



Analyzing the Linguistic Components of Pakistani English: An Indigenized Legitimate English Variety

Correspondence: Ali Siddiqui
<scorpion_king2893@hotmail.com>

M. Phil Scholar, Department of English Linguistics, Mehran University of Engineering and Technology (MUET), Jamshoro, Pakistan

Abdul Karim Keerio

BS Student, Institute of English Language and Literature, University of Sindh, Jamshoro, Pakistan

Abstract

This study tries to present a local variety of English that is used in Pakistan and is known as Pakistani English or 'Penglish'. It is recognized an official language in Pakistan. The paper briefly highlights its history; sources of its emergence, its various altered forms, underlying socio-cultural and religious effects that have an influence. It is to analyze the indigenized peculiarities by observing different phonetic components, sentence structure, morphology, lexis and phonology. Previous contributions on the advancement of this variety have acknowledged its legitimacy to a great extent. The study presents an influence of first language onto the pronunciation of the second language. In short, it examines that Urdu nouns and other group of vocabulary items within Pakistani variety of English are utilized intentionally and with determination, where its speakers have their own Urdu words present as substitutes.

Keywords: British English (BrE); code-mixing; morphology; Pakistani English (PakE), phonology; syntax

1. Introduction

Pakistani variety is considered as standard English variety that utilizes almost many words from English of Britain, known as Britain variety of English (BrE) but with separate social structure (Taalat, 2002). Taalat (1993) further investigates on lexical variety of Pakistani English (PakE) that takes a glance to semantic structures of certain words, presenting a visible change from Britain English (BrE) use towards an Urdu stated meaning form. PakE is a recognized indigenized variety of subcontinent. According to Kachru (1985), the non-local variety of a language does pass through three fundamental stages. At the initial stage, its presence stands unnoticed and then at the later stage, it is known to be a native-standard. At the last stage, it is gradually acknowledged as a standard variety. Currently, according to Mansoor (2002), this variety is on the verge of final stage. However, it stands crucial for Pakistani speakers that they communicate in three acknowledged English localized varieties. According to Mansoor (2002) classified the localized varieties as (1) acro-lect (communicated within exclusive class), (2) meso-lect (used for white collar citizens), and basi-lect (a variety of advertisements in English amongst ill-educated class).

1.1 Emergence of English in the Subcontinent

It is significant to mention that Pakistani English has its foundations that are based on pre-partitioned British India. Ali (1993) believed that the arrival of Britain army within the subcontinent had commercial trading agreements with English queen that failed to reinforce power for controlling the central government till the beginning of gradual downfall to the last Muslim dynasty of Mughals within the subcontinent. Resulting into actions like bewilderment brought by Aurangzeb's conventionality, his shallow approaches towards the Marathas and Sikhs, and the isolation of realm amongst his children on his demise like any private property, brought disastrous consequences within the state. These circumstances gave the British company a chance to expand its powers. History marked a subsequent winning of clashes by the British within the states of Buxar in 1764, later in that year with Shah Alam, and within no time, they increased to conquer entire undivided state of India by 1818. Spear (1965) states "in year 1835, Macaulay cited British colonialism and showed arrogance on being superior by announcing that they need to perform a righteous act within Subcontinent. Therefore, colossal target is making of group that could denote local Indians by colour description and lineage. However, their minds, behaviours, attitudes and strategies should reflect the educational services for English literature along with science in English language". Thus, it was remarked that "Administration started to begin the constructing of primary educational institutes as well as universities for a change of local individuals of South Asia to the darker English gentlemen through Anglican learning, it was the custom to which it stands by till today" (Ali, 1993 p.7).

We were proclaimed effective with the preparation of selecting distinct individuals for British "ethical obligation" to United Indian territory towards showing of end in noticeably great, awful or apathetic Englishmen in brown" (Ali, 1993 p. 127). English language within United India expanded with a view of socio-cultural and financial versatility that was related to it. Individuals learnt English both through daily one to one English conversation as well as syllabus taught to them. Information conceived by the second language learners was far away from local version. Whereas, on the grounds there were insufficient native English-speaking teachers who could care the demands of learners with most of the English instructors who did not know the needs and



demands of the captivated people. The reason behind was less sharing of local variety of English language within the newly conquered state. Then, the voice of getting freedom from British rule resulted into a new phase to witness subsequent diminishing of contact between the captivators and the captivated. According to Mambos and Hmar (2004), these components added to the organization and development of novice local variety of English. Demands, that reflected the course of ground needs with use of Anglican language, seemed to increase. Whereas, the constrained contacts with local speakers of English brought a new phenomenon called "notarization" of British language within United India (Baumgartner, 1993).

1.2 Birth of Pakistani English

The recognition of PakE was noticed in 1980s, when a new concept of World Englishes emerged. It was to demarcate between indigenous varieties of English language communicated in the United States of America (U.S.A), Britain (U.K), Canada, Australia and finally in New Zealand. The non-local variety was set in the outer circle by Bras Kachru. Pakistani English was identified as an alternate variety. Kachru (1986) includes Pakistan amongst the outer circle countries. Kachru (1986) classifies the Pakistani variety of English as an institutionalized second language Variety (also see Baumgardner, 1993). Kachru, Kachru and Nelson (2006: 128) assumed about localized utilizations along with the components of Pakistani variety of English to be the legitimate variety. Whereas, Baumgardner (1987) trusts that English language in Pakistan is of indigenous and systematized variety. It has the ability to comprehend the other Asian dialects same as of different varieties. It is obvious to know that the use of English language in Pakistan is unique with contrast to English native users. Reason for an influence on English variety is because of its speaking with variant local Pakistani dialects that code-mix with each other. For example, Punjabi, Sindhi, Urdu, Balochi, and Kashmiri interface with it. In fact, form of a local dialect is stated as Pakistani spoken English; which helps to thoroughly understand the script of Newspaper in Pakistan. Therefore, it seems necessary for the reader to have familiarity with Urdu language as well as with culture of Islam (Baumgardner, 1987).

1.3 Influence of Specific Variables on Pakistani English

So far, the main source of its emergence and development is concerned; the role of its instructors stands vital who teach English as a foreign mode of communication within Pakistan. They even constantly need to encounter an extreme troublesome task. This is in a shape of general query to answer about how to instruct for communicative proficiency within English language? Thus, it is clear that educating the grammar, punctuation, and vocabulary of language is insufficient i.e., one requires more for teaching that is pragmatic and cultural competence. Therefore, it is significant to acknowledge the social and culturally specific variables towards dialect work within various languages that are essential. Moreover, learners should be aware of different varieties that are not just their own local varieties but the interaction of other varieties with a foreign language (i.e., English language). The knowledge of contrasts and similarities of different varieties can help speakers toward better way of life. In this way, the speakers can effectively utilize the foreign language within socially and culturally acceptable way. With the rise of fundamental theoretical designs towards speaking proficiently in second language (L2) and its learning, currently it is not considered as the aptitude of linguistic structure alone. The acquisition of functional and sociolinguistic control to the sorts is now considered as a vital piece of L2 learning. In this way, pragmatic competence and the capacity to acknowledge dialect that includes appropriate public point of view, now structures a fundamental element of L2 pragmatic competency. Pakistani researchers have laid valuable services in respect to the topic of Pakistani second language learners' need for communicative proficiency and specifically to pragmatic competence. Various perspectives have been recognized for deficient English language teaching. They are recognized as an unsupportive program, large number of students in classes, obstructive assessment framework, so on and forth (Karan, Don Aroma, Bruder & Roberts, 2010). The main investigation is, to a greater part, determined for recognizing an imperfect teaching procedures and strategies, where, the subject of English is not dealt with as 'a language' subject itself (Karan, 2010). In this way, less specific concentration is worked on changes within the pragmatic competence towards specifically in foreign language learning.

1.4 Linguistic Components of Pakistani English

There is an exceptional case for the phonological and phonetic components of the Pakistani English. One purpose behind the impact of local dialects on Pakistani English phonology is that English utterances show materials in Pakistan that most of the times tend to exclude areas with articulation and phonology. Subsequently, the local accents of speakers' local languages have impact on their English phonology that is strengthened by their language instructors who emphasize on local language influence. However, there is a lack of strong proof for a comparison to first-language effect on variety that exists within the written form of Pakistani English. One explanation behind can be that English language is taught and learned by utilizing a nation-wide affirmed reading material. A large number of these reading materials are those that are utilized as a part of government schools. They are even composed by Pakistani stakeholders themselves and it reflects the use of Pakistani English morphology, sentence structure, and desultory components (Mambos, 2009).

1.5 Urdu Words in Pakistani English–Code Mixing

Pakistani speakers utilize Urdu words within Pakistani variety of English. Therefore, as witness of an inclination towards utilizing Urdu words has been experienced continually regardless of a possibility of words that can be precise and viably be converted into the globally acknowledged language. Crucial point of deciding for a substitution to Urdu lexis with that of English in almost special cases is generally relied on a bigger degree with 'deliberate usage' (Platt, Weber & Ho, 1984). It is just like Urdu lexis has been employed by journalists to have the general understanding of sentences (Baumgardner, Kennedy & Shamim, 1993). Words like "aatta" has its substitute as 'flour', "bazaar", with an alternative as 'market', "chaaddar" to represent 'cover', where "Chillan" for 'activity reference', and "chokiidar" for 'guardian'/'protect' to mention a few.

1.6 Socio-Religious Lexis

Talia (1988) investigates the other related aspects. She has explored a number of sonic-religious nouns borrowed from Urdu into English language. The borrowed English advance words, when set to be utilized by Pakistani bilingual speakers under

communication in English, have Urduised (influenced by Urdu language) implications. She presents the cases of words like "setting" that is commonly utilized as a part of Urdu in the importance of 'earlier accord' (Talaat 2002). It holds its Urduised implications even now that is utilized as a part of English in its new importance. Sometimes, it seems important to utilize Urdu words for the Pakistani speakers for clearing their ultimate goal of conveying the correct socio-cultural and religious material. The underlying issue with the utilization of the Urdu lexis is based on either lack in appropriate choice to select in English or not a close access to the reciprocals that could pass on the set legitimate implications. The majority of the words are religious and culture-specific terms. Therefore, finding the equal parallel of words within English language is quite difficult because of contextual variation. Therefore (as observed), utilization of the following lexis tends to render the expressions more precise, recognized and lucid. Few examples of the words are: boskii, 'imam', 'sunnat', 'baaraat', "vadera". These words unequivocally supply for the contextual demand.

1.7 Syntax of Pakistani English

On syntactic as well as clausal levels, PakE is quite different from BrE. In this regard, various lexical class arrangements have been noticed. At the clausal level, perception of standards for PakE is found to veer off from BrE. The utilization of specific tenses is additionally unique. Raman (1990) presents a case of progressive and perfect aspects of PakE that expresses the demonstration of the deviation from BrE. For example:

- I am working it to all time (Raman, 1990).
- I have talk to him day before yesterday (Raman, 1990).

Whereas, Baumgardner, (1993, p. 47) proposes the phrasal form of mixes to be what it is called "postponed-attributive and the relative clauses". For examples:

- Disastrous to health conditions "conditions that are disastrous for health".
- Public Relation office "an office that deals with the public".

Now, towards the issue of complement, Baumgardner (1993, p. 258-259) has also demonstrated variations. For instance, descriptive words within this variety are often taken by the case of "to-infinitive" rather than the relational word with contrast to participle condition found within BrE. The descriptive word complements within PakE do have contrasts again. A relational word in addition to "in participle" for (stare) may move towards showing of cast for "too-infinitive" within the Pakistani variety of English. PakE users may use alternate the (stare) fundamental class of verb in addition to "to-infinitive" of principle action in addition to that-statement. For example:

- She is anxious to fly a kite (Stare).
- They all does not seem anxious to hail democracy so they showed interest to grab authority with any cost (PakE).
- Ahmed has no power for controlling (BrE).
- Ahmed does not have power to control (PakE).
- I wish to leave (Stare).
- I wanted to go, therefore I get to leave (PakE).

1.8 Pakistani English and its Morphology

Morphologically, general reference of components for PakE seems to contrast in utilization of the articles and prepositional words, where the auxiliary verbs are usually omitted. Raman (1990, p. 57) has shown a common discourse, where few Pakistani second language users might avoid using of "verb -do" in support. For example:

- How you go to the school? (PakE)
- How do you go to school? (BrE)

Essentially, work on an article arrangement of this variety is unique in relation to BrE. The definite article might be missing where it is used in BrE. The use and representation of indefinite type of article is usually omitted. Raman (1990) presents following specimen:

- Founder of country has special place in hearts of nation.
- The Founder of country has a special place in hearts of a nation.

1.9 Phonology of Pakistani English

Phonologically, there is less contribution paid up to now with reference to the studies in PakE. Mambos and Hmar (2004) endeavor to exhibit the preparatory depiction of the Pakistani local variety of English within phonological terms. The list of following items shows an incorrect use of following phonological marks in PakE.

Words and their pronouncing feature	Pakistani English	Received Pronunciation (RP)
Horse's	ɪ	ə
Letter	ʌ	ə
Comma	ʌ	ə
Nurse	ʌ	ɜ:
LOT	ɔ:	ɒ

1.10 Vowels of Pakistani English

Vowels of PakE have been separated by distinct clusters. Main cluster of vowels have invariant form of realization. They are uttered with no variety influence from the variety to English utilized by Pakistanis. Where, the other cluster has those forms that usually change with the realization of local the variety influence by various Pakistani local speakers.

1.11 Consonants of Pakistani English

For the consonants of PakE, Mambos and Hammer (2004) have expressed that PakE could be marked as an acrostic variety of English. The majority of its speakers usually articulate (r) in many situations. Such as "warm" is phonetically represented as [wa:rm] where postvocalic [r] delivers fluidly, taking the example of utterer that articulates terms like "begin" and "letter". However, it drops in term "constrain". Raman (1990) has stated that the level of rhoticity in PakE fluctuates in the light of sociolinguistic elements. PakE utilizes retroflex stops. Case of utilization to retroflex tends to cease rather than the function of Received Pronunciation (RP) alveolar stops are recorded with the type of case that "series with substitution" stated by Kachru (1992). It seems to be major constituent of English that is spoken in the Southern part of Asia. Mention of such cases within PakE is "dress" [dress] and "strut" [strut]. Speakers of local English in Pakistan, utilize stops within their dental rather than RP fricatives in dental with illustrations that is [d] and [t] to words like "then" [den] and "north" [nɔ: r t] respectively (Kachru, 1992; Mambos & Hmar, 2004). Mambos and Hmar (2004) have further claimed for Pakistani national language (Urdu), which lacks proper phonetic refinement between the voices of /v/ and /w/. Raman (1990) even states about the issue with reference to Pashto language. Both fail to define the speaking of /v/ for instance in "love" [luau].

1.12 Code Switching

Issue of utilizing words of English language within local or national languages should not be considered a sign of failing to know the two languages. It might be an indication of knowing both of the dialects. Undoubtedly, code switching has been depended at a point where at least two languages do come in contact with each other. Studies on code switching have validly proved that individuals do code switching to stress certain parts of personality. The other genuine reason of code switching is that one might lack in knowing minimum standard of English required to accurately figure out what they want to say and find difficult in managing the discussion. Therefore, they need to fall back upon Urdu language as they find a better alternate. However, it is false to claim that if individual does code switching, then s/he might lack to understand any language.

1.13 Pronunciation in Pakistani English

PakE has a new construction of words to pronounce. Many Pakistani speakers of English language do experience great difficulties. Whenever, there is a situation of consonants that are together without the pronouncing of vowel in the middle. For example: Term of "School" tends to mis-pronounce a sit ought to be in either form of "sakool" or "iskool," depends on the local tongue. Some of the daily routine words to mention are, "automatic" is "aatumaatuc" in PakE, while "genuine" is "genian" and "current" is "krunt", cycle as "sainkal". Some words take the plural frame as, "roadon" for roads, "bottlen" for bottles and "classein" for classes and etc.

1.14 Vocabulary of Pakistani English

Pakistani English contains many new terms that are used differently in Pakistan. Following are a few common words that are used in Pakistan with their colloquial meanings.

- *Uncle/Aunty*: these words are used to address every older man and woman.
- *Shopper*: it contains meaning in Pakistani context of a shopping bag, rather than its' usual meaning as a person who is purchasing goods, or simply referred to as a customer.
- *Opening/closing*: these words are used on the place of turning something on or off e.g., open the fan.
- *Light Gone*: this refers to cut off of electricity from electric supply company.
- *Miss*: this word is commonly used to address female teachers.
- *Madam*: it indicates the meaning as females with positions of any powerful authority.
- *Sir*: this title is given to every male of any powerful authority.
- *Master Sahib*: the term is more famous to call tailors and carpenters instead of their real names.
- *Batch mate*: instead of classmate for a schoolmate of the same grade
- *Flyover*: instead of overpass or an over-bridge
- *Pant*: instead of trousers

2. Conclusion

To conclude the above discussion, it can be said that English spoken in Pakistan, also known as (PakE), is now an identified dialect within the subcontinent. Predominantly, the focus of research work has more or less been observed to highlight the comparative view between Pakistani English to Britain Queen's variety. No doubt, the identity can claim its dignity. It shall be anticipated with intense English-use and in addition can be propagated through the inescapable foreign communications. Much of contribution is done through instructional materials that are utilized as a part of Pakistani schools. It is clarified earlier that borrowing from Urdu language and other local varieties have discovered ways to produce non-native English reading courses. Therefore, focus of the paper can be moulded towards the direction of recommending the idea of acknowledging the Pakistani English that is nationally introduced. Therefore, the appropriate steps should have to be taken for its improvement and development on international scenario. Additionally, the scope of future research now needs to shift its paradigm to analyze and further examine the recognized features of Pakistani English rather to simply put a contrasting framework with British English. Phonological aspect of the Pakistani English is unique in relation to native speakers. This variety is more conceivable to Pakistani individuals since they speak and understand it without any confusion. However, the native speakers of English can find difficulty in understanding. Pakistani English is understandable with different Asian assortments of Englishes. Indian English, Srilankan English, Bangladesian English, Nigerian English and others. There might emerge new challenges for Pakistani speakers to speak easily with English native speaker. In case, if progress rate by terms within forms, structure, phonology, morphology, vocabulary and pronunciation of PakE does not record the continued change with current scenario. For this reason, Pakistani speaker will have to understand the differences of varieties separately in order to communicate with English speakers worldwide.

References

- Ali, A. (1993). English in South Asia: A historical perspective. In R. J. Baumgardner (Ed.), *The English Language in Pakistan* (pp. 3-12). Karachi: Oxford University Press.
- Baumgardner, R. J. (1987). Utilizing Pakistani newspaper English to teach grammar. *World Englishes*, 6(3), 241-252. doi: <https://doi.org/10.1111/j.1467-971X.1987.tb00204.x>.
- Baumgardner, R. J. (1993). *The English language in Pakistan*. Karachi: Oxford University Press.
- Baumgardner, R. J., Kennedy, A. E. H., & Shamim, F. (1993). The urduization of English in Pakistan. In R. J. Baumgardner (Ed.), *The English Language in Pakistan* (pp. 83-203). Karachi: Oxford University Press.
- Kachru, Y. (1985). Discourse analysis, non-native Englishes and second language Acquisition research. *World Englishes*, 4(2), 223-232. doi: <https://doi.org/10.1111/j.1467-971X.1985.tb00410.x>.
- Kachru, B. B. (1986). *The Alchemy of English: The spread, functions, and models of non-native Englishes*. Urbana and Chicago: University of Illinois Press.
- Kachru, B. (1992). *The other tongue: English across cultures*. Urbana and Chicago: University of Illinois Press.
- Kachru, B. B. Kachru, Y. & Nelson, C. L. (2006). *The handbook of world Englishes*. Oxford: Blackwell.
- Karan, O. C., DonAroma, P., Bruder, M. B., & Roberts, L. A. (2010). Transitional assessment model for students with severe and/or multiple disabilities: Competency-based community assessment. *Intellectual and Developmental Disabilities*, 48(5), 387-392. doi: <https://doi.org/10.1352/1934-9556-48.5.387>.
- Mambos, A. & Hmar, N. (2004). Pakistani English: A historical and phonological overview. In B. Portman & E. Taught (Eds.). *A Handbook of Varieties of English* (pp.1003-1016). Munich: Mouton de Grunter.
- Mahboob, A. (2009). English as an Islamic language: A case study of Pakistani English. *World Englishes*, 28(2), 175-189. doi: <https://doi.org/10.1111/j.1467-971X.2009.01583.x>.
- Mansoor, S. (2002). Culture and teaching of English as a second language for Pakistani students. *The English Teacher*, 31, 35-44.
- Platt, J., Weber, H., & Ho, M.L. (1984). *The new Englishes*. London: Routledge and Kegan Paul.
- Raman, T. (1990). *Pakistani English: The linguistic description of a non-native variety of English*. Islamabad: National Institute of Pakistan Studies.
- Spear, P. (1965). *A history of India*. Harmondsworth: Penguin.
- Talaat, M. (1993). Lexical variation in Pakistani English. In R.J. Baumgardner (Ed.), *The English Language in Pakistan* (pp. 55-62). Karachi: Oxford University Press.
- Talaat, M. (2002). *The form and functions of English in Pakistan*. Retrieved February December 02, 2019 from <http://www.hec.gov.pk>.
- Talia, M. (1988). *A study of lexical variation in Pakistani English: A view on language contact and change* (master thesis). Department of Linguistics, University of Nottingham, U.K.