



## **Influence of Regional Languages on Second Language Learning at Secondary Level Bahawalpur (Pakistan)**

By

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### **Abstract**

*Study designed to find out which language affects more in learning English as second language. For this purpose researcher select three native languages (Urdu, Punjabi and Saraki) of District Bahawalpur (Pakistan) to know the influence of these languages on second language learning (English). Main objectives of study were; to explore the influence of regional languages on second language learning at secondary level; to find out the problems of students in learning English as second language. For this purpose construct an achievement test keeping in view Bloom's Cognitive Domain for secondary class, divided it into Listening, Speaking, Reading and Writing skills. Three hundred students selected randomly rural and urban areas, from male and female institute of District Bahawalpur. To Evaluate, mark achievement test, compose data; find its total frequency and percentage to compare the results. Major conclusions were: Overall Saraki Language affect slightly more as compared to Punjabi and Urdu in learning English as second language. Achievement of students in the Subject of English is satisfactory. It shows that students have problems in learning English as second language.*

### **Introduction**

Education is a weapon by means of it one can struggle and conquer the battle of life. In historical perspectives, education has remained very important component of different state of the world. In past times, cave men had no ideas concerning to communicate themselves with one another; the former step was taken in this view was development of language, and it had happen to very crucial source of communication in the history of human beings. They came to be familiar with that they had previously been given a tongue as a source of communication by the Allah Almighty, and at this time, it was their duty to be educated and ethical etiquettes were essential to be shaped. After that, the early wise men made a format of alphabets and systematically worked on philology. Therefore, gradually grammar was prepared, in which, different bifurcations were completed; as, man could simply function the language as a basis of communication (Ball, 1985).

What role does language play in a society? Is it only a source of transmission messages from one person to other, or is its task greater in range and significance? It is upon the basis of symbols, sounds, and linguistic principles that we arrange and catalogue our statement, record meaning, and exchange a few words both inside and among communities. According to Valerie (1981) that language is not merely

primary sources of individual communication, but too a symbol of social and cultural union and separation, a primary tool of self-appearance and social individuality. Aveni (2005) illustrate, for practical point of view, language development and intellectual development goes side by side. It is through a child's ability to use language in diversity of ways that his capability to imagine, to motivation, to record and use again his experiences. It is through his ability to exercise language that he is competent to formulate sense of what occur around him and unite some knowledge he has acquired.

Language appears essential to the majority philosophy. Vygotsky (1962) wrote: idea is not simply spoken in words; it comes into reality through them. A language provides form and material to our opinion. Hutchcroft (1981) exemplify; man stands separately from other animals. It gives the impression that a number of alterations in the patterning of his genes in man's premature development caused him to be born with a predisposition to language and this was essential to his future progress. Animals make their meaning understandable by signals; if a dog bristles, a lion roars, or a bird calls, its meaning is generally simple but a sign is temporary, at that movement. Man can too signal by a signal or a shout, but he can do much more of it. He is capable to exercise symbols in the shape of words to express his meanings. Therefore, he can record all his experiences, codified and condensed in language. He can as well, by remember; use again these experiences to plan his future measures.

Protherough (1995) exemplify, an ethnographic approach will be made to study the impact of mother tongue on second language learning. Now a day English is being used as a medium of instruction of different levels. It is due to the feature of:

- Globalization,
- Pakistan remains a colony of English speaking people. So, this language is considered a high-status language.
- Language of science and technology

More than six thousand languages are spoken in the world today (Gordon, 2005). Significant number of these languages is on the verge of extermination. It is largely due to the political reasons, as a politically powerful linguistic group dominates the linguistic scene and renders other language powerful. English has become an international language with different varieties as British English, American English, Australian English, Pakistani English, etc. This understanding has helped blowing away many myths attached with ELT. However, it is a fact that English remains the language of authority.

Pakistan is one of the countries where English remains the language of power and status. It is learnt not only because it is an international lingua franca but also because its knowledge guarantees a secure future and powerful job is government mechanism (Rasool and Mansoor, 2007). Next in the line of power is Urdu language, a language that less than eight percent of the population own as their mother tongue. Now it has become national lingua franca and thus used for inter provincial communication. It is learned as separate subject and applied as a medium of instruction. A few elite schools adopt English as a medium of instruction.

There are many languages spoken as mother tongue in Pakistan. Major are as: Urdu, Saraiki, Punjabi, Sindhi, Pushto, Baloachi etc. In this study researcher only, select three languages as regional languages to know the influence on second language learning in district Bahawalpur (Pakistan).

### Objectives of the Study

1. To explore the influence of regional languages on second language learning at secondary level
2. To find out the problems of students learning English at secondary level
3. To find of the Achievement of students in English

### Research Methodology

This study designed to measure the influence of regional languages on learning English as second language. For this purpose, an Achievement test conducted for 10<sup>th</sup> class students. Three regional languages (Urdu, Punjabi and Saraki) are selected. Results of achievement test compared against these variables by calculating the Percentage Marks.

### Population

The population for this study comprised of all the Male and Female Rural and Urban students of district Bahawalpur (Pakistan).

### Sample

As sample, 300 students selected form district of Bahawalpur (Pakistan). District Bahawalpur has five Tehsil, each Tehsil 60 students selected from rural and urban, male and female schools randomly.

### Research Instrument

Researcher prepared an un-standardized achievement test (teacher made test) for the learner at secondary level in the subject of English from the syllabus provided by “Board of Intermediate and Secondary Education Bahawalpur (Pakistan)”. Prepare a table of specification to give the proper weightage of all the content of syllabus by dividing it into against cognitive domain of Bloom’s Taxonomy of education and four skills (Listening, Speaking, Reading and writing). In addition, pilot tested and difficulty level of test was 0.65.

### Data Analysis

After scoring the achievement test, tabulated it, and fed into M.S Excel, calculated frequency of correct response and percentage to find the results.

### Table of specification

Sr. No	Four Skills Cognitive Domain	Reading skill			Writing Skill			Listening Skill			Speaking Skill			Total		
		No. of. Q	Marks	%	No. of.Q	Marks	%	No. of.Q	Marks	%	No. of.Q	Marks	%	No. of.Q	Marks	%
1	Knowledge				1	5	5%							1	5	5%
2	Comprehension	1	10	10%	1	10	10%				1	10	10%	3	30	30%

3	Application	2	15	15%	1	5	5%				1	10	10%	4	30	30%
4	Analysis							2	20	20%				2	20	20%
5	Synthesis				1	5	5%							1	5	5%
6	Evaluation				1	10	10%							1	10	10%
	<b>Total</b>	3	25	25%	5	35	35%	2	20	20%	2	20	20%	12	100	100%

\*Q: Questions

\*\* No.: Numbers

### LISTENING SKILL

**Query: 1. The researcher will read the paragraph twice then the students will give answers?**

Languages	Total Items	Responses	%
Saraki	490	297	60.61
Punjabi	710	375	52.82
Urdu	300	195	64.33

**Conclusion:** Punjabi language influence negatively as compared to Saraki and Urdu.

**Query: 2 Researcher will read the paragraph and students will give answer.**

Languages	Total Items	Responses	%
Saraki	490	269	54.9
Punjabi	710	348	49.02
Urdu	300	177	59

**Conclusion:** Punjabi language influence negatively as compared to Saraki and Urdu.

### SPEAKING SKILL

**Query: 3 The researcher will ask the following question of each student verbally.**

Languages	Total Items	Responses	%
Saraki	490	272	55.51
Punjabi	710	362	50.99
Urdu	300	164	54.67

**Conclusion:** Punjabi language influence negatively as compared to Saraki and Urdu.

**Query: 4 Select any topic and speak at least five sentences?**

Languages	Total Items	Responses	%
Saraki	490	215	43.88
Punjabi	710	304	42.02
Urdu	300	152	51

**Conclusion:** Punjabi language influence negatively as compared to Saraki and Urdu.

### READING SKILL

**Query: 5 Read the following words carefully with correct pronunciation?**

Languages	Total Items	Responses	%
Saraki	980	492	50.2
Punjabi	1420	603	42.46
Urdu	600	221	36.83

**Conclusion:** Urdu language influence negatively as compared to Saraki and Punjabi.

**Query: 6 Read the following sentences with correct pronunciation?**

Languages	Total Items	Responses	%
Saraki	490	260	53.06
Punjabi	710	360	50.7
Urdu	300	128	42.67

**Conclusion:** Urdu language influence negatively as compared to Saraki and Punjabi.

**Query: 7 Read the given paragraph fluently?**

Languages	Total Items	Responses	%
Saraki	98	38	38.77
Punjabi	142	56	39.43
Urdu	60	21	35

**Conclusion:** Urdu language influence negatively as compared to Saraki and Punjabi.

### Writing Skill

**Query: 8 Fill the blanks with suitable letters.**

Languages	Total Items	Responses	%
Saraki	490	399	81.43
Punjabi	710	600	84.51
Urdu	300	227	75.67

**Conclusion:** Urdu language influence negatively as compared to Saraki and Punjabi.

**Query: 9 Make sentence of given words**

Languages	Total Items	Responses	%
Saraki	490	278	56.73
Punjabi	710	440	61.97
Urdu	300	194	64.67

**Conclusion:** Saraki language influence negatively as compared to Urdu and Punjabi.

**Query: 10 Write at least five sentence of any one of the following topic?**

Languages	Total Items	Responses	%
Saraki	490	302	61.63
Punjabi	710	446	62.81
Urdu	300	159	53

**Conclusion:** Urdu language influence negatively as compared to Saraki and Punjabi.

**Query: 11** Read the passage carefully and answer the following questions given in the end?

Languages	Total Items	Responses	%
Saraki	490	308	62.86
Punjabi	710	497	70
Urdu	300	154	51.33

**Conclusion:** Urdu language influence negatively as compared to Saraki and Punjabi

**Query: 12** Add two more rhyming words?

Languages	Total Items	Responses	%
Saraki	490	233	47.55
Punjabi	710	312	43.94
Urdu	300	171	56.67

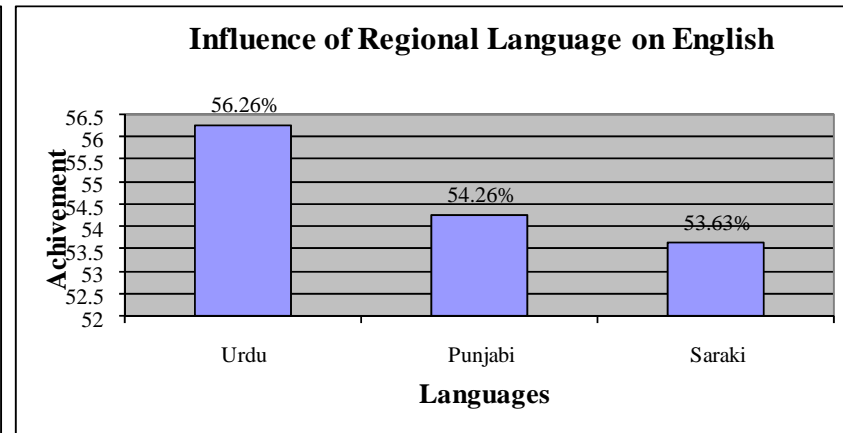
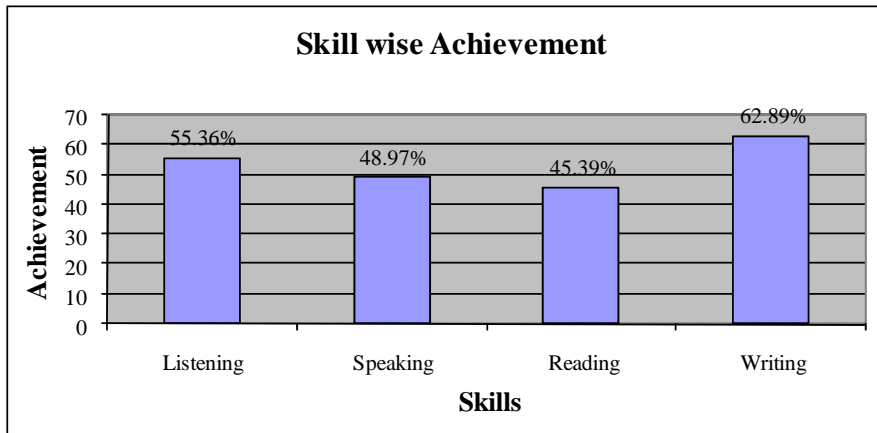
**Conclusion:** Punjabi language influence negatively as compared to Saraki and Urdu

### Overall Influence of Regional Languages on English as a Second Language Learning at Secondary level in District Bahawalpur (Pakistan)

Skills Languages	Listening Skill			Speaking Skill			Reading Skill			Writing Skill			Which Language affects more?		
	Items	Answers	%	Items	Answers	%	Items	Answers	%	Items	Answers	%	Items	Answers	%
<b>Urdu</b>	600	372	62.00	600	316	52.67	960	370	38.54	1500	905	60.33	5978	3363	56.26
<b>Punjabi</b>	1420	723	50.92	1420	666	46.90	2272	1019	44.85	3550	2292	64.56	8662	4700	54.26
<b>Saraki</b>	980	566	57.75	980	487	49.70	1568	790	50.38	2450	1520	62.04	3660	1963	53.63
<b>Total</b>	3000	1661	55.36	3000	1469	48.97	4800	2179	45.39	7500	4717	62.89	18300	10026	54.79

Above table indicates that in overall achievement is 56.26% of Urdu speaking, 54.29% of Punjabi speaking and 53.63% of Saraki speaking students. Overall achievement of students in this study is 54.79%.

So, it is summarize that over all Saraki language slightly influence negatively more as compared to Urdu and Punjabi. After Saraki, Punjabi Language influence negatively and then Urdu in learning English as second language at secondary level of district Bahawalpur (Pakistan).





## **Conclusions**

### **Listening Skill**

In listening skill Majority of Punjabi speaking students' achievement is not better as compared to Saraki and Urdu that's why it is concluded that in Listening Skill Punjabi language influence more as compared to Saraki and Urdu in learning English as a second language at secondary level in district Bahawalpur (Pakistan).

### **Speaking Skill**

The Achievement of Punjabi speaking students in speaking skill shows that Punjabi language influence more as compared to Saraki and Urdu in learning English as a second language at secondary level in district Bahawalpur (Pakistan).

### **Reading Skill**

The results of Urdu speaking students in reading skill indicate that Urdu language influence more as compared to Saraki and Punjabi in learning English as a second language at secondary level in district Bahawalpur (Pakistan).

### **Writing Skill**

The outcomes of Urdu speaking students in writing skill signify that Urdu Language influence more as compared to Saraki and Punjabi in learning English as second language at secondary level in district Bahawalpur (Pakistan).

### **Over all influence of Regional Language on English.**

Over all Saraki language, slightly influence negatively more as compared to Urdu and Punjabi in learning English as second language at secondary level of district Bahawalpur (Pakistan).

## **Recommendations**

- English language should be encouraged in classroom at secondary level in Pakistan.
- The evaluation of English should be in existing with new techniques of teaching and learning.
- Stress should be laid on the testing of oral work and pronunciation.
- English should also be taught in the same manner because it is believed that vocabulary and phraseology of foreign can be learnt through Direct Method.
- Meaning of the new and difficult word may be given in English.
- It is recommended that at the end of the lesson build a summary of each lesson in English.
- To provide a favorable environment to language learning English essay competition should be arranged at school.
- It is suggested that students should be given more and more chances to speak and write English.
- It is recommended that the teacher should adopt modern educational technology for the betterment of teaching learning process.

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