h əd]

Table 20: *this, although, brother*

Speakers	Transcriptions		
Speaker 1	[ðɪs]	[a:l ^h o:]	[brʌðəɪ]
Speaker 2	[ðɪs]	[a:l ^h o:]	[brʌðəɪ]
Speaker 3	[ðɪs]	[a:l ^h o:]	[brʌðəɪ]

Table 21: *vet, covert, love*

Speakers	Transcriptions		
Speaker 1	[vɛt]	[kʌvəɪt]	[lʌv]
Speaker 2	[vɛt]	[kʌvəɪt]	[lʌv]
Speaker 3	[vɛt]	[kʌvəɪt]	[lʌv]

Table 22: *legal, mellow, illegal*

Speakers	Transcriptions		
Speaker 1	[lɔ:]	[mɛllo:]	[ɪlɪgəl]

<i>Speaker 2</i>	[lɔ:]	[mi:llo:]	[ɪllɪgəl]
<i>Speaker 3</i>	[lɔ:]	[mello:]	[ɪllɪgəl]

Table 23: *was, warm, aware*

Speakers	Transcriptions		
<i>Speaker 1</i>	[vɑ:z]	[vɑ:m]	[əvɛəɪ]
<i>Speaker 2</i>	[vɑ:z]	[vɜ:m]	[əvɛəɪ]
<i>Speaker 3</i>	[vɑ:z]	[vɑ:rm]	[əvɛəɪ]

Table 24: *singer, sing, sink*

Speakers	Transcriptions		
<i>Speaker 1</i>	[sɪŋgəɪ]	[sɪŋg]	[sɪŋk]
<i>Speaker 2</i>	[sɪŋgəɪ]	[sɪŋg]	[sɪŋk]
<i>Speaker 3</i>	[sɪŋgəɪ]	[sɪŋg]	[sɪŋk]

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Pragmatic Analysis of Deictic Expressions in Imran Khan’s UN Speech Delivered in 2019

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- inclusiveness,
- exclusiveness

Abstract

This study aims to identify various types of deixis used in speech to investigate self and other deictic. It also examines the effect of person, place, and temporal deixis in spoken discourse. The qualitative descriptive method was used to interpret the deictic expressions in the speech. Imran Khan’s UN speech was collected from United Nations YouTube channel. After that, it was transcribed to identify the deictic expressions. Levinson’s (2011) theoretical framework of deixis was used to analyze the data. The results revealed that the total number of deixis was 247, in which person (189), place (26), temporal (15), social (07), and discourse (10) deixis were found. We found that “I and we” are the most frequently used deixis in the speech of Imran Khan to refer to the self and other concepts in the context in which the speech is set. Self-concept is used for the opportunity for the nation and authority, and the others deixis (they, them, he, etc.) are used for a negative attitude. The research concluded that the deictic expressions used by Imran Khan highlighted different themes such as self and others, change in climate change, and Islamophobia.

1. Introduction

Political discourse plays a significant role in language. It helps leaders address their issues. In the same way, the theory of deixis is one of the aspects of pragmatics used to point out things. Political leaders use deixis to set the context in their language. Likewise, leaders address their speeches before the audience. They have some physical context to give a contextualized speech that drags people's minds towards the demands and rights they are striving for from the government. Additionally, the context is sometimes challenging to understand when deictic expressions are in an ambiguous form, and the listeners are not able to know who is speaking about whom. To fill this gap, the theory of deixis in pragmatics helps us understand the relationship between language and context. The deixis theory points out certain expressions such as persons, places, times, social, and discourse. These all are the cues to understand the context or employed meaning of an utterance in spoken or written discourse. Researchers find spoken discourse, especially speech, to be an essential theme for pragmatic analysis. In all discourse types, whether spoken or written, there are deictic expressions that use employed meaning that is not explicitly provided through words.

To date, there has been a lot of research based on deixis analysis and pragmatic analysis conducted all around the globe. To address the current trends and issues of the political scenario in Pakistan, there is little work like the deixis analysis of Imran Khan's UN speech delivered in 2019. Hence, the researchers investigate the deictic expressions and their employed meaning in Imran Khan's speech at the UN Assembly 2019.

This study aims to examine and analyze the utterances in which types of deixes are employed, as well as to determine which deixis is the most prevalent in the speech. The researchers also investigate the effect of these deictic expressions on the audience in the spoken discourse, such as self-mentioning and others and social scenarios, by indicating a specific time, place, and person. The researchers provide the essential use of pragmatic aspects and occurrences of deixis in the selected data. This research will help students and researchers of language to understand and infer the context of deictic expressions and their contextual meaning. It is also hoped that this research would help readers comprehend the deictic expressions in different texts, such as religious, political, literary, and other kinds of discourse.

2. Literature Review

Language is a unique human inheritance that plays a critical role in human life, including problem-solving, communication, and negotiation (Lunenburg, 2010). Individuals communicate with one another through language. Without a language, people will be unable to express their thoughts, experiences, and opinions to one another smoothly. Whether it is spoken or written, direct or indirect, sign or communicative, these are different methods or modes of expressing feelings and sharing thoughts. Furthermore, the most crucial aspect of communication is how the listener and the speaker understand the contextually independent meaning through pragmatic intended meaning. To comprehend the context, Saeed (2009) believes that the study of meaning with reference to its context or pragmatic intended meaning shows the relationship between pragmatic meaning and

speakers or writers because pragmatic meaning deals with and deciphers the external structure (Yule, 2010).

In the same way, speech is one of the modes of direct communication performed before the audience and is a simultaneous process where the speaker contextualizes the address, which shares a pragmatic intended meaning. A single person usually does it to explain the external structure as used in different speeches (see e.g., Minkhatunnakhriyah et al., 2021; Al-Hindawi et al., 2021). It can be seen as one of the most effective means of communication for the country's leaders, entrepreneurs, and speakers from different fields to motivate, encourage, and convey their message to the audience. Furthermore, when these speakers utilize language in their respective events, deixis is no exception to be observed in speeches because it is one of the concepts of pragmatics that helps them refer to person, place, time, or any other event with the help of external structure. The following section discusses deixis and its types in detail to situate the literature.

a. Deixis and its types

Deixis is a term that can have multiple meanings depending on the context. Deixis is also a word whose referent moves according to the time and space in which it is spoken (Moore, 2006). Deixis is also an aspect of pragmatics that has to do with a particular word or sentence that change depending on the circumstances. According to Levinson's study (1983) in which he states that the change of context in an utterance occurs when a situation, such as a person, place, or time changes. Deixis is concerned with how language encodes the elements of context of an utterance or speech event and, consequently, how these utterances are interpreted based on the analysis of that context. Williams (2019) states that deixis is a phenomenon of human speech in which the contextual value of the given statement is determined by the context in which it is employed. Moreover, he also claimed that the deictic words become simple to utilize between the speaker and interlocutor once you understand deixis, which reveals the relationship between language and context.

In other words, Yule (1996) believes that such statements are quite clear examples of the chunks of language that we can only comprehend and understand in the context in terms of meaning. Thus, these are technically known as deictic expressions. At first sight, deixis appears to be a very simple phenomenon. However, the phenomenon turns out to be philosophically and psychologically complex as the deictic expressions are context-dependent to a great extent in every utterance. Additionally, the context-dependent and symbolic representation of language leads to perplexities. Deixis is defined in several ways. The aforementioned definitions by different scholars have clearly explained that deictic expressions are used to point out things, such as people, places, or time. Furthermore, words such as "*here*," "*there*," "*he*," "*she*," "*I*," and "*we*," are difficult to interpret unless the context is physically given in the language when one does not know who is speaking with whom (Patmo, 2017). It is also essential to consider the types of deixis that are used in political speeches and other kinds of text to emphasize the sense of targeted message to convey and point out the context of utterance.

The deictic expression or theory of deixis presents it five types, such as person, place, temporal, social, and discourse deixis, which provides pragmatic meaning by pointing to a particular thing or an event.

The first talks about the person deixis, which is one of the types of deixis that is a deictic reference to the referred expression or points to the participant's role of reference. It is concerned with the personal pronoun that is used as a participant in a statement. The speaker, addressee, and a reference who is neither a speaker nor an addressee are included. *You or I* can refer to another person in the spoken form of language or conversation. It can be analyzed that who is speaking has a deictic role in the conversation. According to Lyons (1968), as cited by Sari (2015), the first person is used when a speaker plays an active role or speaks during the talk. The second person is referred to as the hearer in the talk, while the third person pronoun is neither the speaker nor the hearer. In social situations and public places, these pronouns must be considered for conversation, speech, or sermon use. Additionally, person deixis is socially acceptable, symbolizing the speaker's status in relation to those around him/her in society. An example of person deixis is when *Imran* says: *I am going there.*"

Place deixis is another type of deictic expression that is also known as spatial or location deixis. It mainly focuses on the location of the context and the position of the person or thing to show the deictic center and the verbs of motion, such as *come, go, and bring* (O'Keeffe et al., 2011). Levinson (2011) is of the view that the linguistic forms, such as adverbs of time and demonstrative adjectives and pronouns, are used to point out a place or location in the speech event, for instance, *here, there, and this, that, these, those*. An example of place deixis could be; stay here.

Temporal or time deixis is mainly concerned with time. The speaker can use an adverb of time, such as *now, then, today, tomorrow, this morning, this year, etc.*, to show the time during a speech to refer to the utterance used at a particular time (O'Keeffe et al., 2011). To put it in other words, it is regarded in relation to the moment at which an action occurs in order to be accurately interpreted. There is a clear identification between code times, the moment in which the utterance takes place, and receiving times, the moment of correctly receiving the utterance.

Apart from the previously mentioned types of deixis, O'Keeffe et al. (2011) have given two other types of deixis in their book, which are discourse deixis, which points out the referent elements and the portion of discourse by using *this* and *that* to point out the deictic utterances in spoken or written form of language, and social deixis, which mainly considers the social relations of gender, sex, and their role as participants in the spoken or written discourse to point them out at the event or revered place, such as; "*Excuse me, ma'am.*"

b. Deixis in Religious Text

In the religious text, the preachers or any other religious leaders utilize deixis in their discourse to refer to some specific point to make the connection between the audience and religious norms. They often provide contextual links to point out things through deixis, as in the studies conducted by Anugrah (2018), who stated that deixis is a link between language and context. The researcher discussed deixis in his research from the novel Christian Bible, Genesis, chapters 6, 7, 8, and 9, to look at several types of deixis in the book. The researcher used the qualitative descriptive method to find deixis and explain their contextual meanings. In the findings of the study, the researcher found that the person deixis is the most commonly used deixis in this bible, with a usage of 192 times in the

chapters of the novel. (39.91 percent), the following deixis is 103-times-appearing location deixis (21.41 percent), the social deixis occurs 83 (17.25 percent) of the time, while the time deixis occurs 66 percent of the time (13.72 percent). After these findings, the researcher concluded that the Deixis reveals the relationship between the structure of language and the context, which cannot be separated and should be expressed contextually.

Similarly, another research conducted by Abdulameer (2019) discussed the religious text in which the sermon of the Imam was analyzed to examine the contextual cues in the sermon. He collected data from Imam John Startling as a sample for the study to analyze the use of person, place, and time deixis in his presented lecture at the American mosque. The researcher has only pointed out the deixis to determine the intentional meaning of formal speech in religious texts. The findings of the study have claimed that the person deixis is used with a higher frequency than another deixis, and third-person deixis is used explicitly for God in religious texts. In religious texts, the speaker usually utters pointing words, which in the language provide context for discussing previous and present actions, such as prophet stories, etc.

c. Deixis in Novels and News Article

Literary language and the language of journalism play a pivotal role in producing expressions with the implied meaning that can be interpreted with the help of pragmatic intended meaning because in both areas of languages, writers express their thought and indicates the event of the context through deictic expressions. As a result, deictic expression helps writers point out the expressions where the emphasis is given to highlight the event, state, and issue through novels and news articles. To analyze newspaper articles, Setiakawanti et al. (2018), in their study, asserted that there is person, place, and time deixis used in the articles of Jakarta Post, and the findings of the study show that the number of person deixis is more significant than all other types of deixis in the selected articles. Additionally, the researchers used quantitative methods to analyze the data and find the results. On the other hand, Afrilian et al. (2019) examined different types of deixis in the novel *Night Whisper*, which was written by Judith McNaught, and which they used as a theoretical framework by Levinson (1963) along with the theory of meaning by Chaer (2013) to carry out the research. The researchers used qualitative methods to accomplish the means of the research objectives, as the study aimed to analyze the position, meaning, and context of deixis employed by the speaker. Additionally, the researchers used an observational method to collect them from the chapters of the novel, which totaled fifty-six in number. The researchers concluded the study with the findings of person, place, time, social, and discourse deixis, which are to be understood in different contexts. The context of these deixes is based on the context of utterances used in the novel.

d. Deixis in Political Discourse/Speeches

Political discourse is of great interest to researchers for analyzing deixis and its contextual use in political language. Political discourse has also been the contextual use of language. Deictic expressions are of great concern in these situations to relate to people, pointing to time, connecting discourse, and placing a particular utterance in situations. Different political speakers use deictic expressions, such as "we," to refer to the society and nation

being discussed. The discourse can be inferred based on the context in which that utterance is uttered (Minkhatunnakhriyah et al., 2021). Political discourse, in particular, either spoken or written, is to be presented by political leaders in their speeches. That sort of speech is designed to be recognized and understood by the masses to convey or inspire them explicitly or implicitly while making a speech (Rafiq Moheddin, 2020).

Researchers have investigated in their research the discourse analysis phenomenon and deictic expressions in political speeches to refer to specific objects and ideas. Moreover, the already existing researches provide an overview of how the researchers have observed the nature of deictic expressions in political speeches.

Likewise, Haselow (2020) discussed political discourse and spoken language. Moreover, he also discussed that there may be a strong connection between syntactic structures and the stances the speakers take in their speeches, which can also be the addressee's attitude or opinion while making a speech. However, Al-Hindawi et al. (2021) stated in their study that the relationship between language and context is intended with the help of positioning of words through deixis in the form of person, place, gestural, and symbolic deixis. The study rendered the types of deixis and the context of deixis to interpret the meaning in which the utterance was used. As a result, they belonged to the realm of pragmatics, which considers the context of language. They had focused on the contextual use of bullying in the political speeches of Donald Trump. The scholars concluded their study by saying that Donald Trump has successfully bullied his opponents by employing various bullying methods. He publicly ridiculed his opponents by defining them in terms of goodness and evilness while simultaneously proclaiming himself as the ideal leader for the United States.

The present study focuses on political discourse, with the Prime Minister's speech serving as a sample to contextually and pragmatically analyze deixis. Additionally, the present study is the amalgamation of both political discourse (speech) and pragmatic analysis of deixis in Imran Khan's UN speech in 2019. The pragmatic analysis is used to gain a more in-depth understanding of the context of the speech. It investigates and answers the question of how and what is spoken by the speakers and the purpose behind the deictic expressions. This study also explores and utilizes the contextual use of deixis employed in the premier's political discourse in his speech at the UN conference in 2019. Finally, deictic expressions refer to the context of an utterance, which is preferred in every political leader's speech to engage the audience's emotions and self, along with the choice of words to make the utterance influential and effective. The present study identifies and points out the types of deixis in Imran Khan's UN speech in 2019.

The present study aims to answer the following questions:

- a) What are the different types of deixis used in Imran Khan's UN speech 2019?
- b) How self and other concepts are contextually used through deictic expression?

3. Research Methodology

The researchers have used the descriptive qualitative method to assess the data; qualitative research is used to explore the worth and quality of relationships and material that is commonly referred to as descriptive research (Denzin & Lincoln, 2005). The descriptive

qualitative method helped us in the interpretation of the deictic expressions and how the communicative purpose is achieved by the speaker through deictic expressions.

The data for this study was Imran Khan’s speech delivered on 25th September 2019 at the United Nations General Assembly which was collected from YouTube. The length of the speech was 50 minutes and 40 seconds. First, we watched the video then transcribed it manually. The total word count of the speech was twenty-five hundred seventy-seven (2577). The transcribed data helped in the identification and classification of the dietic expressions.

The whole speech was analyzed by applying the theory of deixis proposed by Levinson (2011). The researchers followed a pattern in which all the deixes were analyzed meticulously. Initially, the researchers read the transcribed speech to find out the deixis used in it. Secondly, the deictic expressions were classified and were presented in percentages in tabular form. Thirdly, the deictic expressions were interpreted, and different themes were explored to know the communicative intention of the speaker.

4. Results and Discussion

Analysis in this research is done through classifying and categorizing the deictic expressions in Imran Khan’s speech addressed in the 75th session of the United Nations General Assembly 2019, in which he raised his voice against the growing issues of climate change, Islamophobia, and other significant issues were taken into consideration.

The Table 1 below shows the results of all the deixis types and their frequency. There is a high frequency of person deixis used in the speech. The premier used person deixis to show self and others or positive attitude (self) and negative attitude (others) identity by using words such as *me, us, you, them, and him* to contextualize and point out the people. On the other hand, the place deixis is being used 26 times and less than person deixis and more than time deixis, which is 15 in number. The discourse deixes are used 10 times in the speech to connect the portion of the discourse, and the social deixes, in the end, are used 7 times, the least used in the speech to show the social relationship. The research conducted by Ricca and Johan (2021) concluded that in Joe Biden's Presidential victory speech, he used first person deixis most as "I" 45 times and "we" 37 times to show a positive view of his future endeavor, humbleness, and we for the opportunities to come in the country. This research focuses on the main types of deixis that premier Imran Khan uses. The analysis of speech is divided into themes such as self and others, the threat of climate change, and Islamophobia. Deictic expressions are shown with some emphasis on the person, place, time, and social deixis.

Table 1
Frequency of the deixis in Imran Khan’s UN speech 2019

S.No	Types Deixis	Frequency	Percentages
1	Person Deixis	189	68.97
2	Place Deixis	26	10.5

3	Time Deixis	15	6.07
4	Discourse Deixis	10	4.04
5	Social Deixis	07	2.83
	Total	247	

a. Self and Others

Personal deixis, as mentioned in the literature review, are the utterances in which the first personal pronoun such as *I, we, my, me, us, and our*, the self or the speaker or addressee who utters the utterance (Lyons, 1968, as cited by Sari, 2015), The self-mentioning has been used by the premier in the commencement of speech with the following utterances, such as:

A) *I stand **here** at this forum of world leaders, where **we** have a chance to discuss the problems the world is facing.*

Imran Khan commences his speech by using the above-mentioned utterance with self-mentioning or first-person deixis to point out himself and the purpose of being there in the UN 2019 speech to raise his voice against some genuine issue the world, especially Pakistan, is facing. He has used self-mentioning twice. One is “*I*” and the other one is “*we*” which points to all of the people around the world. The premier is also considering himself as an opportunity and showing a positive attitude by using “*I*” self-mention, which can make people cautious about the rising issue of climate change, as discussed in section 4.2. The pragmatic intended meaning assumes Imran Khan’s worrisome about the situation of the world in general and Pakistan in specific, where people would get into trouble if climate change increases, the death ratio increases, and the health deteriorates because of the change in the climate.

B) *I especially came to **this** forum despite a difficult time in **my** country, facing challenges... I would not have come had there not been a very urgent problem that the world must address.*

In these utterances, the premier shows his gratitude for addressing and the purpose of joining the 74th session of the UN assembly by using the first-person pronoun “*I and my*”. In the same utterance, he shows his worries about the problem which will be faced by Pakistan in the future. He is pointing to the forum by using the demonstration “*this forum*” to stress the difficulty people of Pakistan are facing. “*I*” in the last utterance shows the dignity of the premier and tries to mitigate the harshness in his words. His sole purpose is to make the UN aware of an escalating problem in Pakistan. “*I and we*” are the most common self-mentions used in the speech that directly or inclusively point to the people of Pakistan and the premier himself. As for as deictic expressions are concerned, Imran Khan shows the critical phase of Pakistan by specifying it before the leaders of the world that you are the ones who can help face the challenges. Otherwise, Pakistan would struggle with all the issues.

The third person pronoun or in personal deixis *they, he, she, and it* is known as the deictic expressions used for others concept being addressed in the talk, utterance. Imran Khan uses

both self and others utterances in his speech to cast light on others or 3rd persons. These deictic expressions are also referenced in his speech, such as:

*C) The rich countries must show political will; **they** cannot allow **this** flight of capital from poor countries through corruption”.*

It can be seen in the extract above that “*they*” in bold form is used as pointing to one of the referents in the sentences, which is referring back to the affluent countries, which are neither addressee nor the listeners in the present situation. It shows otherness in the context, as stated by Levinson (1983) cited by O’Keeffe et al. (2011), that the third-person pronoun such as *he, she, and they* are often used to refer to people who aren’t speakers or addressees. However, they can also refer to the speaker or listener. It (*they*) can also be considered as the negative image of the rich countries, which is portrayed through the use of others deixis. Moreover, the othering concept in the speech also points out the negative integrity of the countries who have capital and control the capital, such as the IMF controlled by America who rules the developing countries by providing them debt. The poor countries have been submerged into corrupt systems and bad governance. As a result, they come forward to get help from the developed countries to get capital from them.

The main focus is on others in this regard, as in the following utterances:

*D) We even caught **their** spy Kulbhushan Yadav who admitted to crimes. Instead of sharing proof of any Pakistani’s alleged involvement in the Pulwama attack, **they** tried to bomb us. We retaliated. We captured **their** pilot but returned **him** the **next day** because we did not want the situation to escalate.*

In this extract, the premier uses self-mentioning with exclusive “*we*” and the mentioning of others by using “*they, their, and him*” to point to the people. In the initial part of the extract, “*we and us*” are used exclusively, which refers to the Pakistan Army who caught the Indian spy. It shows the positive image of Pakistan, where people do not want to wage wars but want to live peacefully. However, the word “*they*” refers to the Indian army and politicians who hate Pakistan terribly, and they are shown as bad-tempered and rude by using the concept of otherness. Additionally, “*him*” refers to the person who had an airstrike, being caught by the Pakistanis and the “*next day*” refers to the time in which the spy was sent back to his country. Thus, other concepts reflect the negative side of the people. The premier uses otherness to show a clear picture of people who are anti-Pakistanis. Furthermore, this shows that the Indian army wants to repeat the history of wars that, without any doubt, will smash the economy of the countries. The premier also shows his sympathetic and kind nature by indicating the treatment of the pilot of India, whose helicopter was crashed and captured by the Pakistani army.

b. The threat of Climate Change

The threat of climate change is another theme of Imran Khan’s UN speech in 2019, where he raises his voice against the change in greenhouse effects by using certain deictic expressions; the pronoun “*we*” can be used inclusively and exclusively in referent expressions, such as:

A) *Pakistan is among the top 10 nations in the world affected by climate change. We depend on our rivers, we are mainly an agricultural country. 80 percent of our water comes from glaciers and these are melting at an alarming pace.*

In the extract, Imran Khan makes a severe note by using inclusive "we" as defined by O'Keeffe et al. (2011) in their book pragmatic in use to represent the nation of Pakistan which would face climate change as a critical situation in the future. The time deixis is also used with the complex use of temporal deixis, which is known as tense, through which the premier expects the severe problem to be faced by the country. The utterances starting from "we depend on" indicate inclusive use for all the people of Pakistan. He also mentions that Pakistan has no other source of earnings as it is an agricultural country that requires a lot of water to cultivate the land. Furthermore, in our country, the water comes from the mountains and glaciers, which are going towards destruction or melting, which will cause difficult times for the people of Pakistan. Imran Khan indicates that there is a bad time for the people of Pakistan. Additionally, the premier is also showing the dependency on these resources. Otherwise, they will affect the economy of the country radically.

B) *"I have seen a lot of leaders about this".*

In this utterance, the premier uses the self-mention "I" to refer to his experience in which he has seen people who failed to stand against the growing climate change all around the world, and "this" as a proximal demonstrative which shows the spatial deixis to refer to the problem mentioned earlier in the script. To mention the issue of climate change, Imran Khan has shown his thoughtful and insightful idea, so to curb this change, there are more than a billion trees will be planted in five years in Pakistan to lessen the greenhouse effect on our environment. Furthermore, the premier, with the help of deictic expression, shows his concern about the growing critical problem that, if it happens, Pakistan's economy would topple down at a great level because the country has already been facing the troubles of ice-melting, rise in sea, and gases emitted from companies.

c. Islamophobia

In the third theme, the researcher provides the results he has taken. In the speech, Imran Khan uses inclusive "we" to explain the status of Muslims in European countries, such as:

A) *"We have faced Islamophobia while traveling abroad; and in European countries, it is marginalizing Muslim communities".*

In the utterance, Imran Khan includes him and other people of Pakistan as a whole which determines that the premier points the nation to have been known as terrorists in the eyes of Western people. He uses inclusive 'we' to refer to the government of Pakistan that we are marginalized and have been excluded from peace and harmony. Additionally, Self-mention is also contextualized as the positive image of the country that must be addressed before these people in the assembly. He also stresses that the Muslim communities are not violators of peace but like to prevail in peace worldwide. To build a positive image in the above-mentioned countries, Imran Khan represents not only his country, but he attracts the general reverence of the Muslim world that is marginalized and called terrorist all around Europe.

In the same way, Imran Khan uses place or spatial deixis to refer to address the issue clearly, such as:

B) My point here is that we must address this issue. Post 9/11, the war against radical Islam".

In the above extract, the premier uses first-person possessive *my* and proximal demonstrative (place deixis) to bring out the issue that must be addressed before the world leaders to make a clear image of the Muslims who do not spread any racial or involvement in any kind of terrorist attack. His use of person deixis is inferred as the premier reports the point humbly because he does not want Muslims to be hatred and known to be the peace-breakers. Person and place (*here*) deixes are often used to make the context more convenient, and he emphasized the central issue of the themes mentioned above. Moreover, in the second part of the utterance, demonstrative/spatial deixis is used, which refers to radical Islam, which includes extremism or Islamic extremism. It is linked with the beliefs associated with the religion of Islam. Imran Khan is explanatory in tone here in addressing the serious issue which has negatively impacted the Muslims of the world. While explaining the Post-9/11 war, Imran Khan continues his speech by representing the behavior of the Eastern countries and India, which still believe that Muslims cannot live with peace and harmony. However, wars have brought destruction to the countries wherever waged.

We have also found temporal deixis, which points out the time of the context, such as:

C) "American called them freedom fighter then",

In this utterance, "*then*" is the time deixis, which presents the later results of being called a terrorist. "*Them*", on the other hand, refers to otherness and shows the negative image of the people who promote Islamophobia. Additionally, the people who violate peace for the sake of religion are known as freedom fighters who do not think of humanity and a peace-making society. Thus, the premier cleverly chose the deixes and used them meticulously to talk about the consequences of the incidents, which were blamed on the Muslims by the Americans and other western countries. Social deixis, such as "*Mr. President*", encodes the social identity and points to the head or the president of the assembly. It is also creating social territory by pointing to the president.

In the same way, there is discourse deixis, which indicates the portion of discourse as in the following extract taken from the speech presents:

D) This is the time when you, the United Nations, must urge India to lift the curfew; to free the 13,000 Kashmiris who have disappeared meanwhile and this is the time when the UN must insist on Kashmir's right to self-determination!

In these utterances, "*this*" has been used to refer to the discourse ahead uttered by the speaker to represent the issue in Kashmir. Imran Khan warns United Nations to take abrupt action against the Indian army, which has been attacking the people of Kashmir. Imran Khan asks the UN to urge India to lift the curfew and get the Kashmiri people free from the cruelty of their Army. The Premier uses an authoritative and enforcing tone in the last utterance, and he suggests the UN for taking action against India, or else there will be war which will cause bloodshed and genocide in Kashmir. Additionally, Imran Khan believes in peace and friendly relationship with the neighboring countries or the states of the countries.

However, he makes India responsible for the consequence in the future, as their armed forces are enforcing their power on the innocent people of Kashmir. Imran Khan insists the UN president to set the people of Kashmir free from the curfew and humiliation.

Finally, based on the results, it can be concluded that personal deixes, such as “*I and we*” inclusively and exclusively to give hope for the betterment of the country, are the most commonly utilized and used as compared to other types of deixis in UN speech 2019 by Imran Khan. According to Wiguna et al. (2019), the person deixis is often conveyed through the person’s grammatical type, which replaces personal pronouns to transmit things like community, appropriate names, and private pronoun compounds. It is noted that person deixis is the dominating deixis in most of the speeches analyzed. Anugrah (2018) found a higher frequency of person deixis in the novel Christian Bible, chapters 6, 7, 8, and 9. Abdulameer (2019), in the same way, concluded the same results he got from the religious lecture addressed by Imam John Startling. On the other hand, Minkhatunnakhriyah et al. (2021) came up with the results that personal pronouns are used to encode community as the Indonesian diplomat used “*we*” to refer to Indonesian society, spatial deixis is used to demonstrate something near and time deixis is pointing to the time of speech and context in which it was presented. This study is different in context from the above-mentioned studies done by the aforementioned scholars. This study provides the thematic analysis that, to some extent, was missing in the previous studies. There is a lot of work being done on the analysis of speech pragmatically. However, the deixis analysis of Imran Khan's 2019 UN speech has not been carried out to achieve the objectives of the study.

5. Conclusion

Based on the findings and discussion above, it can be concluded that Imran Khan's 2019 UN speech used nearly every person, place, time, social, and discourse deixes. In the transcribed speech, we found that the first-person pronoun predominately serves as the focus., for instance, “*I and we*”. “*I*” refers to the self or Imran Khan, who is the speaker, and we, on the other hand, have been used including inclusive “*we*” in which Imran Khan includes himself with the whole nation, exclusive “*we*” which is used to indicate the people of Pakistan and Muslim countries excluding Imran Khan. In addition, self-mention deixis is used to show a positive attitude, the opportunity for the nation, and authority in nature. Furthermore, place deixis, also known as the demonstration, and pointing to something near (proximal) or far (distal) speaker's statement (Levinson, 2011). Place deictic expressions are used to give stress on the point which should be addressed. Time deixis is used to refer to a particular time, such as “*then*” to refer to an already occurred incident in the past. Likewise, discourse deixis is used to call off terrorist attacks. The paper also concluded that there are almost self and other themes all around the speech to make the UN realize the negative thinking about the Muslim countries. Temporal, social, and discourse deixis have been used very low frequency in speech. The paper will help understand the role of deixis and the pragmatic use of language in political discourse. The study also contributes to establishing a meaningful interaction between the masses and their political leaders. By understanding self and othering concepts through deictic expressions, there emerges a better mode of communication for any political manifesto to be understood and analyzed. Lastly, deixis also helps in comprehending the context and pragmatic meaning of the speech.

The researchers have limited their work to deictic expression in the speech due to the time, and the data was only used to investigate the deictic expressions. Future researchers can examine non deictic and deictic expressions in the speech and can compare the pragmatic intended meaning through presupposition.

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Attitude of Shina Speakers towards English and Urdu: A Threat for their Linguistic Identity

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- Identity construction
- Multilingual
- Shina
- Language attitude

Abstract

The current study was carried out to explore the influence of English and Urdu on Shina and its possible threats for the linguistic identity of Shina speakers. It also attempts to find out the attitudes of the people of three successive generations towards the changes in Shina and its influence on their identity. A questionnaire was designed to study the attitude of people of different generations towards the changes in Shina and its possible repercussions. The analysis of the data revealed that English and Urdu have influenced the young Shina generation to a great extent. It also became evident that they are more open to change and have a positive attitude towards the changes in Shina. The middle Shina generation showed a neutral attitude and the variety of Shina spoken by them seems to be less affected by English and more by Urdu. The old Shina generation appeared to be apprehensive about the future of Shina and expressed the fear that Shina will die out as a result of large scale borrowings from Urdu and English. The inclination of the younger generation towards English and Urdu indicates a threat to the linguistic identity of Shina speakers. The current research recommends the inclusion of Shina in curriculum to inculcate a positive attitude towards it.

1. Introduction

Language is often seen as an important feature of identity construction. People speak in different ways and styles in different speech communities and the way people speak, can help others to assume the identity of the speakers. According to Norton (2013), identity is expressed not just by what is said, but by how it is said using different dialects, accents, and sociolects. People make different choices on different occasions according to societal norms and restrictions, social taboos which results in language variation. Higgins (2019) believes that in 21st century new identities are formed due to the opportunities of modern communication provided to people which has resulted in the acquisition of new languages as well. He is of the view that due to these opportunities in the modern age, identities fluctuate and do not remain constant. Torwali (2019) advocates that in this age of globalization multiple identities are formed on the basis of ethnicities, languages, and religions which are affecting different societies in the world. Block (2013) is of the view that cultural mixing has resulted due to trans-nationalism and globalization due to which people are shuttling between societies and different regions. This attitude has resulted in inter cultural awareness and compelled people from different regions and cultures to learn each other's languages which has led to the development of multiple identities in society.

Language is a way to construct national, social and individual identities (Rusi, 2014). Members of a particular society use distinct ways of expressing themselves through different codes for different situations. They use distinct ways of expressing themselves through code choices which leads to individual variation. Individuals in multilingual communities interact with each other and as a consequence, the language spoken by the dominant groups tends to become unmarked. As a result, the dialect of the dominant group acquires the standard form and constructs social identity of the members of a speech community (Hudson, 1980).

According to Rubio (2011), language is used as a maker of identity and an emblem of 'usness'. A common language serves as a binding force among nations. It is generally perceived that the monolingual nations are more united than bilingual or multilingual nations. In such cases language becomes the key identity marker rather than race, social class or religion, but in recent times, different languages amalgamate with each other and threatens the identity of people whose languages are minor or oral. The present study intends to investigate the threat posed by the Urdu and English languages to the identity of the Shina speakers.

Shina is the major language being spoken in the northern part of Pakistan. The majority of the speakers live in Gilgit, Diamer, Astore, Ghizer and Hunza-Negar districts of the Gilgit-Baltistan. The Shina language belongs to the group of Dardic branch of the northwestern zone of the Indo Aryan subfamily of the Indo European family of languages. The Dardic languages are clustered in the mountain areas of the northern Pakistan and stretch into Kashmir on the east and northern Afghanistan on the west (Radloff, 1999).

In Gilgit-Baltistan, Shina is spoken by Shins, Yashkuns, Gushpurs, Ronos, Kashmiris, and people from many other kin groups as their mother tongue. Gilgiti Shina is considered to be the standard dialect of Shina. According to Biddulph (1971), the original Shins were the

rulers in Gilgit valley at some point in the ninth century AD. Radloff (1999) is of the view that Gilgiti Shina presents a balanced five vowel system with short, long and nasal counterparts and thirty-four consonants. In the recent past some researchers such as Schmidt & Razawal Kohistani (2001, 2008), Carla & Peter Bakstrom (2002) have discussed the linguistic identity of Shina speakers and their attitude towards English and Urdu.

The variety of Shina used by the present Shina generation is quite different from the one used by the earlier generation. The new generation finds it difficult to understand the language used by their grandparents because the old Shina vocabulary items are no more in use and are replaced by words from other languages.

In addition to this Shina has also borrowed words from Urdu and English. The growing influence of Urdu and English on one hand and external factors like the desire to communicate, trade purposes and globalization on the other hand are changing Shina, ultimately challenging the linguistic identity of the Shina speaking people.

1.1. Aim of the Study

The mountainous region of Gilgit-Baltistan is probably unique in entire world due to its multilingualism and diversity in its culture. Many languages with several dialectal variations are spoken in this region. Most of the indigenous languages such as Shina, Brushaski, Balti, Khowar and Domaki are oral languages and facing tremendous pressure of other languages like English and Urdu, as a result these languages are on the verge of extinction. The younger generation considers their mother tongue as a great obstacle in the way of their progress. Urdu and English are deemed as languages of power, prestige, wealth and influence which is making people shift to these languages. This rapid and voluntarily language shift is threatening not only these local languages but also posing a threat to the identity of the people living in the region to the extent that one of the languages Domaki has been declared as endangered by UNESCO (2011). The endangered Domaki language has a few hundred speakers who are basically artisans and musicians by profession. It is believed that with the gradual extinction of these languages, the unique culture and identity of this region will die out.

Shina is prone to change because of many factors. The isolated status of Gilgit-Baltistan changed with the advent of the British Empire in subcontinent. After the British, the region got connected with other parts of Pakistan through KKH which resulted in people being exposed to other languages like Urdu and English. Moreover, the medium of instruction in educational institutions played a vital role in changing the attitude of Shina speakers towards English and Urdu. The moment they enter academic institutions they are being exposed to both English and Urdu.

Apart from this, English has also become a status symbol. Modern technology like computers and internet has also played a role in changing Shina, if not anything else the desire to communicate with people from different parts of the world makes them learn these languages which in turn changing the existing shape of Shina.

Several areas like syntax, phonetics, vocabulary and pronunciation are affected by language change, but the present study is delimited to attitude of the Shina people towards the changes occurring in Shina language. The study is limited to hundred informants. Three people from every family participated in the research. Although Shina has various dialects but the present study has analyzed the reactions of the Gilgiti people of three generations towards the changes in Shina. It is also an endeavor to expose Shina to the rest of the world and show how English and Urdu have influenced Shina. This study also reflects the attitudes of the people of different generations towards the changes taking place in Shina.

1.2 Research Questions

- 1- How Urdu and English have influenced the identity of Shina speakers?
- 2- What is the reaction of the people of different age groups towards the changes in Shina?

2. Literature Review

Changing attitudes of the speakers towards their language result in mixing more than one language in discourse that ultimately poses a threat to the linguistic identity of the people. Hudson (1980) is of the view that different varieties get mixed up with each other through the process of borrowing. Yule (1996) describes the changing language attitudes in different generations which affect the identity of speakers.

The term 'identity construction' is an intricate and multifaceted phenomenon (Block, 2007). There is no specific or consistent terminology that appropriately describes the essence of the term identity in particular terms. Besemeres (2002) believes that the notion of identity seems to be polarized, as some researchers perceive the term 'identity' as an abstract, and subjective phenomenon, while others take it as something actively constructed through social interaction and its positioning in the society (Bailey, 2000; Block, 2007). Yet another group considers identity to be 'a function of self- and other description' (Bailey, 2000). Hammers and Blanc (2000) believe that one only becomes aware of one's own identity when he or she realizes that there are other identities in existence in the society side by side with their identities. Gee (1996:127) is of the view that code choices of a community are "a sort of identity kit which becomes complete with the appropriate costume and instructions on how to act, talk and often write so as to take on a particular social role". Bucholtz and Hall (2005) are of the view that identity is a relational and socio-cultural phenomenon which emerges and circulates in local discourse contexts of interaction in the society.

Identity is imbibed in discourse of a nation. Anchimbe (2007) considers that linguistic identity in postcolonial spaces is multifaceted-either it is used for survival, which is to benefit from the advantages of association with a linguistic group or for asserting pride in one's roots. An obvious outcome of language mixing results in borrowing or code-switching which is common in Gilgit-Baltistan. Shina has borrowed numerous words from Urdu and English. Some of the words have been borrowed along with their actual

pronunciation while the pronunciation of some words has undergone changes in order to be assimilated with the Shina words. It is natural that new vocabulary is needed for the latest inventions, such as transport, domestic appliances industrial equipment, sporting, entertainment and leisure pursuits. Ali (1991) points out that the use of tractors and threshers have replaced old Shina conventional devices used for cultivation and threshing e.g. 'hal', 'naal', 'phaal', 'halboni', 'pharpit', 'uduh', 'boovey', 'baralas', 'chupai' etc.

3. Research Methodology

This particular research is qualitative and the researchers collected first hand data i.e. the primary data through the distribution of questionnaires. The data collected was analyzed using the qualitative statistics. An inductive approach was followed in this particular study leading to the generalization of the attitudes of the Shina speakers towards their identity. The researchers have used the bottom up approach. For this purpose, two main objectives were formed as:

To find out, how Urdu and English have influenced Shina identity?

To study that what are the reactions of the people of different age groups towards the changes in Shina?

Responses were gathered from respondents representing the old, middle and young Shina speaking generation. These observations helped in making generalizations about the language change of the Shina speakers. The observations also exposed the attitude of old, middle aged and young Shina speakers towards the changes in Shina.

For the purpose of collecting data two questionnaires were designed, the purpose of one questionnaire was to detect the lexical changes in Shina language under the influence of Urdu and English. The purpose of second questionnaire was to know the attitude of Shina people towards the changes occurring in the Shina language and to find out the status of Shina in Gilgit-Baltistan in the present scenario where the close contact between the people is influencing their languages as well.

The informants of the research were those people who responded to the questionnaires. The informants were a part of the larger population of the research. The informants of this research were old, middle aged and young Shina speakers of Gilgit. In order to analyze how different generations, see the future of Shina language, the questionnaire was later categorized in three groups depending upon ages which are:

Youngsters (Age up to 30 Years)

Middle Aged (Age 31-49 Years)

Old Generation (Age 50 Years and Above)

The researchers selected a sample of 100 informants who belonged to three different generations i.e. youngsters, middle aged and old generation. The 100 informants were randomly selected for the purpose of survey.

4. Data Analysis and Discussion

The participants of this research were the Shina speakers of three age groups living in Gilgit. For detailed analysis questionnaire-1 was classified into four different categories which include:

- i. Everyday words
- ii. Clothing
- iii. Utensils
- iv. Edibles

In the designed Questionnaire 1, there were 34 common everyday words, 6 items of clothing, 4 utensils and 6 edibles. The reason for high percentage of common every day words was to find out how much English and Urdu Language equivalents are used in daily routine. The reason behind the selection of six edibles and six items of clothing and four utensils was to see whether borrowing second language lexical items mean borrowing that very culture as well and also to see whether the absorption of these vocabulary items in Shina has managed to change our living and eating habits.

The use of survey technique and the administration to the questionnaire has produced interesting responses and the researcher has been successful in finding out results which show the impact of Urdu and English on Shina language. The analysis of the questionnaires showed some very interesting results. Majority of everyday words have undergone Urdu influence. The main reason for the high usage of everyday Urdu words by most of the informants is that Urdu language serves as a Lingua Franca in northern areas. Moreover, it is also used for communicating with the visitors and tourists from all over Pakistan. It is also the medium of instruction in school, colleges, offices and university. The common everyday transactions also take place in Urdu. Most of the people can speak Urdu or at least can understand it. Another reason for the usage of Urdu by vast majority of the locals is diversity of Shina dialects which results in communication gaps among the users of different dialects.

The further analysis of the results showed that Urdu and English have influenced the young generation quite significantly. The young generation has got greater trend to use English and Urdu words for Utensils. In earlier times wooden utensils were used by the people of Gilgit-Baltistan. Beautiful plates, spoons and cauldrons were made by using '*diyaar*' wood which was called *Khapayee*, *Gudur* and *turu* in Shina Language. The young Shina generation is not aware of these lexical items as they are no more in use. Today they use the word plate, cup, spoon, water and dinner set etc. This also signifies that young Shina people have started borrowing words from Urdu and English. Some English words have entered Shina through Urdu.

There is a mixed use of both Urdu and Shina in Clothing category. In earlier times people used to wear simple dresses. Old women used to wear a loose woolen shirt '*phiren*' and a woolen cap '*phuli kholi*'. Now they are being replaced by Saris, frock, coat, jackets and over coats. Those old dresses and traditional purses (*phutun*) and jewellery (*buzu*) can be found in museum now.

The Shina equivalent for the word 'cap' is preferred by the young generation because the cap is still compulsory part of the uniform in some of government schools in the area. The

Urdu equivalent for the words Necklace, uniform and Socks were used by the young generation most of the times. From the above discussion we can conclude that Urdu has started influencing clothing category significantly.

Regarding category of Edibles there was a mixed behavior too. Although three out of six words were preferred in Shina by the young generation but still the impact of English and Urdu can be seen on Shina. The words Fruit and Juice were used by the majority of youngsters which shows that the Shina lexical item has almost died out. These words might have entered Shina lexicon through Urdu as they have become a part of Urdu vocabulary a long time back.

The data showed that English and Urdu have influenced vocabulary items related to everyday life quite significantly. Among the thirty-four every day words fifteen words from Urdu, eight from English, ten from Shina and one common word from Urdu and English was equally used by majority of the young people. The use of few Shina words clearly signifies that the use of Shina words in day to day conversation is reducing as other language words are making their way into the Shina language due to different reasons such as Use of Urdu and English as medium of instruction in colleges and schools. Electronic and print media is also contributing a lot in injecting other language words into Shina.

The use of English words by the young generation such as Bed, cup, Table, Side, Building, First, Time and Slip clearly shows that these words have not only entered Shina language but Urdu as well. The majority of the youngsters who used above mentioned words are even sometimes not aware of Shina substitutes. Secondly these words are used so much that using Urdu or Shina equivalent seems awkward. The Shina equivalents for some of the words such as Bed, Table, Time, first and Socks have almost become obsolete.

Urdu has greatly influenced the young generation in everyday life. Out of thirty-four everyday words, sixteen were preferred in Urdu. The reason for greater impact of Urdu is the extensive use of Urdu in daily life. Urdu is not only the national language but also serves as common channel for the people who speak different dialects of Shina. Moreover, Urdu is also used in offices and schools.

It was surprising to know that few English words were not used by any of the participants representing the young generation e.g. the word "Warm" was not selected by anyone. Similarly, the Shina equivalents for Sky, Table, Zip and Umbrella were not encircled which implies that Shina equivalents are gradually diminishing. Young Shina speaking generation is not aware of certain Shina words as English and Urdu substitutes are available to them. In earlier times people use to construct one room houses called Dago. Now styles of construction have changed and words related to that style of living have become obsolete. Now the young generation is only aware of words like store, kitchen, drawing room, lounge, and terrace. In the same way vocabulary related to crops, surgical instruments, agriculture, transport, medicine, diseases, politics, socials institutions, electric items and stationery have become part of Shina lexicon.

The analysis of the results also indicates that Urdu has influenced the middle generation quite significantly. As Urdu is the national and the official language, the lingua franca; being spoken and understood by people living all over Pakistan. On the other hand, English has not affected the middle aged group much. From the analysis of the responses of old generation, it seems that to some extent Shina is still spoken in much the same way as it has been for hundreds of years, and seems to have been less affected by Urdu and English

languages. More people are learning and using Urdu, as they do so they are substituting some of the Urdu words in the Shina language. Up to now these trends have not reached major proportions. As more of the population becomes educated, however, borrowing of Urdu words into everyday Shina speech will undoubtedly accelerate with time. Although the Shina people take pride in their language and appreciate its purity, most of them do not seem concerned about these changes which are taking place in their language.

For analyzing the attitudes of the people of different generations towards the changes in Shina second questionnaire was designed in which certain questions are dichotomous while others are multiple choices. The analysis of the responses reveals that there is considerable difference in the varieties of Shina (same dialect) spoken by different generations (grandparents, parents and children) which supports the basic hypothesis of the present study that Shina is undergoing changes. The research also revealed that the Shina speakers take pride in their social and cultural identity and reported that Shina does reflect their social identity.

Though the Shina speakers accepted that Shina is undergoing changes but since they take pride in being Shina speakers they do not want Shina to undergo external influences. They want their language to remain pure by maintaining its present form. It is interesting to know that though most of the participants consider Shina a symbol of their social identity but the status of a prestigious or language of elites is enjoyed by English in the Shina community which is also a general trend in the rest of the country. So, the northern areas of Pakistan are also affected by the social, cultural and political changes taking place in the rest of the country. They realize the importance of English and accept the fact that English is the door to success, progress, knowledge and good jobs. It is the need of the hour and is required in the academic as well as the professional circles that is why most of them accepted that it is very important to learn English. Internet, electronic and print media has also played a significant role in making people realize the importance of English. Most of the informants consider the influence of English and Urdu on Shina as positive but despite having positive attitude towards the changes occurring in Shina under the influence of English and Urdu, the Shina speakers still want Shina to maintain its present form and do not want either English or Urdu to replace it. They also accept the fact that to some extent Urdu and English have replaced Shina in the Shina community. As most of the Shina speakers take pride in their social and cultural identity so they claim that Shina is an appropriate language for outdoor use. It is interesting to know that though the Shina speakers accept that Shina spoken by three successive generations is different and also have a positive attitude about the influence of Urdu and English on Shina but still they think that Shina is going at ordinary pace. It is because of the fact that the process of change is so gradual that it is hardly noticeable. It also became evident from the analysis of the responses that the Shina speakers want Urdu, English and Shina to coexist in the Shina community, but they do not want these languages to replace Shina or to get merged into each other.

The analysis of the responses also showed that even the young Shina speaking generation is very much conscious of their social identity as most of them reported that Shina reflects their true identities. But it is quite interesting that despite being open to change, considering the influence of Urdu and English as positive they still want Shina to maintain its present form which shows their strong bond with Shina and also reflects that the spread of education, change in life style and culture has not weakened their ties with their mother

tongue. Since, they are emotionally connected to Shina so they consider it an appropriate language for outdoor use. Though the young generation feels connected to Shina but still they accept that to some extent English and Urdu have replaced Shina. Most of the young informants declared English a status symbol in the Shina community.

The middle age Shina speaking generation showed a positive attitude towards the changes taking place in Shina which proves that they are more open to change as compared to the Old generation. The middle Shina speaking generation realizes the importance of English as they have seen benefits enjoyed by those who are proficient in English. It has become a status symbol in Pakistan and paves the way to prosperity and knowledge. It is also interesting that half of the informants representing the middle generation consider Shina an appropriate language for outdoor use whereas the other half does not think so.

Almost all of the respondents representing the old generation accepted that Shina spoken by their generation is different from that of middle and young generation. It became evident from the analysis of the responses of old generation that they have stronger affiliation with Shina language as all of them said that Shina does reflect their social identity. One reason is that they used to live in closed communities and used to live simple lives. Their language was also pure as in most of the cases it was the only language they knew. Trade, tourism, education, media, internet and other modern technologies were not there to change their status or language. Their lives were simple and pure so they want to see the same purity in their language as well by preserving it forever which is not possible.

It is surprising that the old generation does not realize the global importance of English and think that it is corrupting Shina. They showed negative attitude towards the changes taking place in Shina as they said that the influence of English and Urdu on Shina is negative. It is interesting to note they were flexible enough to accept the importance given to Urdu in the Shina community, but refused to accept that in order to keep pace with the modern world and to get access to knowledge and prestige it is important to learn English. They also said that English can never replace Shina completely. They accepted that to some extent Urdu and English have replaced Shina but they are not happy about it.

The fears of the old generation regarding the future of Shina become evident when they say that Urdu and English are negatively influencing the Shina language. They also shared their apprehension that Shina is dying, as it will merge into either English or Urdu and will not be able to keep its separate and independent identity. They think that English was and will remain the language of colonizers.

5. Conclusion

All languages that exist in this world change over time, and vary from place to place. Languages may change because of social, political or psychological pressures. We need new vocabulary for latest inventions, such as transport, domestic appliances and industrial equipment. Languages also change when speakers of different languages come into contact with each other. The dominant languages of the world like English influence the minority or regional languages for example Shina is getting changed because of the influence of English and Urdu. People of different age groups, gender, social and educational backgrounds also speak in a different way. In case of Shina we witnessed

considerable differences between the varieties of Shina used by young, middle aged and old Shina speakers.

The young generation showed positive attitude towards the changes in Shina. They also accepted that to some extent Urdu and English have replaced Shina. Most of them declared English as a status symbol. The middle aged generation realizes the importance of English. They also showed positive attitude towards the changes in Shina. The analysis of the responses collected through questionnaires reflected that the old Shina generation is apprehensive about the future of Shina. They consider the changes in Shina as a threat to their identity. Language embodies the culture of its community and losing a language means losing of identity. They should realize that the process of change is natural and inevitable. Changes are bound to occur in every living language. This study showed that Shina is not an endangered language today, but it can become an endangered language in future. The Shina speakers should realize this and should take responsibility of their own language which is their identity.

5.1. Recommendations

This study recommends that government must get the regional languages like Shina added in the curriculum to foster a positive attitude towards the minority languages. It also recommends to sensitize parents to pass on the mother tongue to their children in order to minimize the possible threats to their linguistic identity. The current study is delimited to Gilgit city only. It can be extended by studying a larger population.

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On Pahari Case and Agreement System

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Key Words	Abstract
<ul style="list-style-type: none">• Pahari• Case• Agreement,• Nominative• Ergative• Dative• Accusative	<p><i>This study aims to explore case marking and agreement pattern in Pahari. Pahari is a South Asian language with an Ergative-absolutive case marking system. There are seven morphologically distinct case markers in this language. Except the nominative case, the other cases in this language are morphologically marked. Nouns functioning as ergative, instrumental, accusative, dative, ablative, locative or genitive occur in postpositional phrases and are all morphologically marked. A number of features like animacy, specificity, the grammatical relationship between the NPs in the construction as well as the nature of the verb determine the particular case on the NP in a Pahari clause. Direct objects in Pahari independent of whether they are animate or inanimate are accusative marked. This sets Pahari apart from its sister languages where the accusative marking is restricted to the animate direct objects. Indirect objects in this language receive dative case. Alongside the dative case marker in Pahari also appears on the subject of the experiencer verbs. Unlike its sister languages that are morphologically split, Pahari not only shows morphological split ergative marking but it also exhibits phonological split ergative configuration. The Agreement pattern in Pahari is akin to other South Asian languages. In a transitive structure in perfective aspect, agent subject is ergative marked while the object is in the absolutive form, and the verb agrees with the object in person number and gender. However, in sentences with intransitive verb irrespective of the aspects the subject of the clause receives nominative case and the verb agrees with the subject, except the clause with experiencer verbs where the subject of experiencer verb receives Dative case and the verb agrees with the object.</i></p>

1. Introduction

1.1. Background

Case is a property shared by all the languages of the world. Though case markers are language specific, case relations are universal traits of a language. Fillmore (1968) takes cases as the set of common linguistic concepts. According to him there are certain cases in the deep structure of all the languages. Case relations inhabit a place in the base component in the grammar of every language. Many languages have few overt markers to indicate case relations and others even do not have overt case markers to show some of the case relations. Thus, case forms vary from language to language. However, case is a universal linguistic phenomenon (Fillmore, 1968). In Pahari NPs are overtly case-marked for the semantic or syntactic functions they perform. The case features are based on two types of forms: direct form that is also referred as nominative and oblique form. For example, the masculine noun *koʃi*: ‘girl’ has the following inflectional forms:

Forms	SG	PL
Direct	koʃi:	koʃiã
Oblique	koʃie	koʃio:

The oblique form is used when a noun is followed by a case marker or postposition. For example *koʃiã ki* ‘to the women’, *a:re saŋg* ‘with the axe’, *kaʃmreɪf* ‘in the room’, etc. Pahari has seven morphologically distinct case marking morphemes. Except the nominative case, the other cases in this language are morphologically marked. Nouns functioning as ergative, instrumental, accusative, dative, ablative, locative or genitive occur in postpositional phrases and are all morphologically marked. The following section presents the description and illustration of all the cases in Pahari. This description of case system is conventional as it has categorized cases either morphologically i.e. on the basis of case markers, or syntactically i.e. on the basis of the grammatical functions that a noun phrase plays in a structure. In fact the semantic aspect has not been considered in this case description.

2. Data Analysis

2.1 Nominative Case

Nominative case is called bare or direct case in the South Asian languages due to the reason that NPs in nominative case are not marked by any postposition (Kachru, 1980). Like other South Asian languages, the absence of a case marker on NP in Pahari indicates that the NP is in nominative case. The nominative case in Pahari appears on the NP with imperfective verb that grammatically functions as the agent subject or direct object in transitive or intransitive sentences. Consider the Example:

1. a. ʃafi:k rɔtti: kʰana:
 ʃafique.NOM.M.SG bread-NOM.F.SG eat-IMPF.M.SG
 ‘Shafique is taking meal.’
- b. ʃafi:ke faza:ne-ki: kaʃta:v dei ʃo:ʃi:
 ʃafique.ERG.M.SG. fazaan.ACC. book.NOM-F.SG give PERF.F.SG
 ‘Shafique has given a/the book to Fazaan.’

‘The man was driving a van.’

- c. dʒʌŋɡoʃ, pɪndi: gesi:,
 boy.NOM.M.SG. pindi.NOM.SG. go.FUT
 The boy will go to Pindi.’

Example (5a) is in habitual aspect and (5b) is in past progressive aspect whereas, the structure in (5c) is in future tense. The subjects in all the sentences are in nominative case. This example confirms the fact that Pahari exhibits ergativity in past tense and perfective aspect but not in other tenses and aspects.

Interestingly, the assignment of ergative case in Pahari is not confined to perfective aspect or past tense and the transitivity of the verb but it is also associated with some phonological grounds. The ergative case marker does not appear on subject that ends with vowel. These nouns are overtly marked for ergative case, while subjects that end with consonants bear ergative case markers /e/, /a:/ /ã/. It refers to the fact that, ergative case is covertly marked in the context of the subject that ends with a vowel sound. The following example illustrates this argument:

6. a. salija: pã:nde ã:nde
 saliha.ERG.F.SG pots.NOM.M.PL bring.PST.M.PL
 “Saliha brought the pots.”
 b. zahı̄ða: kɪ̄t̪a:v pʌ̄ɾi:
 zahida.ERG.F.SG. book.NOM.F.SG. read. PST.F.SG
 “Zahida read the book.”

In (6a) the NP *salija:* ends with a vowel sound and it does not take ergative marker though it functions as an ergative subject as the verb does not agree with it rather it agrees with object NP. Similarly the same phenomenon can be seen in (6b) where the subject *zahı̄ða:* also ends with short front vowel /a:/ and does not allow an ergative marker to appear on it. This example confirms the claim that the NPs ending with a vowel do not take ergative marker but their counterpart subjects (ending with a consonant) overtly take ergative marker. The example (7) illustrates this phenomenon:

7. a. mehmuɖ-e: kʰʌ̄t̪ likʰja: sa:
 mehmood.ERG.M.SG. letter.NOM.M. write.PST be.PST.M.SG.
 ‘Mehmood wrote a letter.’
 b. ʃafik-e: kɪ̄t̪a:v pʌ̄ɾi: si:
 shafique.ERG.M.SG book.NOM.F.SG read be.PST.FSG
 ‘Shafique read a book.’

In example (7a-b) the subjects *mehmuɖ* and *ʃafik* both end with a vowel sound and they are overtly marked for ergative case therefore do not show agreement with the verbs. The objects are in nominative case, so the verb agrees with the objects in these examples. The above-mentioned data makes it clear that in Pahari ergative marker appears on the NPs that end with a consonant sound.

Although ergativity is covertly marked in the context of the words that end with vowel sound but Pahari also shows exception. In Pahari ergativity is overtly marked on third person feminine singular nouns ending with vowel sound:

8. a. *ko:ɽi* *ka:ɽe* *ʈo:ʈe*
 girl.ERG.F.SG. clothes.NOM.M.PL wash.PST.M.PL
 ‘The girl washed the clothes.’
- b. *bekri* *ka:* *kʰai* *ʃo:ɽi*
 goat.ERG.F.SG grass.NOM.M.SG eat-PST leave.PERF.M.SG
 ‘The goat has eaten grass.’
- c. *billi* *ɖoɖ* *pi:* *ʃo:ɽi* *sa:*
 cat.ERG.F.SG. milk.M.SG drink. leave. PERF.M.PL be.PST.M.SG
 ‘The cat had drunk milk.’

The subjects /*ko:ɽi*/ ‘girl’ /*bekri*/: ‘goat’ and /*billi*/: ‘cat’ all end with vowel sound /*i*/: that is a feminine marker in Pahari. All these subjects carry ergative marker /*a*/: . The verbs in (8a-c) agree with their respective nominative objects as the subjects in (8a-c) are ergative marked. The above example justifies the claim that third person feminine singular nouns ending with vowel sound bear overt ergative marking.

2.3 Accusative Case

The accusative case in Pahari is marked by the postposition /*ki*/: on direct objects. Most of the South Asian languages use morphological means to differentiate two types of direct objects. Some direct objects are marked with accusative case while the others are unmarked. In these languages, the accusative marking on direct objects is determined by the factors like animacy, specificity and definiteness, (Comrie 1979, Butt 1993, Mohanan 1994, de Hoop 1996, Aissen 2003). The accusative case marking in Pahari is not totally akin to the accusative marking in its sister language of the region. In Pahari, case markers do not distinguish between animate and inanimate objects. Direct objects in Pahari independent of whether they are animate or inanimate are accusative marked.

9. a. *ʃa:joɖ* *ʃaŋgo:te*- *ki:* *ma:na:*
 Sajid.NOM.M.SG boy.ACC.M.SG beat.IMP.F.M.SG.
 ‘Sajid is beating the boy.’
- b. *mɨsɽi:* *kaŋɖa*-*ki:* *raŋg* *la:na:*
 mistri.NOM.M.SG wall.ACC.F.SG paint attach. IMPF.M.SG.
 ‘The carpenter is painting the wall.’

The example shows that both the animate direct object *ʃaŋgot* ‘boy’ in (9a) as well as inanimate direct object *kaŋd* ‘wall’ in (9b) are morphologically marked with accusative case. These instances suggest that animacy is not the crucial motivation for accusative marking, it is partially aligns with animacy. Although to some, extant the accusative marking is related to animacy, yet it is not the only essential condition for accusative marking.

The accusative marker is obligatory with object NP in Past tense and perfective aspect. When both the agent and the patient are animate, the absence of accusative marker in these constructions makes them semantically ambiguous.

10. a. *kɔɾi* *bekri* *mɑ:ri*
 girl.F.SG. goat.SG.F. beat.PST.M.SG.
 ‘The girl beat the goat.’/ ‘The goat hit the girl.’ *kɔɾe*
- b. *kɔɾe* *kɔɾi* *ʃʌnd* *mɑ:ri*:
 man.M.SG. girl.F.SG. slap.NOM.F.SG. beat.F.SG
 ‘The man slapped the girl.’/ ‘The girl slapped the man.’
- c. *kɔɾi* *bekri*-*ki* *mɑ:ri*
 girl. F.SG. goat.ACC.SG.F. beat. PST.M.SG.
 ‘The girl beat the goat.’
- d. *kɔɾe* *kɔɾi*-*ki*: *ʃʌnd* *mɑ:ri*:
 man.M.SG. girl.ACC.F.SG. slap.NOM.F.SG. beat.F.SG
 ‘The man slapped the girl.’

In the example (10a) the agents *kɔɾi*: ‘girl’ and the patient *bekri*: ‘goat’ both are animate. Both the NPs are in their oblique form. In Pahari, the oblique and ergative case endings on NPs are identical. This makes the constructions ambiguous. Due to the flexible word order in Pahari, it is difficult to decide which NP is the agent and which one is the patient. Both the NPs are equally possible agents of the event *mɑ:rna*: ‘to beat’. In (10a) the girl has beaten the goat or the goat has beaten the girl, both the interpretations are possible. Likewise, in (10b) both the human NPs are in oblique forms. The absence of accusative marker on object raises the semantic ambiguity. Accusative marking on the objects NPs in both the constructions changes the meaning accordingly. As in (10c) and (10d), the accusative marking specifies the objects *bekri*: and *kɔɾi*: respectively.

The inanimate indefinite NPs are not marked for the accusative case. Like most of the South Asian languages, Pahari has no articles equivalent to English ‘a, an’ and ‘the’. In order to mark definiteness, Pahari employs the use of demonstratives and numeral /ek/. The cardinal numeral /ek/ ‘one’ is used to denote indefinite entities. The following example illustrates that the inanimate indefinite NPs do not take accusative marking:

11. a. *mẽ* *kʌʈɑ:v* *ek* *ɑ:nsã*:
 I.SG. book. NOM. F.SG. a bring.IMPF.SG.
 ‘I will bring a book.’
- b. * *mẽ* *kʌʈɑ:v* *ek*-*ki* *ɑ:nsã*:
 I.SG book. NOM.F.SG. a .ACC bring.IMPF.
 ‘I will bring a book.’
- c. *mẽ* *kʰʌʈ* *ek* *lekʰsã*:
 I.SG letter. NOM.M.SG. a write.IMPF.
 ‘I will write a letter’
- d. * *mẽ* *kʰʌʈ* *ek*-*ki* *lekʰsã*:
 I.I.SG letter.NOM.F.SG. a. ACC write.IMPF.
 ‘I will write a letter’

These examples provide the evidence that the indefinite determiner *ek* ‘one’ and accusative marker /*ki:/* cannot simultaneously appear with inanimate indefinite NPs. So (11b) and (11d) do not sound natural utterances to the native speakers. On the other hand for animate NPs, the combination of /*ek /* and /*ki:/* gives a specific indefinite reading. As the following example illustrates:

12. a. os kokri: ek ko:thi:
 he.ERG.M/F.SG hen.NOM. one slughter.PST.F.SG.
 ‘He slaughtered a hen.’
- b. os kukria ek-ki: ko:th^ha:
 he.ERG.M/F.SG hen.OBL.F.SG. one.ACC slughter.PST.F.PL.
 ‘He slaughtered the hen’

Another interesting feature in Pahari is that the accusative marking on objects alternates with the nominative marking. The criterion for this optional accusative marking is the relative emphasize on the object.

- g^had^ra: me:ze-ki: sa:f k^harn
 boy.NOM.M.S table.ACC.M.SG clean do.IMPF.M.SG. ‘The
 boy is cleaning the table.’
- g^had^ra: meiz sa:f k^harna:
 boy.NOM.M.SG. table. NOM.M.SG. clean do. IMPF.M.SG.
 ‘The boy is cleaning the table.’
- c. tʃa:la: k^hand^ra:-ki: ko:tna:
 mad man.NOM.M.SG. wall.ACC.F.SG. beat. IMPF.M.SG.
 ‘The mad man is hitting the wall.’
- d. tʃa:la: k^hand^r ko:tna:
 mad man.NOM.M.SG. wall.NOM.F.SG. beat. IMPF.M.SG.
 ‘The mad man is hitting the wall.’

This accusative-nominative alternation has semantic significances. Sentences like (12a and c) are used in emphatic situation. The accusative marker is used with the objects for giving emphasize on the object noun. In (12a), by using accusative maker with the object *meiz* ‘table’, the speaker means that the boy is cleaning the table not something else. While it’s nominative counterpart in (12b) is just the simple declarative statement. This feature sets Pahari apart from other languages of the region where the optional accusative marking is related to the definiteness.

“experiencer predicates”. Sentences, in which the logical subject of a clause takes the dative case, rather than the nominative case, are a widespread areal feature of South Asian languages. There is a certain class of predicates in South Asian languages, which have generally been characterized as ‘experiencer’ verbs that take a dative marked subject (Masica, 1976; Bhatia, 1993; Mohanan, 1993;). Such verbs convey semantic notions such as experiencing, feeling, wanting and liking. The dative case marker in Pahari specifically appears on the subject of the experiencer verbs such as hunger as in (15a) and mental states like anger as in (15b).

15. a. dʒʌŋgɛ-ki: pʊk^h ɭɣi:ni:
 boy.DAT hunger.NOM.F.SG. attach.IMP.F.SG
 ‘The boy is feeling hungry.’
- b. ʌbe-ki: ɣʊsɑ: ɑ:jɑ:
 father.DAT anger.NOM.M.SG. come.PST.M.SG
 ‘Father became angry.’

The subjects in (15a) and (15b) are marked with the dative accusative case and the verb agrees with the nominative object.

2.5 Instrumental Case

Instrumental case in Pahari is marked on inanimate NPs. These NPs are the instrument by which an agent performs an action (Blake 1994). The postposition *sʌŋg* is used with the NP that names the instrument by which the action described by a verb, is performed. A typical use of instrumental case can be seen in the following example:

16. a. kʊɽiɑ tʃʊɽiɑ -sʌŋg sɑ:g kʌɽjɑ:
 girl.ERG.F.SG knife.F.SG-INS. vegetable.M.SG cut.PST.F.SG
 ‘The girl cut the vegetable with a knife.’
- b. kʊɑ kvaɽiɑ-sʌŋg bu:tɑ: kʌɽjɑ:
 man.ERG.M.SG axe-F.SG-INS. tree.M.SG cut.PST.M.SG
 ‘The man cut the tree with an axe.’

In example (16a) *tʃʊɽi*: ‘knife’ is an instrument by which the subject *kʊɽi*: ‘girl’ is performing the action of cutting vegetable. In (16b) *kvaɽi*: ‘ax’ is an instrument that is used by the subject to perform the action of cutting a tree.

Stassen (2000) identifies that a number of the languages of the world uses the same marker for instrumental relation and comitative relations. He refers to such languages as ‘with-languages’. In line with the most of the other language of the world, Pahari uses the same marker *sʌŋg* ‘with’ to express instrumental relations and comitative function. The following example highlights the difference between the comitative and the instrumental *sʌŋg*:

17. a. ʊ: ɑ:pniã ammĩ: sʌŋg reni:
 she.NOM.F.SG. her mother. with.COMM. live.IMP.F.SG.
 ‘She lives with her mother.’
- b. ʊ: ɑ:re sʌŋg ɭʊkɽi: kʌɽnɑ:
 he.NOM.M.SG. saw with.INS.wood.NOM.F.SG.cut.IMP.F.SG.
 ‘He is cutting the wood with a saw.’

In example (17a) *saḥg* functions as comitative whereas in (17b) *saḥg* marks the NP ‘a:re’ ‘saw’ with instrumental case. Structurally, there is no difference between comitative and instrumental roles. From gloss it can be concluded that comitative reading is only possible with animate nouns while instrumental reading is possible with an inanimate noun.

2.6 Genitive Case

The postposition */na:/* is used to express the genitive case. The postposition */na:/* inflects for number and gender. The genitive phrase indicates the possessor, while the head of the noun phrase indicates the item possessed.

18. a. amna:-na: tʃo:la: nãva: ða:
 amna.GEN.F.SG. frok.NOM.M.SG. new be.PRES.M.SG
 ‘Amna’s frok is new.’
- b. sadia -ni gaðði: raṭṭi: ði:
 sadia.GEN. F.SG. van.NOM.F.SG. red be.PRES.F.SG.
 ‘Sadia’s van is red.’
- c. kə:t^he-niã ðava:riã baɽiã ðiã:
 house.GEN.F.PL. windows.NOM.M.PL big be.PRES.F.PL
 ‘The windows of the house are big.’
- d. maɽjəm-ne tʃ^hi:pre su:ne ðe
 maryam.GEN.PL.M headdress.NOM.M.PL beautiful be.M.PL.
 ‘Maryam’s head dresses are beautiful.’

As it can be seen in the 18 (a –d) that genitive marker */na:/* inflects for number and gender. The markers */na:/*, */ni:/*, */ne/* and */niã/* are used to represent masculine singular, feminine singular, masculine plural, and feminine plural respectively. It can also be seen in the above examples that the genitive postposition agrees with the head NPs in gender number and person. The genitive marker can occur with more than one NPs in the same construction. See the following example:

19. jo: os kəɽiã-niã ammjã:-niã baɽva: ða:
 this that girl.F.SG-GEN mother.F.SG.-GEN wallet.M.SG be.
 PRES.M.SG.
 ‘This wallet belongs to that girl’s mother.’

The genitive performs multiple functions similar to Maithili (Yadav, 1997), Urdu (sharma, 1994) and Hindi (Spencer, 2005)). Firstly, it is used to show the social relationship and possession.

20. a. faza:n na: ma:stor
 faizan.M.SG-GEN teacher. NOM.M.SG.
 ‘Faizan’s teacher.’
- b. paɽu:-ni: baɽkri:
 papu.M.SG-GEN goat.F.SG.
 ‘Papu’s goat.’

It is important to mention that certain social relations are not necessarily always marked with an overt genitive marker.

21. o: pɔ̃rɛ- sʌŋg rʌni:
 she.NOM.F.S son.M.SG. with.INS. live. IMP.F.SG.
 ‘She lives with (her) son’.

Along with the above mention role, the genitive in Pahari also performs an attributive function. It is used to indicate the source or origin of the entity.

22. jo tʃaɪna: ne dʒoʃɛ ɖɛ
 this china. from shoes.NOM.M.P. be.PRS.M.SG.
 ‘These shoes are from China.’

In this example the genitive marker /ne/ is not used as a genitive marker instead it indicates the origin of *dʒoʃɛ* ‘shoes’ i.e. the shoes are from china.

2.7 Locative Case

The locative case in Pahari is marked by the elided postpositions /ɪʃ/ and /er/. The actual locative postpositions are /vɪʃ/ and /ɔper/ but when they are used with NPs in locative case, consonant /v/ from /vɪʃ/ and /ɔp/ from /ɔper/ are deleted. Parallel to prepositions in English, the locative postpositions can be used to express several figurative locations that are discussed below. The locative /ɪʃ/ is used to indicate the location within or inside something.

23. a. dʒʌŋgɔʃɪ kʌmre-ɪʃ ɖa:
 boy.NOM.M.SG. room.LOC. be. PRES.M.SG.
 ‘The boy is in the room.’
 b. nika: sku:le-ɪʃ ɖa:
 child.NOM.M.SG. school.LOC. be. PRES.M.SG.
 ‘The child is in the school.’

Besides indicating the location within or inside something, the locative marker /ɪʃ/ also expresses the time duration as shown in the following example:

24. a. ʊs ek gʌnte-ɪʃ kʌm kʰʌʃɔm kiʃa:
 he/she.ERG one hour-LOC work finish do.PST.M.SG.
 ‘He/She finished work in an hour.’
 b. o: mintɛ ɪʃ aʃa:
 he minute-LOC come.PST.M.SG.
 ‘He came in a minute.’

The second locative marker /er/, 'on' is used to express: location on or at something. For illustration consider the following example:

25. a. gla:s ʌma:riʌ-er ɖa:
 glass.NOM.M.SG. cupboard.LOC. be. PRES.M.SG.
 ‘The glass is on the cupboard.’
 b. lɔkʃi: za:mna-er ɖi:
 wood.NOM.F.SG. earth.LOC. be. PRES.F.SG.

‘The wood is on the earth.’

In 25(a) and 25(b) the locative marker /er/, 'on' has been used to indicate the location of the objects *gla:s* and *lɔkɾi:* respectively.

2.8 Vocative Case

Pahari expresses vocative meaning through case markers. The vocative case markers are added to the oblique stem of a noun in vocative case. The following table shows the vocative case markers in Pahari:

Table 1: *The vocative case suffixes*

	Singular		Plural	
Masculine	o:→dʒʌngɾa:	Hey boy	o:→ dʒʌngɾo:	Hey boys
Feminine	o:→ kɔɾie	Hey girl	o: → kɔɾio:	Hey girls

There is also a vocative particle /o:/ that can precede the vocative addressee.

26. a. o: kɔɾie eɖʌr a:
 that girl here come.IMPER.
 ‘Hey girl! Come here.’
- b. o: dʒʌngɾa: kʰa:n dʌn
 that boy where be.PRES..M.SG.
 ‘Hey boy! where are you?’

The vocative case of proper nouns and kinship terms can be expressed in two ways. Either the names and kinship terms in the absolutive case represent the vocative form or the vocative particle /o:/ precedes the proper nouns and kinship terms to represent their vocative case.

27. a. ʌslɔm dʒʌɖɿ: gɔɾʃʰ
 ʌslam quickly go.IMPER.
 ‘ʌslam! go fast.’
- b. o: ʌslɔm dʒʌɖɿ: gɔɾʃʰ
 hey ʌslam quickly go.IMPER.
 ‘Hey ʌslam! go fast.’

3. Conclusion

Overall the following table summarizes the case markers in Pahari:

Table 2: *Case markers in Pahari*

Cases	Masculine	Masculine	Feminine	Feminine	Function
	SG	PL	SG	PL	
Nominative	Φ	Φ	Φ	Φ	Subject/object
Ergative	E	ẽ	ɑ:	ẽ	Subject/Agentive
Accusative	ki:	ki:	ki:	ki:	Object/Patient
Dative	Ki	ki	ki:	ki	Subject/Object/Goal
Genitive	na:	ne	ni:	niã	Subject/Object/Possessor
Instrumental	sʌŋg	sʌŋg	sʌŋg	sʌŋg	Subject/Oblique
Vocative	o: , e	o: , e	o: , e	o: , e	Subject
Locative	ɪʃ, er	ɪʃ, er	ɪʃ, er	ɪʃ, er	Subject/Oblique

Pahari uses a number of postpositions as case markers. They indicate the grammatical function that the NPs fulfil. The above table shows that there are eight cases in Pahari. It indicates that there is no nominative case marker in Pahari that refers to the fact that nominative case is always bare. It can also be that accusative and dative case markers are homophonous in Pahari. Furthermore, Pahari unlike its sister languages like Hindi, Gojri, Urdu and Punjabi, has three markers for ergative marking. There are two different ergative markers for masculine singular and feminine singular while masculine plural and feminine plural bear homophonous ergative markers. The postposition /na:/ is used to express the genitive case that inflects for number and gender. The locative case in Pahari is marked by the elided postpositions /ɪʃ/ and /er/. Parallel to prepositions in English, the locative postpositions in Pahari are used to locate several figurative locations. The postposition sʌŋg is used to mark Instrumental case in Pahari on inanimate NPs. There vocative particle /o:/ always precede the vocative addressee and it is same for masculine, feminine, singular and plural. The study also concludes that unlike Urdu, Hindi, Punjabi and Gojri, ergative case marking in Pahari is not confined to the condition of perfective aspect and the transitivity of the verb but it is also associated with some phonological grounds too. Unlike English where the arguments of an intransitive verb and the agents of transitive verbs are treated alike and kept distinct from the objects of transitive verbs, Pahari is an Ergative- Absolutive Language. In the perfective aspect in Pahari, agents are in the ergative form while patients

are in the absolutive form, here the verb agrees with the object in person number and gender. However, in sentences with intransitive verb, the subject of a clause receives unmarked case and the verb agrees with the subject. There is an exception; in case of a clause with experiencer verb the subject of experiencer verb receives Dative case and the verb agrees with the object. *Pahari* also shows difference in Accusative case marking. Unlike its sister South Asian languages of the region where only the animate direct objects are accusative case marked, direct objects in Pahari independent irrespective of animate or inanimate are accusative marked.

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Trajectories of Colonial Crimes and Reconciliation in J.M. Coetzee's *Disgrace*

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Key Words

- Reconciliation,
- Forgiveness,
- Crime,
- History,
- Colonizer,
- Violence,
- Expiate,
- Development,
- Reconstruction,
- Possibility,
- Precolonial.

Abstract

*The colonization of Africa was based upon racist convictions and paradigms of White man's superiority. The empire employed a vocabulary of discrimination as Edward Said states that "they were not like us, and for that reason deserved to be ruled" (Said xi). Counteracting colonial mindset, South African leader Nelson Mandela's "100 Day speech to Parliament" in which he emphasized on the "Reconciliation Development Program" in South Africa took the notion of reconciliation to greater moral heights. Against all odds, Mandela maintained that "reconciliation will remain shallow if it is not accompanied by thorough-going changes in all areas of life" (Mandela 03). This research study discusses the crimes and violence portrayed in J.M. Coetzee's *Disgrace* are the consequences of colonial history of oppression in South Africa. Furthermore, in post-apartheid South Africa, novels, such as *Disgrace* also reveal the complications of accepting and implementing concepts such as reconciliation, reconstruction, and restitution, recommended by Mandela. This research study closely focuses on Coetzee's *Disgrace* that embodies stories of hatred, forgiveness, and reconciliation as post-apartheid South Africa comes to terms with colonial history of guilt, and crime. This research study explores in depth, the probabilities and improbabilities of reconciliation on the practical scale. Furthermore, it explores the struggles of a white woman who gets raped by black men in post-apartheid South Africa and considers this immoral act as a compensation for the atrocities held by the colonizers against the colonized.*

1. Introduction

Britain appeared as the massive imperial power during the nineteenth century because of its interest in the “other” side of the world. African nation has suffered for decades under the colonial rule, colonial rulers are not only to be held responsible for the psychological, emotional and physical damage that they did to the Africans, rather they are also to be held accountable for the damage that they did to their moral values. The innocence of Africans who used to live closer to nature was also rampaged by the British colonizers. Aphra Behn in *Oroonoko* has clearly mentioned that the primitive Africans had no sense of sin and their innocence was plundered by the British colonizers.

Nelson Mandela emphasized on the need for forgiveness, reconstruction and reconciliation. In his “100 Day speech to Parliament”, he has stated that in order to rebuild, reconcile the nation, and change the system of South Africa, only legislation cannot prove to be of help, “legislation on its own cannot change attitudes. We appeal to all South Africans to ensure that discrimination, abuse, and any other backward attitudes against others, based on differences of gender, race, religion, language or other distinctions are done away with” (Mandela 02). In *Disgrace*, Coetzee has shed light on the possibility and the impossibility of reconciliation and forgiveness of post-colonial crimes. This research study deals with some of the possibilities and impossibilities of reconciliation on the practical scale.

In *Disgrace*, Coetzee represents the post-apartheid South Africa where a white man David Lurie feels “he is more out of place than ever” (Coetzee 04). The disgrace that he is made to feel leaves him no option but to move to Cape Town to live with his daughter Lucy. She suggests him to work at the veterinary clinic without any expectations for being paid for the job, “do it out of the goodness of your heart” (Coetzee 77), in reply to which he says, “It sounds like someone trying to make reparation for past misdeeds” (Coetzee 77). Lucy is somehow able to convince him for the job, although he agrees but he says, “only as long as I don’t have to become a better person. I am not prepared to be reformed. I want to go on being myself. I’ll do it on that basis” (Coetzee 77). Lurie finds it hard to take the step towards reconciliation, or to seek forgiveness for the past crimes, this study argues that what Lurie fails to realize here is that the colonial rule in South Africa is over and the natives are no more afraid of white men. Rather, it seems that it is the natives’ turn to cast the same violence on white intruders; Lurie realizes his helplessness later in the novel.

Lucy is raped by the natives of Cape Town, but what disturbs her more than the act of rape itself is the hatred that she feels from the black people for herself. This paper explores how Lucy struggles in a post colonized South Africa to reconcile with the natives by trying to expiate the crimes of the past; she decides to marry her black neighbor Petrus for hers and her to be born child’s safety. Despite being aware of the further hatred and the violence that await her, she still does not wish to leave South Africa. David asks her, “Do you think you can expiate the crimes of the past by suffering in the present?” (Coetzee 112), her father fails to understand her because his mind is not ready to reconcile yet. He acts like an obstinate child who has been defeated in the game of suppression but is not yet ready to accept the defeat.

2. Literature Review

The British colonizers victimized and oppressed the natives of Africa on the basis of their belief in their white superiority and the inferiority of the non-Westerners, Said states in his “Introduction” to *Culture and Imperialism*, “the outlying regions of the world have no life, history, or culture to speak of, no independence or integrity worth representing without the West” (Said xix), and post-colonial literature challenges this episteme. On the one hand, the colonized were pressed to internalize the British culture, religion and language and on the other hand, there was an ongoing struggle to resist this imposition of a foreign culture on them. Bhabha’s theory of “mimicry” explains how many of the colonized individuals tried to imitate the speech, behavior, culture, norms, and habits of the colonizer in order to get rid of their own “inferior” culture as defined to them by the colonizer.

Behn in *Oroonoko* writes that the primitive Africans had no sense of sin, it was introduced to them by the colonizers, “They have a native Justice, which knows no Fraud; and they understand no Vice, or Cunning, but when they are taught by the White Men” (Behn 11). The mentioned quote clearly shows that the colonizers plundered not only the resources of the Africans but also their innocence, tranquility, cultural/traditional values and their relationship with nature. The reader of post-colonial literature can easily read into the trauma and suffering that the South Africans had to go through under the white colonizer’s rule.

In his autobiography *Long Walk to Freedom*, Mandela has mentioned that the South African people were close to nature which showed their simplicity which was yet not taken away by the West. He wrote, “I discovered the almost mystical attachment that the Xhosa have for cattle, not only as a source of food and wealth, but as a blessing from God and a source of happiness” (Mandela 11). The previously stated quote clearly indicates that the South African people held their simple life as a blessing from God, and it was a definite source of happiness and contentment for them but unfortunately, their source of happiness was taken away from them and roads and buildings were constructed in its place resulting in the loss of happiness for the South African people.

Mandela has also mentioned in his autobiography that the South African people were forcefully made to get the education brought to them by the white colonizer; they had no other choice left to them but to be educated under the shadow of the imperial flag. Mandela says, “The education I received was a British education, in which British ideas, British culture and British institutions were automatically assumed to be superior. There was no such thing as African culture” (Mandela 16). This is how a post-colonized nation in the form of Mandela tried to write back to the colonial empire.

The innocence and simplicity of the African nation were exploited by the white colonizer by inculcating into their minds the fear of being an uncivilized and inferior race who would be crushed against the progressing and developed world; this fear was induced in their minds by their oppressor. British colonizers ruled colonized countries on the assumption that “European ideas, ideals, and experience were universal, that is, the standard for all humankind” (Tyson 420). To colonize the African nation, the British empire used the political tactic of ‘divide and rule’, the colonizers divided their communities and played upon their vulnerabilities.

In Jamaica Kincaid’s *Lucy*, the protagonist moves from the Caribbean to the west to work there as a household maid. Lucy has no desire to go back to her own homeland as she

despises it. She feels ashamed to belong to the Caribbean, “I came from a place where no one wanted to go” (Kincaid 65). This shows the feeling of despise that Lucy holds against her own homeland, she knows that her ancestors were plundered of their innocence and resources but she still continues to hold the opinion of her land as something ‘inferior.’ At another instance in the novel, when she was in school in the Caribbean, she remembers that she stood up once and refused to sing, “Rule Britannia! Britannia, rule the waves; Britons never, never shall be slaves” (Kincaid 135), this incident is an example of resistance and reluctance on Lucy’s part to internalize British hegemonic culture. Lucy is torn between two extremes: inferiority and superiority, she fails to accept either, hence becoming somebody who belongs to nowhere.

3. Research Methodology

This is a qualitative research study and the data has been collected from primary and secondary resources. This study explores the themes of reconciliation, post-colonial guilt, forgiveness, restitution and reluctance in J. M. Coetzee’s *Disgrace* in the light of the following theories, ‘mimicry’ and ‘Other’ famous critical theorists, Homi. K Bhabha and Edward Said. Moreover, this study deals thoroughly with the questions that are raised when a white is left with no other option but to do away with the colonial mindset in a post-apartheid Africa.

The in-depth thematic analysis of Coetzee’s *Disgrace* has been done under the light of Nelson Mandela’s ‘100 Day Speech at the Parliament’. Mandela’s vision was the purgation of the post-colonial societies for the rebuilding and restitution for the welfare of the post-colonized nation. The question that arises here is to what extent the people from the both sides are ready to reconcile. This study explores the possibilities and limits of reconciliation on the practical scale and highlights that the element of forgiveness is not possible without the complete erasure of the past, which is quite contrary to being possible. Furthermore, this study critically concludes that violence and atrocities held on the Africans in the past by the colonizers cannot be answered with violence in return in the present because if it happens in this way, there would be no end to it ever, the cycle would go on with history repeating itself.

3.1. Research Objectives:

- i. To critically analyze the possibilities and impossibilities of the suggestive idea of ‘reconciliation’ by Nelson Mandela as the only way to progress forward for the third and fourth world nations.
- ii. To evaluate the reservations and complications of the decolonized and the colonizer.
- iii. To discuss the crucial role of literature for the peace and prosperity of both the decolonized and the colonizer.

3.2. Research Questions:

- i. What are some of the probabilities and improbabilities of the idea of ‘reconciliation’ by Nelson Mandela to his people?
- ii. What are the complications and challenges posed to the people of both the sides (colonizers and post-colonized)?
- iii. How can literature play a vital role for the welfare of the nations who had to go through the horrible process of colonization?

4. Data Analysis

In *Disgrace*, the guilt of post-colonial crimes has been represented through the characters of David Lurie and his daughter Lucy. On the one hand, Lucy struggles to expiate the crimes of the past by sacrificing herself, she is torn apart psychologically by the hatred she has to face from the black people, and on the other hand, her father is unable to grasp the reality that the rule of the white is over and the natives have taken South Africa back from the colonizer. He refuses to confess about his crime before the harassment committee of his university; furthermore, he also refuses to go under counseling. When he is pushed further to confess, he says “I became a servant of Eros” (Coetzee 52) declining to expose his ‘self’ before the committee where he feels that “he is more out of place than ever” (Coetzee 04). McGonegal in her thesis says, “contemporary subjects confess for the sake of confessing, that is for the sake of creating guilt rather than for the sake of accepting responsibility and enabling reconciliation” (McGonegal 124). He confesses his guilt only for the sake of confession, but refuses to give them a detailed confession (a confession that would mean the exposure of his savageness) removing any chances of reconciliation.

The British colonizers ruled the colonized countries on the false belief that “European ideas, ideals, and experience were universal, that is, the standard for all humankind” (Tyson 420). English language and education were introduced in the colonies, and this resulted in the devaluation and degradation of the native culture, languages, and religion to the extent to be practiced only at home. The native writers of Africa have to write back to the empire about their indigenous culture, values and norms in English language to survive in publishing industry which they cannot do if they write in their local language. Chinua Achebe said, “For me there is no other choice. I have been given the language and I intend to use it” (Achebe 62). Contrary to this, in the third and fourth world nations, each local community has its own local language, English as a common language makes communication between people belonging to different communities easier.

The British colonizers victimized and oppressed the natives of colonized nations on the basis of their interest in the “other” part of the world. This idea has been defined as “othering” by Said that separates “us” from “them”. In *The Dreams of Tipu Sultan*, the white man Mackenzie says, “I am interested in the other side. You could say that’s how we Europeans are brought up....to be interested in the other side as well. That I suppose is our strength” (Karnad 08). Mandela emphasized on building new towns in the areas affected by colonial violence, although the colonizers have left but the colonial trauma continues to haunt the South African natives. Mandela emphasized that, “Millions have suffered deprivation for decades and they have the right to seek redress. They fought and voted for change; and change the people of South Africa must have” (Mandela 01). Purgation of the

post-colonial societies from the trauma of colonial crimes is necessary to change, reconcile and rebuild the nation.

One of the most horrible crimes of colonialism is that it gave birth to the idea of “double consciousness” in the minds of the natives which forced them to migrate from rural areas to urban areas. Forced migration, either in search of better employment which includes servitude, or slavery, that eventually resulted into, “scattered large numbers of peoples around the globe, and large populations of their descendents have remained in the *diaspora*, or separated from their original homeland” (Tyson 421). The psychological trauma is ever lasting but according to Mandela, reconciliation was significant to create harmony and peace.

The British colonization worsened the position of women in the third and fourth world nations, women became doubly marginalized; on the one hand, they suffered patriarchal oppression by colonialists and on the other hand, from their own patriarchal cultures. Behn writes in *Oroonoko*, “They have Plurality of Wives; which, when they grow old, serve those that success ‘em, who are young, but with a Servitude easy and respected” (Behn 11), this quote emphasizes that the wives of the same person used to live harmoniously and peacefully together until they were introduced by the white colonizers with the idea of being mistreated by their respective husbands.

The fear of white men’s rule has left post-colonial-apartheid South Africa, but Lurie is unable to grasp this reality. Lurie sees one of Lucy’s acquaintances Ettinger, who is a white old man, the only one of his family left in Africa. Ettinger suggests Lurie, “The best is, you save yourself, because the police are not going to save you, not anymore, you can be sure” (Coetzee 100). This statement shows that even the police cannot ensure the safety of white men in South Africa anymore. This leaves Lurie with no option but to try to convince Lucy to leave the place that has become a “disgrace” for both of them. In post-colonial South Africa, even the foreign languages that Lurie knows cannot help him earn respect from the natives, “but Italian and French will not save him here in darkest Africa” (Coetzee 95). He could not save his daughter from the rapists; he feels as helpless as the natives must have felt when their women and houses were plundered and looted by the colonizers.

Coetzee has represented the possibility and the impossibility of reconciliation between the whites and the post-apartheid South Africans. Contrary to this, Franz Fanon in *Wretched of the Earth*, has brought forward his view that “no conciliation is possible” (Fanon 39) in post-colonial societies. He insists that reconciliation is not only impossible but undesirable as well because once the colonial rule has ended, there would be nothing left to be of “interest” to the colonizers “in remaining or in co-existing” (Fanon 45), reconciliation is impossible without the interests and efforts of both the colonizers and the colonized. Contrastingly, in *Disgrace* it is a white woman (colonizer) who is “interested” in reconciliation and forgiveness for the past crimes more than the natives (colonized). During her struggle, the text indicates that she is raped more than once and this shatters her apart psychologically but she does not give up, she decides to give birth to a child who would remind her of the horrible act of rape again and again as a compensation for the atrocities held against the colonized by her race. This act of Lucy can be seen as an attempt to reconcile or expiate for the past crimes that she herself is not responsible for.

Coetzee has represented the possibility of reconciliation and forgiveness through the character of Lucy, whereas it becomes clear that her father does not believe in any such

possibility when he says, “Do you hope you can expiate the crimes of the past by suffering in the present?” (Coetzee, p. 112). To David Lurie, this expiation seems impossible because he is unable to get rid of the idea of his so-called superiority over the African culture and language. The history of violence repeats itself; violence and atrocities held on the colonized women by the white patriarchs are returned to a white woman by the black colonized men. Lucy’s conscience is heavy with colonial guilt, unlike her father she realizes that she does not own the South African territory, rather than leaving she decides to stay to be able to reconcile with the colonized. Her guilt makes her sense the hatred and the anger that the rapists felt towards her during the immoral act, “It was done with such personal hatred” (Coetzee, p. 156). At another instance, she says “They see me as owing something. They see themselves as debt collectors, tax collectors. Why should I be allowed to live here without paying? Perhaps that is what they tell themselves” (Coetzee, p. 158). The contrast between the mentality of the father and the daughter is prominent here, one is ready to submit and the other is still reluctant.

To end this hatred and anger on the part of the colonized in post-apartheid South Africa, Mandela developed the “Reconciliation Development Program”. He was aware that the trauma of colonial crimes would continue to haunt the natives for years to come but he saw the possibility of reconciliation and reconstruction as a challenge, “This is South Africa’s challenge today. It will remain our challenge for many years to come” (Mandela, p. 2). In his development program, he also included the rights of the people belonging to other races, religions, and languages. He argued that racism could be ended, and reconciliation could be achieved only if the South Africans themselves stooped up against such discrimination and abuse. Furthermore, he emphasized that, “reconciliation will remain shallow if it is not accompanied by thorough-going changes in all areas of life” (Mandela, p. 3).

In Lurie’s mind, the binary that separates “us” from “them” is as alive as it was in the colonial rule, he is not ready to give up his delusion of superiority and hence, he suffers. When Lucy declares that she will marry Petrus, he tries to make her change her mind by reminding her, “This is not how we do things” (Coetzee, p. 202), this “we” separates David Lurie from Petrus but Lucy does not believe in any such binaries anymore, here the narrator’s voice says, “*We*: he is on the point of saying, *We Westerners*” (Coetzee, p. 202). Lucy and her father are the only white people at the party that takes places at Petrus’ place. This binary of “othering” is also present in Petrus’ (native’s) mind as well, he defends one of the boys who raped Lucy by saying that “He is my family, my people”, and this is where Lurie realizes that it is he who is the “other” in post-apartheid South Africa now and Lucy does not belong to him anymore, she will become Petrus’ wife because she has become “his people” (Coetzee, p. 201).

5. Conclusion

The desire to reclaim a precolonial past in itself is a flawed idea, because much of the precolonial values have been lost because of colonialism. “Many postcolonial theorists argue that, even had there been no colonization, the ancient culture would have changed by now: no culture stands still, frozen in time” (Tyson, p. 422). Towards the end of *Disgrace*, Lurie asks Lucy if she loves the unborn child, she says that she doesn’t but believes that “love will grow” (Coetzee, p. 216), Lucy tells her dad that she would try to be a good

“mother and a good person”, it seems that Coetzee gives his own perspective to the reader through Lucy’s voice, when she advises Lurie to “try to be a good person too” (Coetzee, p. 216).

Coetzee ends his novel by representing the possibility of forgiveness and reconciliation through Lucy’s voice. Mandela emphasized that racism could be ended, and reconciliation could be achieved only if the South Africans themselves stood up against such discrimination and abuse. Literature can play a vital role in consolidating the process of reconciliation; multiple novels represent multiple perspectives and multiple perspectives open up multiple possibilities. Literature can help people understand the necessity of reconciliation and forgiveness for the world to become a peaceful and better place to live in, racism still exists as it has continued to exist since centuries; to create a racism free world, both the African and the British writers need to use their writings to show the world a better perspective.

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Exploration of Balochi as a Pro-Drop Language

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- Phonetic Form
- Logical Form

Abstract

This paper presents data from Balochi language which demonstrates that subject or object can be elided in the Phonetic Form (PF) which can be inferred, identified and recovered through rich morphological inflections (Participation of verbal agreement) in the Logical Form (LF). The contribution of this paper is to provide an exploration of null argument structures at subject, object and subject and object both together positions and extends it to the systems of null subjects traditionally discussed in the literature. The analysis is based on the objective of the study to explore Balochi as a pro-drop language. Null argument such as null subject and zero object of Balochi is explored and analyzed under three (03) theoretical frameworks, Chomsky's Principles and Parameters theory (PPT) (Chomsky, 1981a) and Extended Projection Principle (EPP) (Haegeman, 1994). The Recoverability Condition of Haegeman (1994) is applied to infer, identify and recover (i.e. Logical Form (LF) & Phonetic Form (PF)). Through unstructured interviews, data were collected for said research paper from two native speakers of Balochi language. Thus, the findings of the concerned research paper show that the unusual sentential constructions such as verbs with null/zero/omitted subjects, objects and both the subjects and objects together in the oral or spoken Balochi.

1. Introduction

This research paper is pertaining to Exploration of Balochi as a pro-drop language. According to Cook (1991) the languages like Russian, Chinese, and Spanish allow sentences without the agents (subject) are said to be ‘pro-drop languages’ and on the other hand, non-pro-drop languages do not have the liberty to permit sentences without subjects for instance, English, French and German.

The term ‘pro-drop’ has been formed in the masterwork of lectures on Government and Binding (Chomsky, 1998). Certain classes of pronouns may be elided in pro-drop languages which can be semantically and syntactically identifiable, inferable and recoverable through the rich verbal morphological inflections. The phenomenon of dropping the pronoun is also generally referred to as null or zero category. In the prospective of Universal Grammar (UG) the concept of pro-drop is justified by linguistic evidences in the Principles and Parameters (PP) framework.

1.1. Background of the study

Faridah (2012) defines that “Balochi language appertains to the Indo-European language and it is included in the sub branch of Iranian family. Jahani (2003) is at the notion that Balochi language was established in the late 20th century researchers that Balochi language belongs to the North-western group of Iranian languages. According to Jahani (2003) Balochi language has three dialects which are Mekrani Dialect, Rakshani Dialect and Sulamani dialect.

In the prospective of the research paper, Rizzi (1986) explores that null-subject languages (NSLs) are often referred to as pro-drop languages. Taraldsen (1978), his generalization defines that null-subject can occur with inflectionally and morphologically rich languages. Therefore, the pro-drop languages are associated with inflectionally and morphologically rich languages (Zahid, A., 2016; Veesar, Z. A., & Mustafa, G., 2021; Veesar, Z. A., Srinivass, S., & Kadhim, K. A., 2015b).

In this concerned, it is claimed that the null-subjects are permitted by the pro-drop languages because the native speakers of the concerned languages can easily infer, identify and recover the content of pro from the Agreement (AGR) features of Inflection (INFL) on the verb. Radford (2004), gives example of a null subject language and a non-null subject language. The said example is given below.

1.2. Example shows non-null subject in English and null-subject in Italian

- i. (A) *Maria speaks French.*
(English)
- (B) *Parla Frances.*
(Italian)
- Parla (to speak), Frances (French).*
(Transliteration)

In the prior (1A), example an English verb speaks requires subject argument while in the example (1B), Italian verb phrase (speaks) is without subject argument. Thus, Italian is a null subject language while English is non-null subject language Radford (2004).

According to Jahani (2019), Balochi language is a pro-drop language. Null-subject arguments exist in Balochi language where the speaker deletes the subject while he or she speaks or utter sentences in his or her daily conversation unexpectedly and unintentionally. So in this prospective examples from Balochi language are being narrated below to meet the current research work ‘Exploration of Balochi as a pro-drop language’ and to attain the research objective of the research paper.

1.2.1 Pronoun dropping at subject position in Balochi

- i. په واتی سنگتن وارگ بی کاراین
(Persian Script, Balochi)

(Ahmed, 2021)

Pa wati sangatan b warag Karen.
(Roman Script, Balochi)

*(I) also bring food for my friends.
(Translation)

I also bring food for my friends.
(English)

Pa (for), wati (my), sangat (friends), an (suffix added to make plural), b (also), warag (food), Karen (to bring).

(Transliteration)

- ii. هر نیمگا که بچارے ، اے ملک آباد انت
(Persian Script, Balochi)

(Jahani, 2019)

Har nemaga ke becharay, e molk abad enth.
(Roman Script, Balochi)

In any direction *(you) may look, this country is fertile.
(Translation)

In any direction, you may look, this country is fertile.
(English)

Har=any; nemaga=direction; ke=may, becharay; see; e=this, molk=country; abad=fertile, enth=is.

(Transliteration)

In the view of the above captioned sentences, the agent which is the subject has been dropped and the subject is discernible, recoverable from the context and the null argument which is the Noun phrase (null argument) is identified, inferred and recovered which is at subject position through the free morpheme and the bound morpheme (Inflection). The free morpheme shows the number of the person, tense and the bound morpheme demonstrates

the aspect (tense). Therefore, we can say that Balochi is a pro-drop language, so due to which we can omit, elide and delete the subject.

1.2.1 Pronoun dropping at object position in Balochi

i. ماجد کاغذان ۽ دست رند کت، و واحد مهر جتن

(Persian Script, Balochi)

(Ahmed, 2021)

Majid kaghazanan dast rand koth, o Waheed mohr jathan.

(Roman Script, Baloch)

Majid signed the documents, and Waheed stamped *(them).

(Translation)

Majid signed the documents, and Waheed stamped them.

(English)

Majid (Name /Subject), kaghazan (the documents /object) an (ergativity), dast rand koth (signed /verb), ho (and/conj), Waheed (Name/Subject), mohr jathan (stamped /verb).

(Transliteration)

ii. تتي برات آتکگ آنت ، من دستگ آنت

(Persian Script, Baloch)

(Jahani, 2019)

Tai brat atkaganth, man destaganth.

(Roman Script, Baloch)

Your brothers have come, I have seen *(them).

(Translation)

Your brothers have come, I have seen them.

(English)

Tai=your; atkaganth=have come, man=I; destaganth=have seen.

(Transliteration)

In the light of the afore narrated sentences which are lacking object (something on which the work is done to) which can inferred, identified and regained through the previous context, verb transitivity by applying the Principles and Parameters Theory (Chomsky, 1988), Recoverability Condition (Haegeman, 1994). Therefore we can say that Balochi is a pro-drop language.

1.3. Research Problem

A lot of research studies exist in Balochi literature but a very few studies have been conducted in linguistics prospective. However, the morpho-semantic and syntactic aspect of Balochi have been ignored all this while. However; no extensive or comprehensive research study has been done on Balochi Syntax on this aspect (pro-drop). Two surface research works have existence on this linguistics aspect of Balochi which is pro-drop parameter).

But there is lack of an extensive study of Balochi as a pro-drop parameter, secondly it is to analyse null-subject and null-object in Balochi to fill the grey areas and gaps to examine and explore the features and properties of the usage of the null-subjects in Balochi. Thirdly, the learners of the concerned language will have the access, potentiality, credibility, grip and capability to reset the pro-drop parameter by inferring, recovering and identifying.

1.4 Research Objectives

Appending is the objective of the study.

- i. To explore Balochi as a pro-drop language.

2. Research Methodology

The corresponding research study is descriptive, analytical and exploratory in its type which deals with its description, analysis, exploration and qualitative method is used which is based on primary source of data (Cresswell, 2013, 2014). The data had come from daily conversation and communication of Balochi language (Spoken form) which was taken in unstructured interviews in oral form to observe to explore the role of pro-drop parameters in Balochi. The researcher used the convenience sampling to select the participants for gathering data for this purpose.

Through the interviews, the data have been collected from two native speakers of Balochi, among them, one participant was from Mekrani dialect and the other was from Rakhshani dialect. The concerned data have been converted from oral form into written form by the process of transcription. The data were analysed on theoretical framework of Chomsky's Principles and Parameters Theory (PPT).

Secondly, the theory of Recoverability Condition was applied for the analysis and investigating through Recoverability Conditions (Haegeman, 1994) by inferring, recovering and identifying the null arguments, tense, aspect and mood on the bases of agreement (AGR) and inflections (INFL), because Balochi language is rich verbal inflectional language. Several characteristics were predicted statistically through lexical order through Extended Projection Principle (EPP) theory. In Balochi, lexical order is in Subject + Object + Verb, (SOV), Reza (2013).

2.3. Theoretical/conceptual frameworks

In the current study, three theoretical frameworks are employed which were proposed by Chomsky (1981a, 1981b, 1986a, 1986b) and Haegeman (1994).

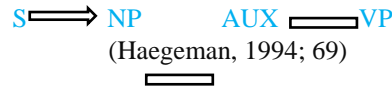
2.1.1 Principles and Parameters Theory (PPT)

This study will investigate the phenomenon of analysis of null subject in Balochi language within Chomsky’s *Principles and Parameters Theory (PPT)*, (Chomsky 1981a, 1981b, 1986a, and 1986b).

2.1.2 Extended Projection Principle (EPP)

In English all sentences possess a subject as mandatory Chomsky (1988) and Haegeman (1994). According to this theoretical framework, irrespective of their argument structure, sentences contain or carry subjects as mandatory, in this prospective, a graphical representation of lexical order is given as under. All sentences possess subject; (EPP).

Extended Projection Principle



2.1.3 Recoverability Condition

The elided argument in the Phonetic Form (PF) or surface structure can be regained in the Logical Form or deep structure of the sentence (LF). The elided argument (subject) can be recovered through the verbal inflections (INFL) and agreement in the morphologically rich languages, whereas, in Phonetic Form (PF) the deleted argument is governed by inflections and agreement (Chomsky, 1988). However, through verbal inflections (INFL) and agreement (AGR), which can be recovered (Haegeman, 1994).

3. Data Analysis

3.1. Analysis of Null Subject in Balochi

The description, exploration and analysis of the null-subject sentences are being presented in Balochi language which have been dropped, elided in phonetic evidences by the interviewee but the elided subjects are identifiable, inferable and recoverable by the terms of morphological rich inflections (INFL) and agreement, previous context in the null-subject languages (NSL) (Chomsky, 1988) and through applying Recoverability Condition (Haegeman, 1944).

i:

انگریزی زبان وانگ ء بوتگ اُون۔ (Persian Script, Balochi)

Angarazi Zubaan wanaga botag hon (Roman Script, Balochi)



English Language studying was
(Transliteration)

**(I)* was studying English language.
 (Translation)

The above null argument structure is lacking null subject. The null/zero subject has been elided in the Phonetic evidence or Form (PF) which can be identified, inferred and regained by the means of the rich verbal inflection (INFL) and Agreement in the Logical Form. It is understandable and perceivable through the bound morphemes which are the inflections (*a*, *botag* & *hon*), we came to know that the tense is past, aspect is continuous, number is singular and the omitted subject can be **(I)*. Thus, the null argument which is the subject can be regained by the means of (through) the inflection of the used verb in languages which are pro-drop (Chomsky, 1988).

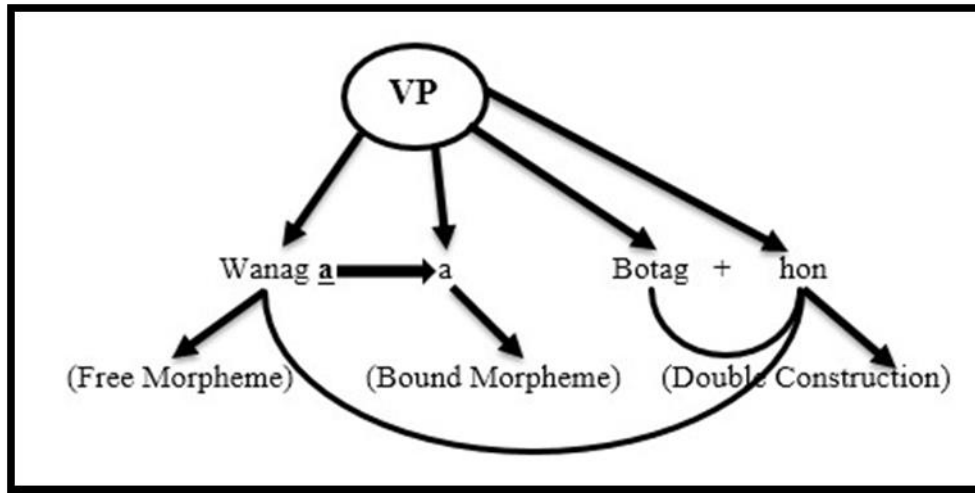


Figure 1: Tthe free morpheme, cupola (bound morpheme and double construction).

The result of the descriptive, analytical and exploratory analyses declare that Balochi native speakers exhibit null arguments at subject position. Thus, we can conclude that Balochi is a pro-drop language. Therefore the conclusion is drawn on account of null arguments at subject position.

ii:

شپ ء ساهت ء كمو وانين
 (Persian Script, Balochi)

Shapa sahata kamo wanan
 (Roman Script, Balochi)



At night time a little bit study
 (Transliteration)

**(I) study a little bit at night time.*
(Translation).

The above mentioned sentence is a null sentence in Balochi which the speaker has elided (subject), therefore we can say that the subject has been deleted in surface structure (Phonetic Form) which can be inferred, identified and regained by the means of (through) the inflections and agreement in the deep structure (Logical Form).

The inflection (INFL) which is attached with the main verb 'وانين-wanan' demonstrates that the deleted subject can be first person singular *(I), tense can be present tense and the aspect can be present simple tense. Therefore, the null argument "subject" can be recovered by the help of inflections of the utilized verb in the languages which are pro-drop (Chomsky, 1988) and Recoverability Condition (Haegeman, 1994). So conclusion draws our attention that Balochi is a pro-drop language.

3.2 Analysis of Null Object in Balochi

Distribution of null objects has been examined by Hung (1989). According to Hung prediction, null arguments at object position are possible in languages which have morphological rich verbal inflections, with rich object agreement morphemes like Pashto, and these null arguments at object position which are pros indexed with object Agreement.

i:

پس ء مجبور كٽ ء (Persian Script, Balochi)

Pessa majboor Kota (Latin Script, Balochi)



Dad has compelled
(Transliteration)

Dad has compelled *(me)
(Translation).

The above stated sentence is a sentence of Balochi language which is carrying a null / zero argument at object position which the interviewee has omitted in the surface structure which latter can be regained by the virtue of morphological rich verbal inflections and agreement in the deep structure (Logical Form).

The above cited verb 'مجبور كٽ ء =majboor kot=has compelled' which is composed of a noun which is 'مجبور=majboor=compel', and the second one is the second form of the verb 'كٽ=kot=did', which is stemmed from the infinitive verb 'كنگ=kanag=to do' which have various meaning individually but when they both come collectively it would become مجبور كنگ=majboorkanag=to compel' which is a transitive verb which is requiring an object.

The is the inflection which is attached with the free morpheme “kota” which helps us to identify the tense and its aspect, so the said sentence is in present tense and its aspect is perfect and on the other hand, through the previous context of the interview of the interviewee, the deleted object which is ‘*من=mana=me*’ can be regained. So after the analysis, description and exploration and applying the Recoverability Condition of Hageman (1994) along with the Extended Projection Principles of (Chomsky; 1988), the omitted object was found, which is ‘me’. We can conclude that Balochi language possesses null arguments at object position.

ii:

من يل كُتَاء (Persian Script, Balochi)

Man yal Kota (Roman Script, Balochi)



I have left
(Transliteration)

I have left *(English language).
(Translation).

The above given example 2 is showing a null argument structure in Balochi language at object position which the speaker has unuttered in the phonetic form which can be identified, regained and inferred from the nature of the verb and from the previous context, through the inflection of the said verb the tense, its aspect and mood can be identified. The type of the verb ‘*يل كُتَاء =yal Kota = have left*’ is a preverbal verb in Balochi and by nature it is a transitive verb.

However, we can assume that the object which has been in the phonetic Form (PF), can be identified, inferred and regained by the means of the rich morphological inflections (INFL) and (AGR) and from the previous context and nature of the verb in the deep structure (Logical Form) of the uttered sentence. Thus, the verb ‘*يل كُتَاء =yal kota=have left*’ is providing us clue that there could be something or someone which or who has been left by the speaker, which could be a game, studies, a language such as English, Urdu, Balochi or Punjabi, house and it could be someone who has been left such as a friend etc. So from the previous context of the interview we can recover the deleted ‘*(English language)’ which is the null object in the said sentence which the speaker has left during the conversation.

3.3 Analysis of null subject and object sentences in Balochi

Null subjects and null objects are those sentences or arguments which are lacking null arguments at subject position and object position. These null arguments can be recovered through Recoverability Condition of Haegeman (1994) and (Ali, 2016). Although the null arguments have been deleted in the Phonetic Form, yet they do exist in the Logical Form.

i:

واننين (Persian Script, Balochi)

wannenan (Roman Script, Balochi)



Teach
(Transliteration)

**(I) teach *(them).*
(Translation)

The above argument is lacking null arguments at subject and object positions which the speaker has omitted them in the phonetic form where the null subject can be recognized, inferred and regained by the terms of the rich verbal inflections and null object through the previous context and deep evidence. In the context of the said transitive verb phrase ‘وانين = wannenan an=teach’, where ‘وانين =wanen=teach’ is a free morpheme and ‘ان=an=shows inflection’ is a bound morpheme and attached with the stem of the main verb which indicates the tense, aspect, number and person.

Through this inflection (ان/an) we will come to know that it could be a first person singular *I and the tense can be present and its aspect be independent. The verb teach shows the activity or function or process or action of teaching so the action of teaching can be performed on somebody that somebody can be a student, a younger brother, a sister and family members. It could be known through the previous context (unstructured interview) that the deleted object can be grasped, identified regained in the Logical Form (LF) or deep structure and from the previous context which could be ‘ايان=ayana=them/brothers’ through the Recoverability Condition (Haegman, 1988).

ii:

نېشټا کښن
(Persian Script, Balochi)

Nebeshta kanan
(Roman Script, Balochi)



Write
(Transliteration)

**(I) write *(letters).*
(Translation).

The above example 2 is lacking null object at object position and null subject at subject position. The subject and object have been deleted in the Phonetic evidence, but they exist in the deep structure. The verb phrase ‘نېشټا کښن = nebeshta kanan=write’ is a combination of two morphemes ‘نېشټا کن = nebeshta kan=write’, which is a free morpheme and the other one is a bound morpheme ‘ين=an= agreement’ which declares the person, number, tense and its aspect. The bound morpheme ‘ين=an’, assists us to recover, recognize and infer the omitted subject which can be first person singular *I.

The main verb ‘نېشټا کښن = nebeshta kanan=to write’, shows the action of writing, in the context of the verb, it can be assumed that the verb ‘write’ is clearing indicating us that the action of writing will take place for something, this something which can be a book, an

article, an application, an editorial and a letter. Thus, it can be said that deleted object is *(letters) which is regained by the means of the Recoverability Condition (Haegeman, 1994) from the previous context of the daily conversation of the speaker and the inflection.

4. Discussion

The gigantic purpose or the aim of the corresponding research study is confirming, evaluating whether Balochi is a pro-drop language or not. On the basis of this, the researcher strains to explore Balochi as a pro-drop language. On the basis of the attained results and findings of the study, Balochi is found to be a pro-drop language. Languages which possess rich verbal inflections come in the class of pro-drop languages, such as Persian and Sindhi languages etc (Ali, 2016). The results of the prospective study contribute in supporting the previous research on pro-drop languages. Jahani (2019) claims Balochi language is a pro-drop language.

The current study drawn results and findings support the null argument structures that Balochi possesses null arguments at subject, object, and the subject and objects positions both together. Broadly speaking, a massive literature on this aspect (a pro-drop language) supports the notion that Balochi comes in the category of the pro-drop language.

The native speakers do not feel or feel discomfort, difficulties and hardships to perceive, grasp, and attain the embodying central point of view of the null arguments at subject, object and the subject and object positions both together while communicating, speaking and having conversation with each other or one another easily. Retaining and highlighting this unique characteristics in respect of null arguments paves the ways to research the related or the remaining other hidden qualities to safeguard the a language from attrition.

4.1. Findings

In the concerned study, the researcher has found and discovered the native speakers of Rakhshani and Makrani dialects, utilizing, uttering null arguments at subject, object, and both the subject and object positions and also being associated with null arguments in their daily communication and conversation. Balochi is also a pro drop language where in the phonetic form of the sentences ‘pro (s) are normally deleted, unuttered, omitted, dropped at the agent (subject) or object positions in the said language, yet they were accepted in terms of grammar, syntax, semantics and pragmatics.

However, the omitted, dropped, unuttered pronouns or the elided arguments can be regained by the terms of the rich verbal morphological inflections. The objective which is ‘to explore Balochi is a pro-drop language’ has been proved by the investigator that Balochi language may drop, omit and un-utter the subject which is the doer of the action, object on which the action is done to and even though the within one argument or sentence subject and object both are dropped, omitted and deleted in the Phonetic Form. So, for regaining, inferring and identifying the Recoverability Condition of Haegeman and Extended Projection Principles (EPP) (1994), and Chomsky’s Principles and Parameters Theory (PPT) (1988) were utilized for the attainment of the objective.

The findings, analysis and exploration have proved that Balochi is a pro-drop language like the other pro-drop languages of the world such as Sindhi, Pashto and Italian etc. (Ali, Khan

& Gulkhanda, 2021; Ali, Roonjho & Brohi, 2021; Amin & Ali, 2021; Jahani, 2019; Zahid, 2016; Ali, Bagddu & Maimota, 2014).

5. Conclusion

This paper examines the exploration of Balochi language as a pro-drop language. The current paper is associated with pro-drop parameters at subject, object, subject and object positions both of Balochi language. In the corresponding study, Rakhshani and Makrani dialects are the targeted dialects of Balochi language. The concerned paper explored Balochi to be a pro-drop language in terms of uttering null arguments at subject, object and both subject and object positions in particular and the Balochi language in general.

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Exploring the Factors Affecting Speaking Skills in the English Language: The Case Study of Rural Sindh Students

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Keywords

- Speaking skills
- AV- aids
- English language
- Rural Sindh
- SPSS

Abstract

The main purpose of this paper was to explore the factors that affect the speaking skills of rural Sindh students. The main objectives of this study were to identify the teacher and students' related factors that affect the speaking of the English language of rural Sindh students. The research approach for this study was quantitative and its nature was exploratory. The study was conducted at Shaheed Benazir Bhutto University located in District Shaheed Benazirabad (Sindh) it is a general University that enrolled students from rural areas of Sindh. Undergraduate students studying in different departments including Chemistry, Information Technology, English, Education, Media, and BBA were the population of this research study, from every department 50% of students were selected with the help of random sampling. To gather satisfactory information, the researcher used a questionnaire as a tool. The questionnaire tool has been selected to conduct data through closed-ended questions that were based on five points, i.e. Likert scale. Data were analyzed in the statistical package for social sciences (SPSS) version 20 software through descriptive statistics such as frequency, percentage, and tabulations. The study findings showed that various factors such as anxiety, self-confidence, passive participation in-class activities, lack of knowledge in L2, and lack of modern resources such as AV-AIDS affect the speaking competence of students in the English language. The current study recommended that teachers should design speaking techniques that may help and guide students to learn more effectively and develop their speaking competence to boost their performance in the English language Class. Further, they have to develop favorable learning conditions for students and let them practice their speaking English through speaking activities like role-play and drama, debate competition, picture description, etc.

1. Introduction

1.1. Background

Language is an imperative tool of imperialism (Galtung 1980: 107). The term imperialism means a system in which one country ruled over other countries and used its force to get power over them; especially in political and economic issues (Cambridge Advanced Learner's Dictionary & Thesaurus). Linguistic imperialism is defined as a dotheination of one language over other languages, it also refers to using one dominant language to produce knowledge, culture, and discourse in a social setup (Rahman). Before the partition (1947) Pakistan was part of the subcontinent and the advent of the English language in the subcontinent was many years before the partition of India and Pakistan. Crystal (2003) stated that in 1600 the British came into the subcontinent for trading and form the British East India Company, in the 18th century when the power of Mughal Emperors deteriorated, the British Company grew their supremacy and governed the charge of the subcontinent. The British ruled over the subcontinent for many years and during this period they controlled social, political, and economic matters of the country, they impose their culture, rules, and language on the people of the subcontinent. Gradually, English becomes the standard and elite language of India (subcontinent) and inhabitants of the country started learning English to understand the Europeans, for Indians the e of modernity was changed, and they begin to adopt the traditional values of English people and effort to become subordinate of them by learning their language (English), (Rahman). English become an inevitable part of the country, exists as a second language and seen as a sign of sophistication (Pathan). The most current figures in the CIA World Fact Book (2002, cited in Mahboob, 2004) record that English is spoken by 6 million people in Pakistan. Abbas (1993) argued that, media including electronic as well as press media is an important source of development of English in Pakistan. It is a language used in education, military, administration and bureaucracy at provincial and federal levels in Pakistan. Pathan (2010) explained that Pakistan is a tourist country and every year people from different countries use to visit different areas of the country and for dealing with international visitors English is required as a compulsory element for the purpose of communication.

After independence of Pakistan, Educational Conference was held and decided that English should be taught and learned as functional subject rather than as literature, Education policy (1992) also recommended that in Pakistan medium of instruction should be based on provincial languages, the national language and English. In Pakistan English is taught as a subject in government sectors whereas in private sectors of education it is medium of instruction not only treated as a subject (Rahman, 2002). Higher education system of Pakistan also acknowledged the importance of English and makes it compulsory to taught English at undergraduate and postgraduate levels, the main purpose is to developed confidence in students and enable them to have exposure of the world in different domains (Pathan, 2010).

1.2. Research Questions

- i. What are the teachers related factors affecting speaking English language of rural Sindh students?
- ii. What are the students related factors affecting speaking English language of rural Sindh students?
- iii. What are the learning environment related factors affecting speaking English language of rural Sindh students?
- iv. What are the learning material related factors affecting speaking English language of rural Sindh students?

1.3. English language in Sindh

In Sindh, different local languages are spoken i.e. Sindhi, Urdu, Balochi, etc. and people prefer to speak and receive education in their L1 generally in rural areas. The focus given on the English language in Sindh differs in private and government sectors, in private sectors, especially in schools and colleges it is treated as a medium of instruction not only as a subject but in government schools and colleges, it is still treated only as a subject to provide particular knowledge of English as a course (Chandio and Jafferri, 2015). Nawab (2012), argued that in rural areas of Pakistan teachers used translation methods to teach the second language (English), their focus is on teaching grammar rules, and emphasis on reading and writing skills through listening and speaking skills is ignored in the teaching and learning process. Horwitz (1988), justified that the learners who believe that they will speak fluent English as the target language through translation method or learning grammar rules and vocabulary; failed to comprehend language and acquire their expected results of speaking English effectively.

Patil (2008) stated that the main goal of teaching the English language is to enable learners to listen, speak, read and write English fluently and accurately. At present time way of learning and teaching English is slightly changed new methods are undertaken and transformation is occurring, in the private sector, new methods are adapted, and promote interactive and performance-based learning of English with innovative teaching strategies and materials (Chandio & Jafferri, 2015).

Mustafa, Memon, and Khalil, (2015) studied that economy of Sindh is facing four major skills gaps: English; Computer and Information technology; Numeracy, and Computational skills; their report shows that lack of focus on these skills is generating problems for youth in Sindh, students, as well as employees, are not able to utilize their communication skills in the market. The study mainly concentrated on the enhancement of English skills (reading, writing and speaking); improving performance, and becoming more competitive in society.

However, it is essential to disclose the factors that affect Sindhi students speaking performance in the English language, the researcher believes that this area should be studied to explore affecting factors, so the learners of rural Sindh get benefit from it and try to overcome the affecting factors.

2. Literature Review

The matter of language controversy is, whether it is instinctive or adapted from the environment, researchers show contradictory results. Mitchell and Myles, (2004) stated that according to behaviorists (Watson, 1924; Thorndike, 1932; Bloomfield, 1933; Skinner 1957), language learning is like habit formation it is based on the system of stimuli and response. Language learner is exposed to different stimuli in their environment and the response they received will reinforce them to repeat or not repeat their action. Behaviorist view is comparatively simple while learning the first language because in L1 learning there is no interference from any other language new habits are formed which are adapted from the environment however learning a second language is problematic it is not easy to adopt a new language or to replace habits by a set of new habits. An American linguist Noam Chomsky argued that language is an innate faculty and it is the consequence of two factors: the initial state and the course of experience. He believes that learners learn language effortlessly with the help of a language acquisition device, children acquired language remarkably in a short period and this is not possible if the human mind does not have an innate quality of language acquisition, further he claimed that children can acquire much more complex language rules and regulations than they are exposed to from surroundings. Chomsky's universal grammar theory suggests that some rules of grammar are stowed in the human brain and manifest without being taught.

Speaking is the art of communication to convey thoughts, feelings, and messages, a good speaker should be clear and informative. It is a process that naturally flows from one person to another person in form of dialogues or it may be planned or scripted as in speech or in presentations etc. Speaking is a collaboration between two or more people in changing ideas and discussing something related to the human lives and movement of the world. It is the action of passing on information or expressing one's feelings in speech (Oxford English Dictionary).

Speaking is the production of sounds through the mouth to produce these sounds speaker uses many parts of his body including the lungs, vocal tract, vocal cords, tongue, teeth, and lips.

2.1. Styles of speaking

Speaking occurs in different styles and it reflects the roles, age, sex, and status of participants in interactions and their expressions. It can be formal or informal: formal speaking occurs in professional situations like academics, band business meetings, and informal speaking is with family and friends. Speaking styles reflect perceptions of participants in society and the importance of language in society different events promote different types of discourse.

2.2. Functions of Speaking

Speaking is a complex term, it is problematic in every aspect and plays various functions. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it assists to form and retain social relations, and the transactional functions that focus on the exchange of information. (Richards) explained three functions of speaking, in reference to Brown and Yule's framework: talk as an interaction; talk as a transaction, and talk as performance. Talk as interaction normally mean conversation and it deals with social interaction; when people meet, they exchange greetings, involve in small talk, and recount recent experiences. The function of interaction is to establish a comfortable and friendly atmosphere, the focus is more on the speaker and his presenting style rather than on the message. It may be formal or casual depending upon circumstances and degree of politeness. In this type of conversation, the listener is active and constantly giving feedback, to prompt the speaker to continue.

Talk as a transaction focus on the message rather than on the identity of the speaker, the message should be clear, accurate, and comprehensible. Burns (1998) differentiates between two diverse types of discourse as a transaction. The first type involves situations where the importance is on giving and getting information and on participants' instructions, accuracy is not necessary, if the information is effectively communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. The Expertise of this type of conversation is making agreement or disagreement, justifying an opinion, clarifying and confirming information, asking questions, and describing something.

Pal (2015) observed in his study that students had no confidence to speak English in classroom environment they prefer to use their L1; due to a lack of knowledge of grammar and vocabulary of a second language students are hesitant to convey their ideas in L2 and habitually using the word by word translation into English. The setting in which learning is occurred also plays an important role in his study he mentioned that overcrowded classes are a hurdle in the development of speaking skills of the second language: teachers are correspondingly responsible for in slow learning of speaking skills by not providing varieties of material i.e. audio and visual materials that might help students to develop speaking skills in English. In addition to the above study; it is explained that students often complain of disheartening response from teachers for making mistakes in L2 speaking, which affect their performance, moreover students are challenged by the problem in listening comprehension they are fail to understand the speech of others in English and have difficulties to understand and comprehend the message and meaning of speech.

Ur (1996) defined speaking problems of students in the classroom: as inhibition; when students are more conscious of making mistakes and have a fear of being criticized by teachers, lack of topical knowledge; due to lack of knowledge about subject learners feel unsuitable to speak and have no motivation to express themselves, less participation; this problem mostly occurs in large size of classes where even chance to participate is not given to learners and native language excessive use.

Tuan & Mai (2015) stated that the most common speaking problem faced by L2 learners is anxiety and due to this avoid participating in speaking class, they are not able to think in the target language and remain blank during activities; the second main issue of learners is fear of being wrong while utterance and then to face criticism in such situation. Study finds

out that learners are good readers in the target language but they are unable to remember structures and vocabulary when they have to speak in natural conditions. Furthermore, limited time is given to learners to perform multiple tasks which makes them confused and panic and this affects their learning.

Dincer & Yesilyurt (2013) studied that students' views about the importance of speaking skills are different from other language skills; this diversion is due to motivational factor and their feeling of lack of competency in speaking, they find that students possess negative ideas and consider themselves as incompetent speaker of the second language.

Adayleh (2013) explained in her study that the main issues faced by nonnative students are sound recognition, connected speech, and the association between sounds and spellings of the target language, they fail to differentiate changes in sounds of their native language and second language, in a result, they make mistakes in pronunciation.

Javid, Al-Thubaiti & Uthman (2012) discussed the importance of language learning strategies, in their study they reported that the learners having high second language proficiency use language learning strategies more frequently and appropriately, they added that for better and comprehensible second language learning it is necessary to teach language explicitly using suitable strategies and classroom activities so learner with different competency should be able to enhance their second language learning.

Javid, Farooq & Gulzar (2012) concluded in their study that for the development of speaking skills in English as a second language teaching and learning environment plays a vital role, the classroom should be equipped with modern technology and students should more participate in classroom activities, regular interaction and participation between teachers and students in the classroom will improve their speaking skills and make them confident while using the second language.

Khazaei, Moinzadeh & Ketabi (2012) stated that class size had a considerable effect on students' participation in speaking activities in the classroom; their findings show students in small classes were more willing to interact in a second language and had the opportunity to develop their speaking skills rather than the students of large size classroom.

Hamad (2013) studied the factors that affect the speaking skills of students and concluded that students' background knowledge of the English language is inappropriate and their lack of information leads them to anxiety, secondly, teachers allow students to use their native language in the classroom to express themselves as making them dependent partially on the native language the third factor is lack of resources and curriculum design that does not contain enough activities to promote speaking skills. She added that teachers do not use suitable strategies to develop speaking skills in a second language, more time is given to developing listening skills rather than the speaking skills of learners.

Park & Lee (2005) investigated the relationship between learners' self-confidence and speaking performance, they concluded that the oral performance of language learners is negatively affected by anxiety and lack of self-motivation. Tanveer (2007) studied the factors affecting the speaking performance of second language speakers and finds out that stress levels and nervousness highly affect language learning abilities and lower the performance of learners.

3. Research Methodology

The research approach of this study was quantitative, the researcher used this approach to better understand the results of the research study. Cresswell (2012) stated that quantitative data collection is used to quantify the results of the study it is useful for the projectable results taken from a larger population; further, he added that it is a fast and easier way to code and analyze data statistically.

The nature of this study was exploratory, the focus of this study was mainly to explore the affecting factors that are hindering rural Sindh students' Speaking the English language. This type of research was preferred by researchers to understand the nature and attitudes of rural Sindh students towards second language speaking.

The study was conducted at Shaheed Benazir Bhutto University (Shaheed Benazirabad) located in Sindh, Pakistan. The city has different public and private educational institutes, however, the researcher selected this university because in this institute several degree programs are offered to students. The study has limitations on the rural students of Shaheed Benazir Abad, Sindh.

The main source of data for this study were students, the population of data was collected from rural Sindh; university students belong to different departments of Shaheed Benazir Bhutto University including Sciences (Chemistry and IT); Social sciences (English, Education, and Media) and Business (BBA). In addition, the researcher was proposed to take 50% of students as a sample from the total population; the sample of the study was selected through random sampling, the researcher has the intention to give equal chances to all department students of the university in the study. Fraenkel and Wallen (2009) argued that the main purpose of random sampling is to give an equal and independent chance of being selected for every participant in the population.

To collect reliable information, the researcher used a questionnaire as a research instrument. The questionnaire contained close-ended questions with a five-point Likert scale and was divided into five parts; in part one researcher try to know about participants' personal information and background education: in the remaining parts, the researcher asked for factual information on affecting factors related to teachers and students.

For data, analysis researcher uses a statistical package for social sciences (SPSS) software. The analysis of data is done through descriptive statistics such as frequency, percentage, and tabulations, obtained data will be organized and coded in a Microsoft Excel sheet. Data were first analyzed through one sample T-test, researcher calculated the T-value and P-value of every statement, and then individually it was analyzed through the graphical test by using SPSS software.

4. Data Analysis

The data analysis was gathered through a questionnaire. The first section deals with the teachers' related factors, second section discussed the students' related factors. The result obtained through the sample; was analyzed by two methods using SPSS software version 20, firstly it was evaluated through a one-sample t-test and secondly, it was examined with the help of a graphical test.

4.1. Teachers-related factors

This section questionnaire further discussed techniques, strategies, and activities used by the teachers in English-speaking classrooms. Participants were asked to give their ideas about how frequently their teachers used these techniques, strategies, and activities in the classroom, secondly, the researcher also wants to know the effect of these factors on their speaking of the English language. The results are presented in the Table 4.1. below:

Table 4.1

One sample T-test table

S: no	Variables	T-value	P-value
1	Questioning and answering	19.128	.000
2	Pairs and group discussions	-1.867	.063
3	Conversations or dialogues	-5.936	.000
4	Roleplay and drama	-15.827	.000
5	Picture description	1.794	.074
6	Panel discussion and debating	-11.469	.000
7	Storytelling	-8.917	.000
8	Peers interview	-14.670	.000
9	Giving instructions on given topics	11.378	.000
10	Listening to the records on the radio or video and presenting the report back to the class	-4.423	.009
11	Daily or weekly individual/group presentation on completed project	10.694	.000
12	Allows me to ask for feedback	9.243	.000
13	Presents pronunciation points that may boost my speaking fluency and confidence in learning English speaking skills.	-7.011	.000
14	Has good speaking activities design	-5.548	.000
15	Uses learners centered approach	4.513	.000
16	Gives enough time for various speaking exercises	-10.445	.000
17	Scolds students for not speaking correctly or with a poor accent.	-2.640	.000
18	Project-based activities(perform certain tasks to learn to speak)	-2.022	.044
19	Monologues(in which each of you is asked to prepare to talk about a hobby or personal interest for three or five minutes)	-4.144	.046

The Table 4.1 is further explained with the help of figures; each variable is discussed individually in detail.

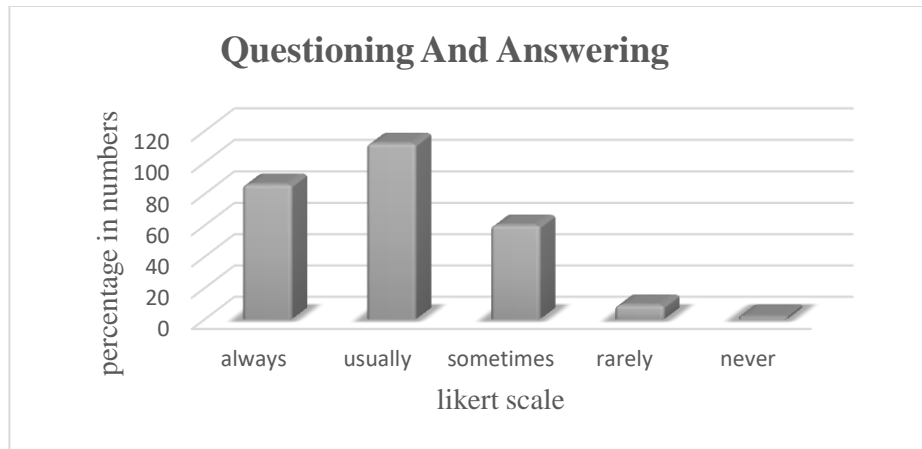


Figure 4.1: Questioning and Answering

As Table 4.1 shows that questioning and answering P-value (.000) is less than 0.05 (level of significance), so it can be seen that opinion of participants about this variable is not neutral, further calculated T-value (19.128) of this item is positive which indicates that most of the participants responded positively; Table 4.1 and Figure 4.1 also revealed that this technique is frequently used in the classroom and teachers provide an opportunity to learners' to speak in English through questioning and answering. Table 4.2 presented that about (112) 41.5% of students responded that usually teachers used questioning and answering in the classroom, (86) 31.9% said that teachers always used this technique whereas (60) 22.2% of students agreed that sometimes questioning and answering was done in the classroom, however (9) 3.3% said rarely and (2) .7% students said never.

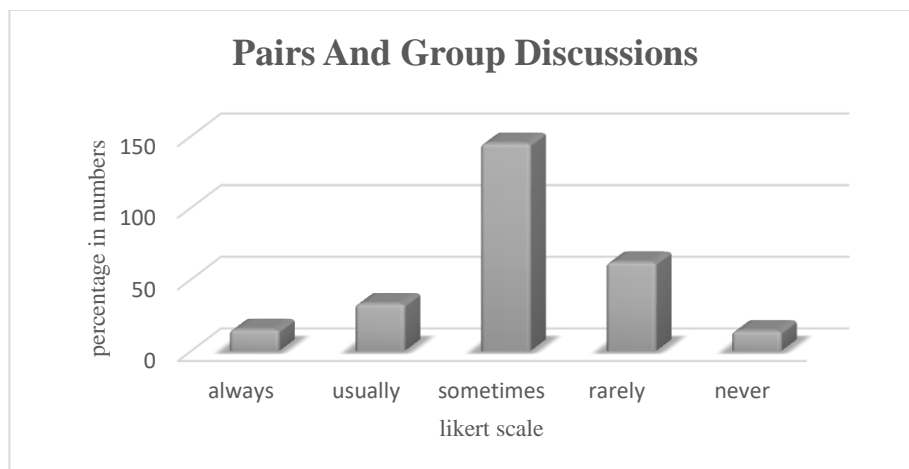


Figure 4.2: Pair and Group Discussion

Pairs and group discussion P-value (.063) is greater than (0.05) (level of significance) so it shows that the opinion of participants about this variable is neutral, whereas its calculated T-value is (-1.867); further Table 4.1 and Figure 4.2 illustrated that (145) 53.7% participants replied that they sometimes practice English speaking in the classroom through discussion, moreover Figure 4.2 shows that (62) 23% said that this technique is used rarely for learning second language speaking skills, and (33) 12.2% responded that usually, teachers used pairs and group discussion in the classroom.

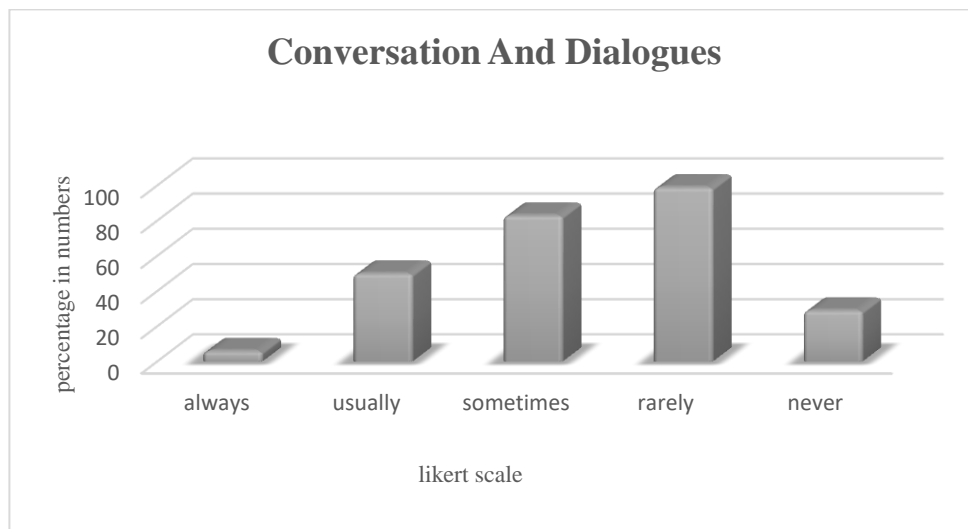


Figure 4.3: Conversation and dialogue

As P-value (.000) shown in Table 4.1 is less than the value of the level of significance interpret that opinion of participants about the item (conversation and dialogues) is not neutral, its calculated T-value (-5.936) indicates that most of the participants responded negatively. Such as Figure 4.3 shows that about (29) 10.7% said 'never', (83) 30.7% said 'sometimes' and the majority (99) 36.7% said 'rarely'. Several students were of the view that teachers do not allow them to practice English speaking through conversation and dialogues, whereas (50) 18.5% said 'usually' and (6) 2.2% replied 'always'.

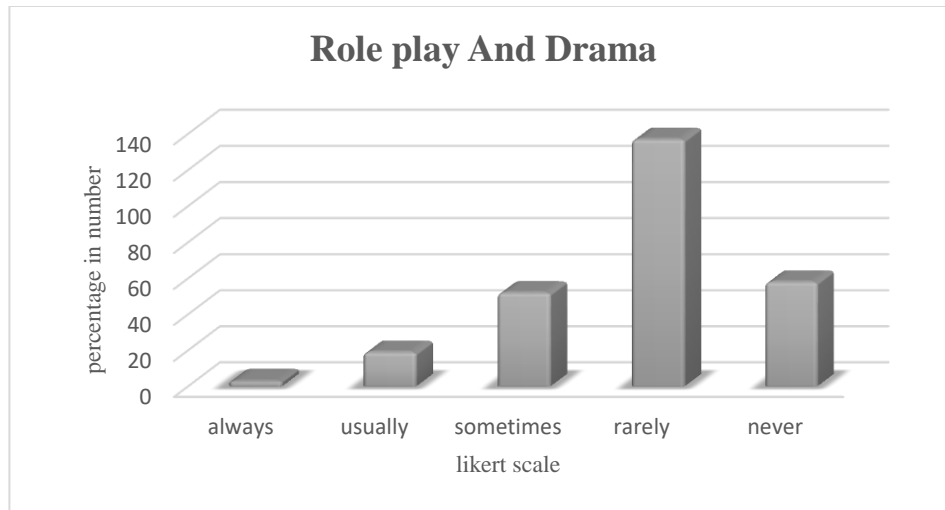


Figure 4.4: Role play and drama

As it can be seen in Table 4.1 the P-value (.000) of role-play and drama is less than the level of significance (0.05) so it can be inferred that the view of participants about this technique is not neutral with the calculated T-value (-15.827). The result is more clearly shown in Table 4.1 and Figure 4.4; from the total number of participants about (137) 50.7% said rarely and (58) 21.5% said never whereas (52) 19.3% replied sometimes, (19) 7% said usually and (3) 1.1% said always. The above result expressed that the absence of applying role-play and drama in a class context can affect students' English speaking performances.



Figure 4.5: Picture description

According to the results shown in Table 4.1, P-value of picture description is (.074) greater than the (0.05) level of significance which demonstrates that the result of this variable is neutral, and its T-value is (1.794), further in Table 4.1 and Figure 4.5, it can be seen that (101) 37.4% participants answered 'sometimes', (85) 31.5% said 'usually', (16) 5.9% said always, although (41) 15.2% students responded 'rarely' and (23) 8.5% said 'never'. The majority of participants remain neutral on this technique which shows that students did not practice English speaking frequently through picture descriptions.

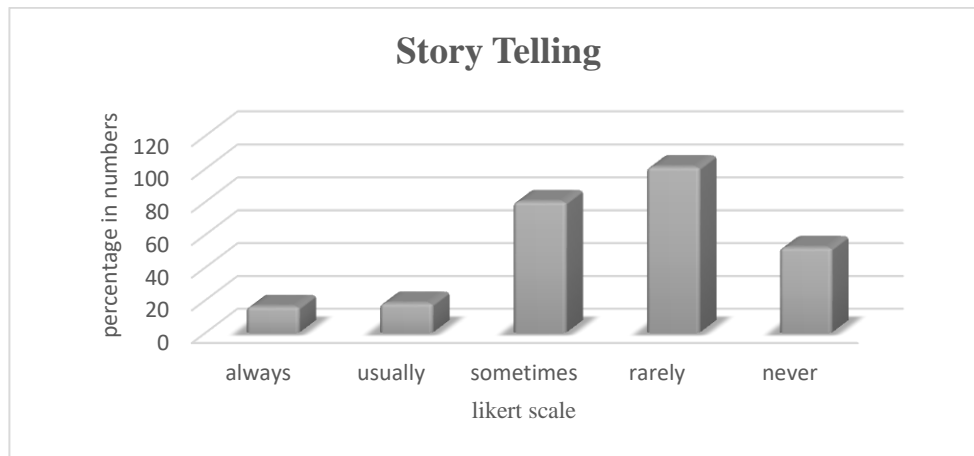


Figure 4.6: Story Telling

A majority of respondents replied that teachers did not use storytelling techniques in the classroom for enhancing English speaking skills, such as shown in Table 4.1, P-value of this variable is .000, and believed that its result is not neutral, whereas Table 4.1 and Figure 4.6 stated that (101) 37.4% students said rarely, while (80) 29.6 % said sometimes and (52) 19.3% answered never.

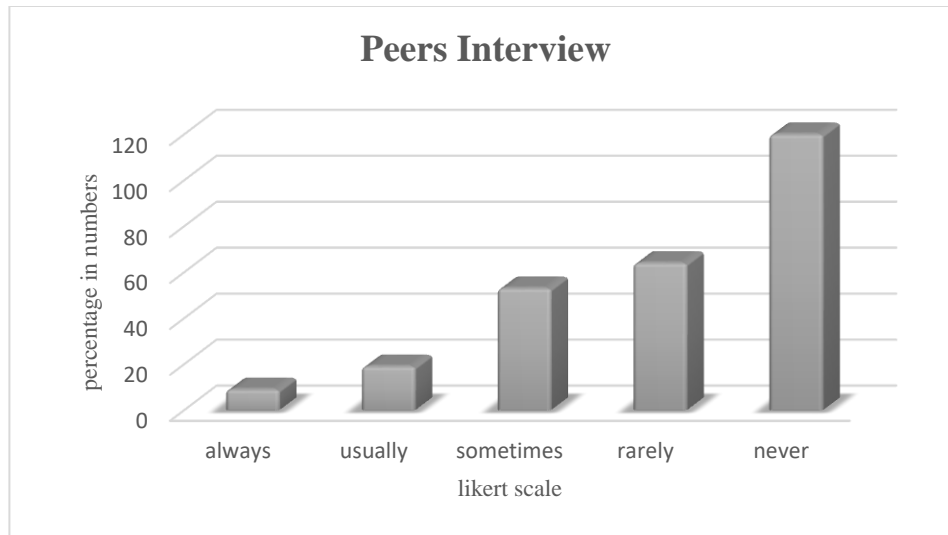


Figure 4.7: Peers interview

Peers interview technique should be used by teachers in the classroom to know the weakness and strengths of students, according to Table 4.1 and figure 4.7, results show that the majority of students said that this technique was never used in their classroom; about (120) 44.4% participants answered never although (64) 23.7% students said rarely. It is also presented in table no 4.1 where its P-value is (.000) and T-value is (-14.670) which indicates that the opinion of the majority regarding this item is not neutral.

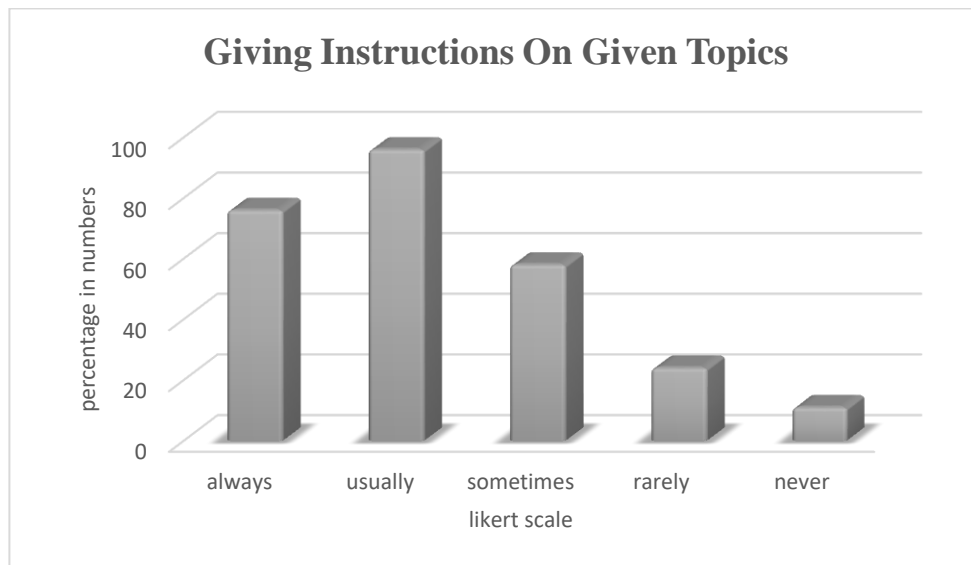


Figure 4.8: Giving instructions on given topics

As P-value (.000) shown in Table 4.1 is less than the level of significance (0.05) interpret that the findings are not neutral, its T-value (11.378) shows that most of the participants give a positive answer. Likewise, results shown in Figure 4.8 clarified that the majority of students about (96) 35.6% said usually and (76) 28.1% said always teachers instruct them on given topics although (58) 21.5% said sometimes, (24) 8.9% said rarely and (11) 4.1% answered never on this variable. The results explained that teachers provide information and instruction about topics, which can help students to learn easily and clearly.

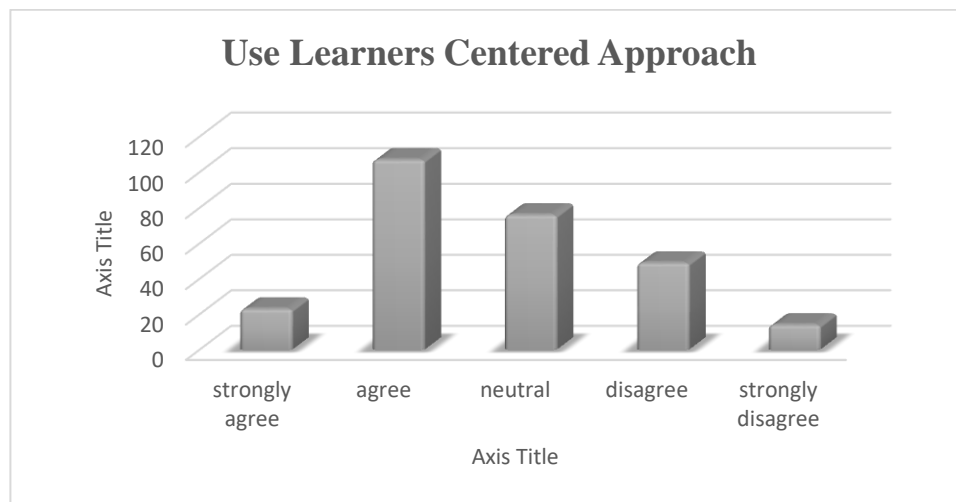


Figure 4.9: Use learner's centered approach

Relating to the use of learners centered approach respondents answered in positive mode, as the P-value (.000) shows that opinion about this item is not neutral, its T-value is (4.513) indicates that most of the participants agreed on teachers used learners centered approach in the classroom. Table 4.1 and Figure 4.9 further added that nearly (107) 39.6% of students were agreed and (23) 8.5% strongly agreed while; (76) 28.1% remained neutral, (49) 18.1 replied disagree, and (14) 5.2% strongly disagreed on this item. The result shows that teachers used learners centered approach but they were less focused on the speaking skills of students; as findings of previous item designing good speaking activities concluded with negative outcomes gives an important consideration that less speaking activities disable students to perform with proficiency and confidently.

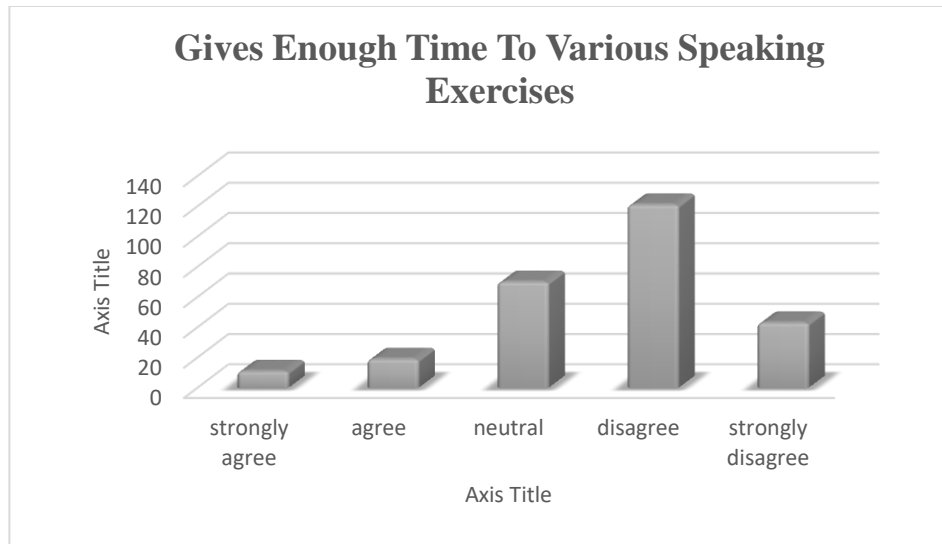


Figure 4.10: Gives Enough Time to Various Speaking Exercises

As far as teachers provide enough time to practice different speaking activities is concerned, (121) 44.8% and (43) 15.9% of participants have disagreed and strongly disagreed, as shown in Table 4.1 and Figure 4.10; the same result can be seen in Table 4.1 where P-value (.000) is less than the level of significance (0.05) and T-value (-10.445) declared that majority of students disagreed with the item respectively. Although Figure 4.10 also shows that (70) 25.9% of students answered neutral, (19) 7% said to agree, and only (11) 4.1% said strongly agree. Findings of this item concluded that teachers do not provide enough time for speaking practices, and through the result of the learners-centered approach, research interprets that teachers may pay more attention to writing or reading skills rather than to speaking skills which may affect speaking the English language.

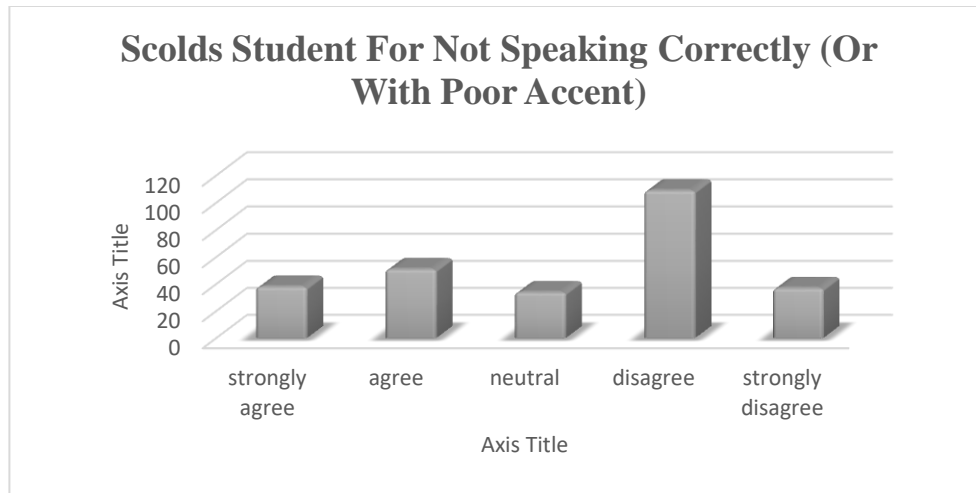


Figure 4.11: Scolds Student for Not Speaking Correctly or With Poor Accent

As it can be seen in Table 4.1, P-value (.000) is less than the (0.05) level of significance interpreting that the opinion about this item is not neutral, further, its T-value (-2.640) illustrates that the obtained result is negative. Table 4.1 and figure 4.11 explained that about (109) 40.4% of students disagreed and (37) 13.7% strongly disagreed with the conception that teachers scold them for not speaking correctly or speaking with a poor accent and less fluency. Whereas (51) 18.9% said agree and (38) 14.1 said strongly agree, about (34) 12.6 of them remained neutral.

4.2. Students' related-factors

The second section of the questionnaire contains question-related about the strategies students used to learn English speaking skills and how frequently they used these strategies in their classroom or outside their classroom, secondly they were asked about their role in learning second language speaking and their perception of the second language. Findings are presented in the following Table 4.2

Table 4.2

20	I speak in English only inside the classroom.	5.911	.000
21	I can make a phone conversation in English	-12.905	.000
22	I actively participate in the class and like to present my group ideas to the whole class in English.	-7.888	.000
23	I evaluate my weakness and strengths in learning English speaking skills.	-15.177	.000

24	I watch and listen to English TV and radio programs as a model for English speaking skills and to help me build my English listening comprehension.	1.727	.085
25	I have confidence in English speaking.	-7.267	.000
26	I am motivated in learning English speaking because I see that is advantageous.	9.957	.000
27	I have resentment toward the teacher who mistreats or insults me.	11.966	.000
28	I always tend or prefer to speak in my mother tongue.	13.024	.000
29	I have a negative attitude towards the culture of native speakers of English.	-3.376	.026
30	Do you find it difficult to listen and comprehend what the other person is saying in English?	5.143	.000
31	Do you have a good knowledge of English grammar that lead you to construct errors free sentences when speaking?	-5.799	.000
32	Do you have a good knowledge of English vocabulary that can let you easily express your ideas when speaking?	-6.820	.000
33	Do you pause a lot or say ah or um many times when you speak in English?	9.376	.000
34	When you are speaking in English do you first construct your message in your mother tongue and then translate it into English word by word?	7.037	.000

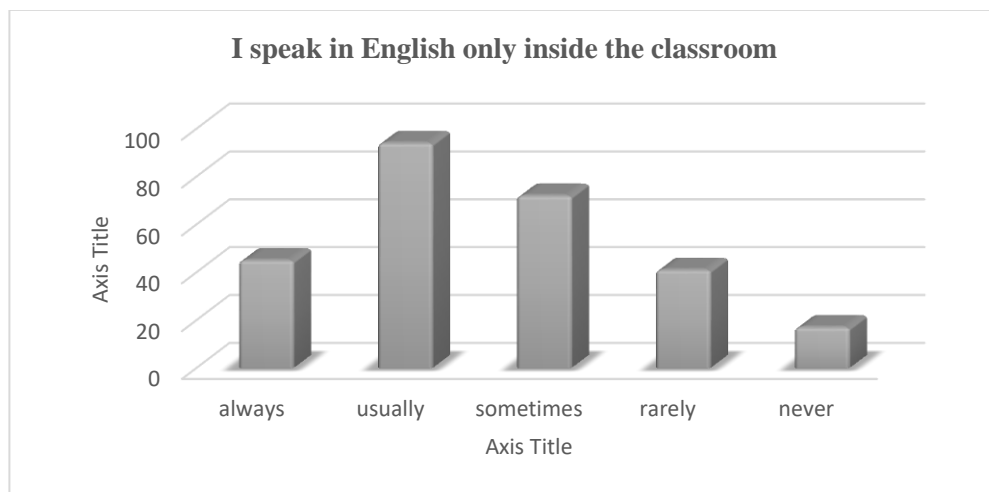


Figure 4.12: I speak English only in the Class

Participants were asked that they speak English only inside the classroom, Figure 4.12 shows that (94) 34.8% and (45) 16.7% of the participants replied always and usually, P-value (.000) noted in Table 4.2 is less than the level of significance which interprets that result is not neutral and its T-value (5.911) illustrate that majority of participants gives positive response towards this item, however (72) 26.7% of them said sometimes, (41) 15.2% said rarely and (17) 6.3% said never. The result demonstrates that students are reluctant to speak English outside the classroom, they are afraid to use it in informal settings and in some ways feel more comfortable using English only in-class environment.

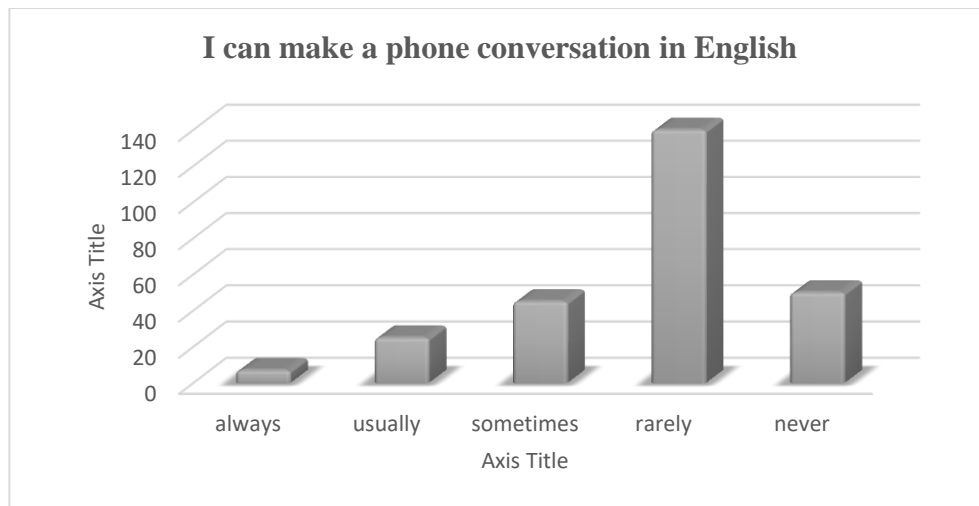


Figure 4.13: I can make a phone conversation in English

It can be seen in table no 4.2, P-value (.000) of the item I can make a phone conversation in English is less than the level of significance (0.05) and its T-value (-12.905) is negative which indicates that most of the participants give a negative response. As Table 4.2 and Figure 4.13 represent the majority (140) 51.9% of the participants replied rarely and (50) 18.5% said that they can never make a phone conversation in English, whereas (45) 16.7% said sometimes, (25) 9.3% said usually and (7) 2.6% said always. The results show that students feel hesitant to use the English language for conversation.

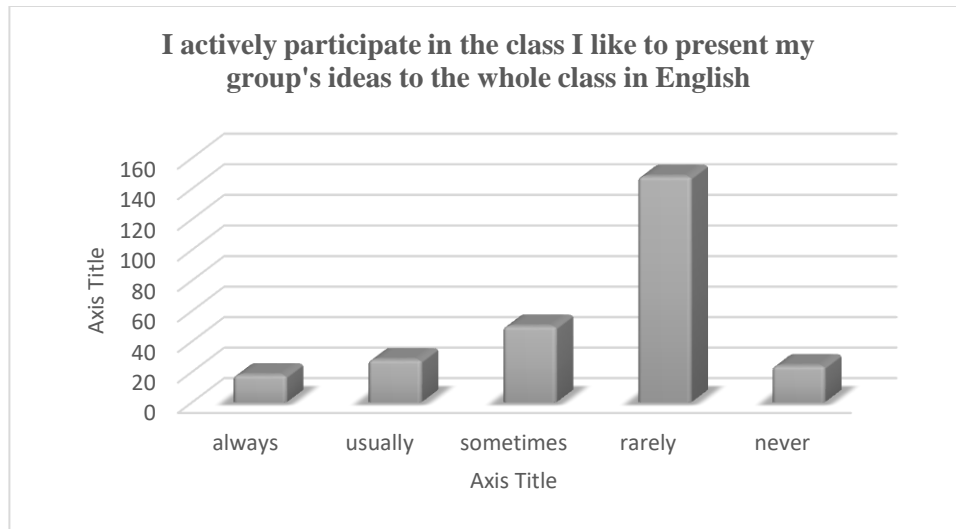


Figure 4.14: I actively participate in the class I like to present my group's ideas to the whole class in English

Concerning learners' involvement and willingness in class to present ideas and knowledge in English, findings according to Table 4.2 and Figure 4.14 show that about (18) 6.7% and (28) 10.4% of the participants said always and usually whereas (50) 18.5% of them said sometimes and the majority (148) 54.8% of the participants said rarely and (24) 8.9% said that they never participate in class. Table 4.2 also displayed the same result regarding this item by showing P-value (.000) and T-value (-7.888) which indicates that the majority of respondents give a negative answer. Students' passive participation in class expressed that they feel hesitant and are anxious about making mistakes in front of others

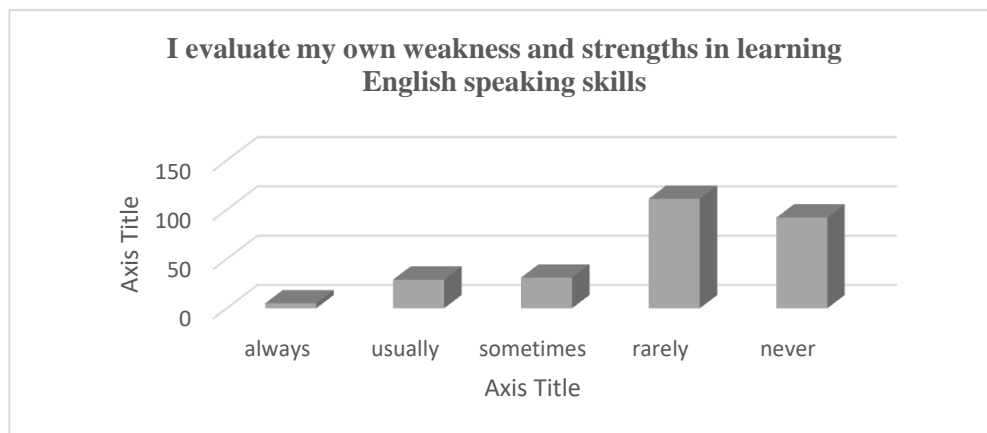


Figure 4.15: I evaluate my own weakness and strengths in learning English speaking skills

As P-value (.000) shown in Table 4.2 is less than (0.05) level of significance and interpret that the opinion about this variable is not neutral further its T-value (-15.177) presented that the most of the participants give a negative answer. Table 4.2.and figure 4.15 also displayed that about (111) 41.1% of participants said rarely and (92) 34.1% said never which indicates that the majority of students cannot evaluate their weaknesses and strengths in learning English speaking skills.

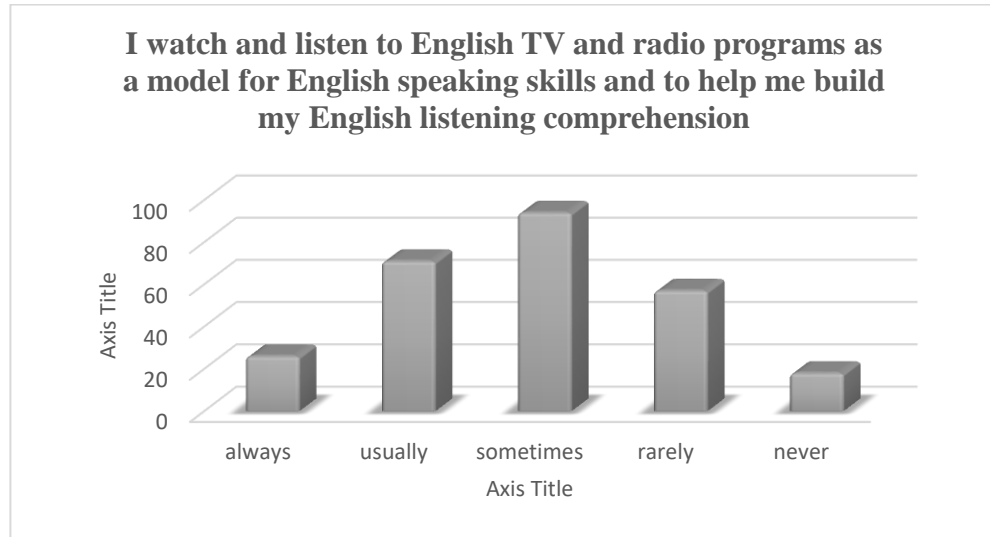


Figure 4.16: I watch and listen to English TV and radio programs as a model for English speaking skills and to help me build my English listening comprehension

P-value (.085) shown in Table 4.2 explained that the opinion about this item is neutral, as it can be seen in Figure 4.16 that number of participants around (94) 34.8% said sometimes, (57) 21.1% said rarely and (18) 6.7% said never, on the other side (71) 6.3% and (26) 9.6% said that they usually watch and listen to English programs as a for English speaking.

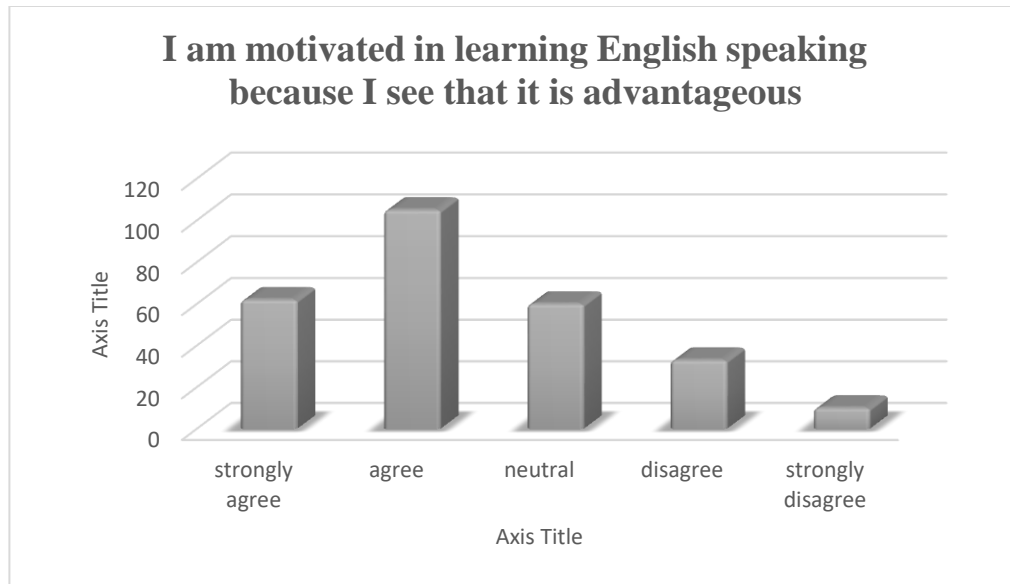


Figure 4.17: I am motivated in learning English speaking because I see that it is advantageous

As results were seen in Table 4.2, P-value (.000) of this element is less than the level of significance which interprets the result of this statement as not neutral further its T-value (9.957) is positive and it clarified that most of the participants agreed on it. For detailed result figures shown in Figure 4.17 demonstrate that (105) 38.9% and (62) 23% of the students agreed and strongly agreed with the item but (33) 12.2 % and (10) 3.7% of them were disagreed and strongly disagreed.

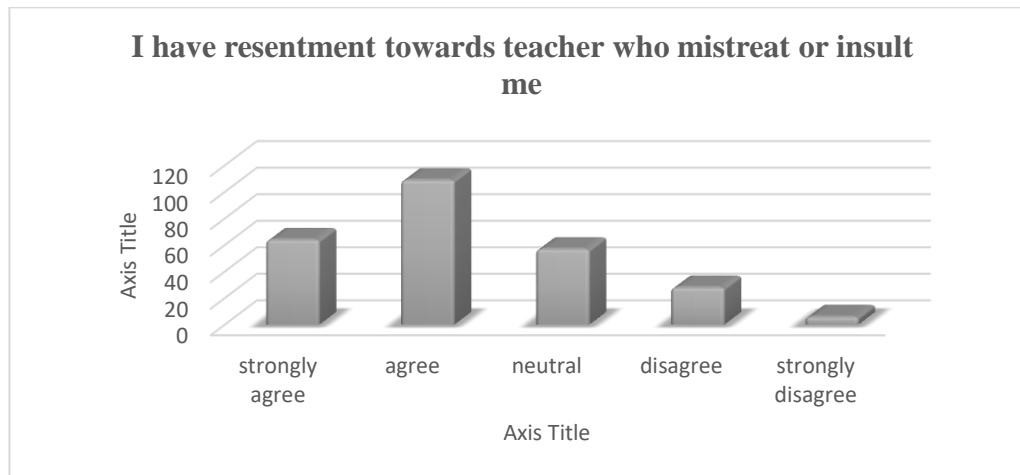


Figure 4.18: I have resentment towards teacher who mistreat or insult me

Participants were asked about their psychological aspect of the element of resentment towards the teacher who mistreats them or scolds them when they make mistakes in English speaking, the results in Figure 4.18 show that about (109) 40.4% and (64) 23.7% of the participants were agreed and strongly agreed with the item, so findings declared that negative or harsh behavior of teacher affect students speaking English, according to the Table 4.2, P-value is (.000) and its T-value is (11.966).

5. Conclusion and Discussion

As findings shown in chapter four presented different issues and gaps in learning to speak the English language. It is the utmost responsibility of teachers to develop and facilitate students' learning skills in all fields, therefore it is expected they to plan inversely according to different requirements and conditions. Results of the study showed that there are factors related to learners, affecting students speaking the English language; it demonstrates that teachers frequently used questioning and answering techniques in the classroom which is beneficial for learners to boost their confidence and encourage them to speak in front of others, besides, when students were asked about pairs and group discussion result was different, this technique was not actively used by the teacher in learning classroom, it illustrates that teachers give more attention towards teacher-student interaction than to student-student interaction. After that conversation and dialogues, role play and drama, picture description, panel discussion, and debating also showed the same results, teachers did not let students communicate spontaneously using a second language, and more focus is given to academic courses rather than creative activities that are affecting students speaking competency in the English language.

Likewise, the storytelling technique is also rarely used by the teachers in the class context, data analysis further revealed that the peers' interview technique is never used in the classroom, it showed that teachers and students only interact with each other for academic course-related questioning and answering, teachers are unaware from their students' weakness and strengths, this is one of the major factors which may affect student speaking skills of English language, students did not feel comfortable and hesitate to discuss their learning problems with their teachers. Among these, giving instructions on topics technique was commonly used by teachers, they usually guide students related to the topics, the neutral result was found on listening to the records on the radio or video and present the report back to the class, which indicates that lack of interest is given to such activities students are no compelled to do so, whereas daily or weekly presentation on the completed project is frequently done in the classroom that again leads learning speaking English through books and course material.

Different strategies used by teachers in the classroom were also asked from the students' findings displayed that teachers always allow students to ask for feedback or mistakes correction they point out mistakes of students but they did not present correct pronunciation points to build their confidence and accurate their speaking English language, only pointing out mistakes is not enough for fluent English speaking correct pronunciation and detail knowledge about phonemes is also very essential for learning English speaking. Teachers had poor speaking activities design which also shows that more attention is given to written sessional activities (i.e. tests, exams, assignments, etc.) rather than speaking activities as discussed earlier (i.e. debating, storytelling, role-play, drama,

etc.); they also give less time to selected various speaking exercises as it was expressed that presentation and questioning and answering are used in the classroom but good enough time to develop speaking skills in the second language is not given to the students that are affecting their speaking the English language. Students disagree with the statement that teachers scold them for not speaking correctly.

Many factors are also related to the students; only teachers are not responsible for poor English speaking; researchers found that students prefer to speak English only inside the classroom they were not habitual of speaking English outside the class environment, and students feel easy to use the second language in a classroom or it was also possible that they do not find any opportunities of learning and speaking English outside the classroom, and it is considered as another factor act as an obstacle in successful learning of English speaking skills. Students were not able to make a phone conversation in English which shows that they were not confident and had a lack of knowledge of the English language. Though students are expected to be active learners, the study result illustrate that rural Sindh undergraduate students did not actively participate in their learning classroom, they feel reluctant to express their ideas in the English language in front of the whole class; they did not evaluate their weakness and strengths in speaking English, which indicates that lack of self-confidence is also one of the major barriers in their speaking English, secondly, their exposure to the English language is very less, results clarified that they were sometimes listening to the foreign English radio station programs, e.g. BBC, VOA...or watching the foreign TV station programs such as CNN, BBC, Ajezira...etc as a model for learning English speaking skills. Outcomes showed that students had high resentment towards those teachers who insult them or demotivate them during learning practices, this causes a negative effect and becomes a barrier to learning. Furthermore, the study presented that students had no negative or positive attitude towards the culture of the English language, the researcher found neutral result which shows that this did not cause any effect on their learning English language, while students strongly prefer to speak in their mother tongue inside the classroom or outside the class environment, they feel easy to speak in their native language in every situation because they were confident in it and can speak fluently without any reluctance. Findings explained that second language speakers first construct their sentences in their mother tongue and then translate them word by word into English; this happened due to the teaching method through which they studied in schools they become habitual with the translation method. Thus these were the factors affect that effect speaking English language of rural Sindh students.

5.1. Recommendations:

Based on the conclusion, it is recommended that teachers should design speaking techniques that may help and guide students to learn more effectively and develop their speaking competency in the English language, they have to develop favorable learning conditions for students and let them practice their speaking English through speaking activities like role-play and drama, debate competition, picture description, etc. Further, it will have enhanced their learning and motivate them to speak the English language. Teachers should also provide more opportunities for students to interact with each other using the second language, it will make them fluent in the English language, and in a friendly environment, they can learn more easily without any hesitation or fear of being mistaken. Quality time must be given to various speaking activities because as many

speaking exercises will be done in the classroom speakers become more active, fluent, and appropriate. It is very important to teach students about the English sound system, in Sindh students only learned about the alphabet, words, and spellings that guide them in their writing, on the other hand very less attention is given to the pronunciation of the language. Teachers should correct the mistakes of students and also provide them with accurate knowledge of the target language.

Students should play an active role in learning English speaking, they have to be self-confident and practice the English language in different contexts, such as should communicate with people outside their classrooms in English or confidently making a conversation in English on the phone or other sources. Students have to obtain more knowledge about the English language, they have to explore the language by listening to more English documentaries or programs on television or radios, and by reading they can also develop their vocabulary and become familiar with many words which may help them to construct English sentences while speaking. The way students translate utterances from their native language into the English language is highly affecting their speaking English language, less preference should be given to their mother tongue to omit the translation process from the first language to the second language. It is generally recommended that students have to evaluate themselves they should know about their weaknesses and strengths in learning, it will and encourage them to learn appropriately. It is necessary to provide well trained and educated teachers for effective teaching of speaking English language, so they should take responsibility and facilitate their students, on the other hand, students should be aware of their duty, so they may take their learning more consciously and monitor it with more sense of responsibility. Moreover, classrooms should be arranged according to learning needs which may support students speaking the English language.

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Book Review

Against White Feminism: Notes on Disruption by Rafia Zakaria. W.W. Norton, 2021, 244 pp. \$23.95 (hardcover), ISBN 978-1-324-00661-9

Contemporary Feminist Questions: Review of *Against White Feminism: Notes on Disruption*

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Middle Tennessee State University

“You do not have to be white to be a white feminist,” Rafia Zakaria writes in her book, *Against White Feminism: Notes on Disruption* – a book that arrives at a time of urgent conversations and ruminations about the history and role of whiteness globally. Zakaria observes that whiteness is a set of practices rather than a racial identity to argue that a truly fair, equitable, and inclusive feminism is only possible in the absence of white feminism. Zakaria defines a white feminist as “someone who refuses to consider the role that whiteness and the racial privilege attached to it have played and continues to play in universalizing white feminist concerns, agendas, and beliefs as being those of all of feminism and all of the feminists.” As opposed to white feminists, non-White feminists possess experiential and situated knowledge of gendered violence and hence are better positioned to articulate their feminisms. Zakaria introduces this difference to discuss, describe, and prescribe the feminist path forward.

In eight chapters of the book, Zakaria further explores and explains the relationship of whiteness, white feminism, and white feminists with intersecting institutional and structural injustices, particularly gender-based injustice. Zakaria traces the history of the White savior complex via the examples of Eve Ensler’s visit to Congo, Gertrude Bell in Haifa, Mlle. Marguerite Clement in Egypt, Annette Akroyd in Bengal, and the work of Bayle Bernard and Bill and Melinda Gates Foundation. Pointing to the erasure of non-white feminism, she cites Sarojini Naidu, Dhanvanthi Rama Rau, Swarnakumari Devi, Sharda Sadar, and Begum Rokeya Sakhawat Hossain to argue that Indian feminists were doing revolutionary work for education, anti-colonial struggle, and women’s rights but their Western counterparts failed to acknowledge them due to their misperceptions about Indian women.

Zakaria shares her own experiences to note that these exclusionary white feminist practices persist even today. She compares the World’s Columbian Exposition of 1893 in Chicago with a sort of Global Bazar in the contemporary US to argue that both events, though a century apart, maintain their focus on solely white women’s visibility their achievements. Citing British suffragists’ dismissal of the experiences of brown and black women in British colonies and White American women’s oblivion to the experiences of Black women, she notes that even feminist idols like Simone de Beauvoir and Betty Friedman also bore an “orientalist bigotry” and solidified the centrality of white women in feminist conversations. Contrarily, Kate Millet encouraged “a robust questioning of the foundations of knowledge” via her “irreverence,” “interest in feminist solidarity” and “epistemological skepticism.” But even Millet was not ready for non-white feminism. During her visit to Iran in 1979, veil-wearing, anti-America, anti-West, Muslim Iranian feminists challenged Millet’s feminism. Zakaria further points to the failures of Gloria Steinem, Robin Morgan,

and Angela Davis when it came to extending solidarity to brown and Muslim feminists. Moving past these, she asks: “by bringing together the intellectual tools of Millet’s epistemological skepticism and Crenshaw’s understanding of intersectionality, can a true feminist solidarity finally be born?”

Particularly impressive is Zakaria’s discussion of empowerment: “a process of transforming power relationships between individuals and social groups” or “a collective political power used by grassroots organizations” to “accomplish things.” Empowerment, initially distinct from power, was originally incompatible with the Western idea of “foreign aid” or “development.” But these two concepts became synonymous that in 2000–2001, “empowerment” appeared alongside “opportunity” and “security” in the world bank’s plan for fight against poverty. Not only women’s political resistance was NGO-ized and depoliticized, but their empowerment was also reduced to “business” and strengthened neoliberalism. Similar white feminist beliefs are visible in White women’s, including Gloria Steinem, Eve Ensler, Meryl Streep, and Susan Sarandon, support for war on terror after 9/11. This White feminism is not limited to the US; Sweden, Canada, and other Western/white nations are also complicit. Brown women’s bodies only serve as props to further White women’s careers. These more recent expressions of White feminism are reminiscent of the earlier conversation about Millet in Iran. She further engages with the white feminists’ ideas about Muslim communities in her conversation about honor killings and FGM practices.

Zakaria argues that honor in a “collectivist society” takes the form of “ego” in an “individualist society,” though both remain “iterations of the same forces of patriarchal dominance.” White people perceive violence in non-Western countries as a fault of their culture or religion, but violence in white countries as an individual aberration. Particularly insightful is Zakaria’s discussion of the “dynamic and responsive” Muslim justice system in the pre-colonial era, which was replaced by the unified British law and later Islamic law – practically erasing the possibility of contextual legal decisions. While “White feminists in the colonial era were all about spreading their civilized ways,” “neo-colonial white feminists want to illustrate their courage and compassion—often while providing moral subsidy for cruelties inflicted in feminism’s name.” White feminism hasn’t changed much over time as its commitment “to extracting value wherever it can—and dominating the narrative to frame this extraction as benevolence—persists.” Throughout the book, Zakaria does an impressive job of maintaining the balance between histories of feminism and contemporary feminist practices.

Zakaria argues for a feminist space where “different [feminist] tribes can work together on issues that affect us all—and, vitally, where they can lend one another equally ardent support for issues that do not affect us all,” while simultaneously be able to “remain free to have their specialized groups” but without “reduc[ing] their capacity or potential for coming together to create a potent and transformative mainstream feminist politics.” Occasionally, she resorts to academic language making some parts rather inaccessible for a non-academic reader. The book uses white feminism as its center to point to the systemic erasure, exclusions, and dismissals of brown, black, and other non-white feminisms. With its thorough research and discussion, the book remains a comprehensive exploration of the role of white feminism in feminist histories rather than a revolutionary prescription for the feminist futures. Zakaria’s invitation for white feminists to reflect over white feminist practices and carve out space for brown, black, and other non-white feminisms is urgent and relevant for contemporary global conversations and practices of women’s rights.

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