

## **Anglicism and Linguistic Identity: Insights from Pashtun Undergraduates in the Department of English, University of Malakand**

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### **Abstract**

This paper aimed to investigate the impact of Anglicism on the Pashto speakers in the department of English, University of Malakand. The study is primarily focused on the emergence of English as a dominant language and its usage by the speakers of Pashto language in daily communication. The impact of Anglicism can be seen in the form of vocabulary, pronunciation and phrases of the native speakers of Pashto language. For the current study, the researcher selected 30 students through convenience sampling procedure where the researcher has easy accessibility to the respondents of the study. The researcher used mixed-methods research design by employing interview and observation as data collection tools. Furthermore, the researcher visited the University and collected data from the respondents. The collected data were analysed through Word-Cloud software for statistical analysis while interpreted the responses of the participants for qualitative analysis. The findings of the study revealed that the major impact of Anglicism existed in the form of code-switching between the two languages as the students used short phrases for better understanding. The students used English words and short phrases to fill the lexical gap in their conversation, cultural reason, positive attitude to English and their habit of using these expressions. Thus, the study proved that Anglicism has become an unavoidable part of the conversation of educated Pashto speakers.

**Key Words:** Anglicism, Borrowings, Phrases, Pashto, English Language, Pakistan

### **Introduction**

In today's interconnected world, language is increasingly prevalent, leading to the exchange of words, phrases, and linguistic features across languages. One notable phenomenon resulting is the emergence of Anglicism which means words, phrases, or structures borrowed from English and incorporated into other languages. Anglicism reflects the growing influence of English as a global language, driven by globalization, technology, and cultural exchange. Anglicism refers to the linguistic features such as words, phrases, borrowed from English and used in other languages (Onysko, 2007). Anglicism occurred due to the globalization and technology. English dominates many fields, such as science, technology and business. Another

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reason is lexical gaps which mean English fills these gaps in the recipient language. Likewise, modernity is deemed another reason for Anglicism since English language is associated with prestige and modern values.

Furthermore, the spread of globalization is another factor which led the proliferation of Anglicism. Thus English becomes more widespread, its influence on other language grows, resulting in the adaptation of English words, phrases and grammatical structures. Anglicism can be observed in various domains of life (Hasani, 2018). Understanding Anglicism is essential for linguists, language teachers and communicators as it sheds light on the dynamics of language contact, language change, and cultural change. By exploring the concept of Anglicism, we can gain insights into the complex relationships between language, culture and globalization.

Similarly, another factor that fosters the impact of Anglicism is mass media. Approximately 80% of the programmes on internet is in English language. Everyone wants to get influence across the world and language plays vital role in it and as it is known that English is the language of the very prestigious class in the world, the United States of America and the Great Britain. Along with it the daily bloggers, podcasting and most of the interviews that are circulating on internet happening in English language. People across the world know English language so for that reason English is using either consciously or unconsciously for the sake of getting rid of explanation they are using precise words which are short but conveying the whole meaning. This phenomenon is happening in every field either by journalists or by teachers who have online sessions and YouTube channels on which they are uploading their lectures etc. journalists are presenting reports about the world so they are using the modern and international language for it which is obviously English language. Thus, media plays a significant role in acceleration of Anglicism.

Moreover, any researcher who introduces a new theory in education or in field of science when they want to publish it on international level, so they translate it into English language because almost 75% of scientific research is present in English language and the new words and vocabularies of other nations are adding to it is not possible now, so any nation who want to make their inventions international so they are translating it to English, international language. This widespread of English in research and academia has further enhanced the use of English words as compared to the use of other languages.

In addition, to gain the attention of a wide range of audience, mostly speeches are delivered in English language on international level by the Pashto speakers or speakers of other languages in order to make it clear to the world they are using English language. On the other hand, if they deliver it in their native language they will definitely use English vocabulary or short phrases from English while they come to the main idea they want to convey to the world. Along with it English is used for international communication. No one can replace the importance of English as China was claimed that they will use their own language and there is no need to learn English language, but now China has become the biggest nation who is offering platforms for the international teachers to come to their country and thought English language to the students of their nation. The incorporation of Anglicism to other languages can have both positive and negative impact, such as filling the lexical and frequent use in

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international communication on the one hand, while cultural assimilation and the erosion of linguistic diversity on the other hand. The aim of this research paper is to investigate the impact of Anglicism on Pashto speaking students of the department of English, University of Malakand. It focuses on the causes of Anglicism in their speech and how much they are impacted by Anglicism.

Anglicism has become the centre of attention for linguists and researchers with the emergence of English language as Lingua Franca of the world. In fact, Anglicism refers to the influence of English language on other languages of the world in various forms. This influence can be observed in the form of vocabulary, pronunciation, grammar and phrases into other languages. This influence of English language has become widespread with the spread of globalization and digitalization of the world. It has impacted almost all the languages of the world and Pashto is no exception in this case. Therefore, this research aims to investigate that how Anglicism has affected the speaking of Pashto speakers of the department of English, University of Malakand, as they are more exposed to English language due to the needs of their subject. The research is focused on the speaking of the students since it can be easily observed and noticed in it as speaking is more natural and spontaneous way of expressing a language.

### **Theoretical Framework**

This research study can be theoretically linked to the theories of Code-Switching, Globalization theory, Borrowing theory and lexicalization theory. These are different theories which provide a solid foundation to this research work. Ultimately, these theories gave birth to Anglicism itself which is a prominent theory of Linguistics. However, this research is mainly focused on the lexical aspect of Anglicism.

### **Research Questions**

1. How often do the undergraduate students of Pashto language code-switch while speaking Pashto language?
2. What are the most commonly borrowed words of undergraduate students of Pashto language in their speaking?
3. What are the most common reasons that undergraduate students of Pashto language use English words in their speaking?

### **Literature Review**

Anglicism is studied worldwide due to its different aspects. But it was underrepresented in Pashto especially its impact on students who are already studying it in the University of Malakand situated in Lower Dir, KPK. The existing literature want to reveal its impact on Pashto speaking students and to arrive at valid result. Just like other languages Pashto is also impacted by Anglicism. There are certain ways through which English is penetrating in Pashto language. For example; mass media, education, migration, international communication. Certain researches has been conducted in order to find out the causes of Anglicism in Pashto language. Media and globalization has great role in the reshaping of language or linguistic

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practices (Ahmad & Ali, 2024). Education is the main factor of code-switching among Pashto speakers of Khyber Pukhtunkhwa (Akram & Iqbal, 2021; Shariq & Ali, 2025). Along with it researches has been conducted by other researches to find out hybridization in Pashto language. Causes of code-switching in the urban and prestigious class of Pashto speakers. Pashto language is highly getting impacted by the act of Anglicism. Most of the words in Pashto is getting vanished by the language and its speakers are unconsciously using English words instead of it like, university instead of ( Pohantoon), department ( Sanga), book ( kitab), pen ( qalam), literature ( adab) etc.

Language hybridization has become a more frequent phenomenon in the highly globalized world (Baidrakhmanov & Doszhan, 2015). With English reaching every nook and corner of the world, being the lingua franca. This hybridization leads to the Anglicization of the several native languages. Many researches are done in this field (e.g. Crystal, 2003; Haseeb & Ali, 2025; Shariq & Ali, 2025). Eagleton (2007) claimed in his work about the impact of Anglicism on society. He said that it doesn't make any sense that what is the cause of the Anglicism in society but one day Anglicism will change the entire map of the language of that particular society and the whole speech area will be occupied by English (Eagleton, 2003; Kutevsky, 2004). And as Eagleton said most of the languages are vanished from the surface of the earth and some languages are about to be removed sooner or later and instead of that languages new ideas will takes place like urdish (urdu + English). In more than 28 countries of Europe the law was made for the preservation of the purity and harmony of their official languages. But still there is a rule for immigrants in that countries like Netherlands, official language of Netherlands is Dutch but still the foreigners have to learn English language in order to live in that country the urban law in France were passed in order to protect domains such as education, trade and business from the interference and impact of Anglicism (Nuhui, 2014). In Bulgaria Nikolay Haytov compiled a bill in order to protect their Bulgarian language from the invasion of English but that bill was rejected by parliament. (Dankov, 2014). The term Anglicism is defined as the incorporation of English words, phrases, or grammatical structures onto another language, often with some modification (Aligryani, Syahrin, 2024).

There are several reasons due to which the new words are coined in the language and first one coining new terminology in technology or education as these fields are dominant by English language. The other reason is to facilitate communication between group like group of youth or professionals like teachers, doctors. Another reason is mass media. Media has approach everywhere in fact the whole human life is occupied by media and the main tool of communication in media is language which in English. Another factor is the adaptation of the culture of the most prestigious class of the world to the life (Rosenhouse & Kowner, 2002). For that reasons according to Kowner and Rosenhouse new words are coined to the language. Anglicism is the borrowing of the English words into other languages and that can mean an object or notion it doesn't mean that particular idea or object is the part of English civilization or society but if convey the meaning in better way so it can be anglicised in other language. (Filipović, 1990). For example we are using the word superman frequently in our conversation but this idea of superman itself come to English language from German. The original word for this idea in German is *Übermensch* but it was translated to English and English has influence as compared to German so superman is frequently using as compared to *Übermensch*.

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Anglicism has found in various field of Spanish language after the brief analysis of its historical and social aspects. Nogueroles, E. E. N. (2017). Albanian mass media has greatly impacted by Anglicism. English loan words are integrated into Albanian media particularly in entertainment, news and advertisement which has impact on the culture and linguistic purity (Nuhui, 2014).

There is no single language in the world which is safe from the influence of Anglicism. They are impacted by Anglicism in various domains either it is education, sports, media etc. Choi (2021) conduct a research on Anglicism in Korean language. He read an article in the journal which was about the language contact that translation is the mean of language contact between people from different nations and his study reveal that Anglicism was increased in Korean language in 20 years because in that 20 years Korea has used corpora of translation of English language and people have adopted them in to their conversation such as in education and trades etc.

Drommel (2020) studied the impact of Anglicism in Spanish language. For data collection he conducted an online survey in which people of different ages were involved. Participants from age 10 to 70. They were asked about their use and attitude towards Anglicism. And his research revealed the progressive increased in the use of Anglicism in Spanish language. Hanninen (2021) conduct research on Anglicism in newspaper advertisements of three languages of Europe which are Swedish, German and Finnish. He also noticed the similarities and differences between Anglicism used by the users of these languages. His study showed that English borrowed words are commonly used in that advertisements. These borrowed words are used in that advertisements for promoting the products, the slogans associated with it and for publicity of the products.

Domanska (2009) conducted research on Anglicism in Norwegian students. His study reveals the impact of Anglicism on their native language and the factor was that, that the students has positive attitude towards English loan words. Rodriguez-Medina (2016) conduct study on Anglicism in Spanish commercials. They analysed 531 television commercials. These commercials were about cosmetics, hygiene and personal body care products. There was a huge amount of English loan words in that commercials. The reason was to increase marketing area for that products and Spain has great influence of Anglo-American culture and due to the prestigious status of English language. Gul (2022) studies Anglicism in Urdu. She conduct research on Anglicism on daily lifestyle and fashion. The mean reason of using Anglicism was to fill the lexical gap and the cultural influence of that particular words.

## **Methodology**

This study is based on mixed-method study design; as it employs both qualitative and quantitative approaches. It is a survey study of the undergraduate students of university of Malakand. For data collection interview and observations were used. The researcher visited the department two days for interview and observation. The researcher only wanted to notice that how much they are impacted by Anglicism, for what purpose they are switching to English and the areas in their speech that are influenced by Anglicism such as switching to English words,

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using short English phrases and the purpose behind this phenomena. Observation was done for this purpose but only female students were observed sitting in girls' common room. The researcher observed them and then asked for voice recording of the students. Most of the area of the interview and observation was taken form William Labov's model which is used by researchers to collect spontaneous language data such as code- switching, code- mixing in natural conversation. The researcher also utilized his model in order to arrive on her desired goals. She also utilized James Spardley's Ethnographic model which is used to understand and identify that why and how Anglicism are used in specific communication and situations under cultural and social influence. It also focuses on cultural and contextual understanding of language use. These two methods were used in this survey and later while analysing the data the researcher keep in mind the goal and arrived at the conclusion that she meet the desired goals. Non-of the methods were only sufficient to meet the desired gaols of the researcher. So most area of the research was self-structured.

## **Participants**

As the requirements of the research was to find out the impact of Anglicism on Pashto speakers especially in educational setup. So the researcher selected students of the department of English for that purpose. The criteria of the observation of the students are their communication habits, linguistic behaviour, cognitive and academic impact, sociolinguistic perception, and cultural influence. Approximately 18 students were interviewed and 12 students were observed from the department of English. Number of participants was 30 and out of them 20 was female and 10 were male students. They were the students of 6 and 8 semesters. Their native language was Pashto. Their age was between 20 to 22.

## **Instruments and procedures**

Instrument for data collection was interview and observation. Structured interview were used. William Labov's (1972) model was used for interview. The same question was asked from every student to know that every student has the same response or more or less code switching to English, so almost all of the students were had the same response. Researcher observed normal daily conversation of students and notice the English words, short sentences and borrowed words. For observation James Spardly's (1979) model was used.

The researchers asked the students about their interest that what motives keep them motivated or what are the most interesting things due to which they like literature. In addition, the students expressed their views about their own department, about teacher staff, curriculum and the physical state of their department. They were asked about their favorite subject. Similarly, they expressed their opinion about ELT (English language teaching) that ELT has a role in the development of language.

The discussion were shifted to even more linguistic focus when the students were asked to differentiate between the phrases "department of English" and "English department". They were asked about their favorite writer and the reason behind their preferences. On a more casual note the students were also asked question other than academic ground. They were asked

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as the outcome of Anglicism.

The participants of the study responded that university of Malakand is a good place for learning since the teaching faculty is very much supportive, cooperative and academically well-qualified. However, the environment lacks facilities for grooming and nourishment as the university lacks advanced labs and for scientific research. Moreover, the respondents expressed that code-switching occurs for clarification of complex phenomena, understanding of cultural words and easier understanding. Likewise, it is said that some words do not have equivalents or synonyms in the target and source language, so code-switching is done for clarifying the meanings. In addition, translating such words will spoil the aesthetic value of those words as such words often give its pleasure to the readers in the original language. One respondent says that in the scorching heat of June they feel like burning in hell while wearing ‘abaya’ gown. Similarly, they frequently used university instead of ‘Pohantun’, department instead of ‘sanga’ and literature instead of ‘adab’ which shows their regular interaction with these words as they are from the department of English. When the students were asked about the usage of these English words, they responded that sometimes they do not find equivalent words in their native language (Pashto) so they use English words instead. The respondents also shared their views that the maximum use of English words would not only boost up their vocabulary but also their speaking skills. In short, they are found doing code-switching to fulfil lexical gap and maintain conversation in fluent manner.

From the collected data, the following codes were identified during the data analysis. First, students had positive attitude towards learning English as they saw it a language of future success. Secondly, culture was another dominant factor for code-switching as certain words were not translatable to another language. Thirdly, the habit of Anglicism as the students had become habitual of Anglicism due to their frequent exposure to English language. Fourthly, their subject also kept them motivated to use English words and focused on learning English. Fifthly, the lack of Pashto words for some academic terminologies is another code in the collected data. Finally, cultural sensitivity is another code which means that there are some culturally sensitive words in English that cannot be translated into English words. Thus, these were the dominant codes extracted from the collected data.

Moreover, there are also some dominant and prevalent themes in the data. They are discussed one by one in the below lines. The first theme illustrates the positive attitude of students towards English language learning. This positive attitude is one of the dominant factors that contribute to Anglicism. For instance, a student commented “I want to make progress better in learning English” which shows the positive attitude of the student. Secondly, code-switching and code-mixing are found in their speech, because it helps them to convey their message without any struggle for the words in their native language. For example, a student says that “we have this opinion about this department”. It means the student is mixing the two codes, English and Pashto for communicative purposes which is a form of Anglicism.

Similarly, another reason is the need of their subject, as they are the students of English language and literature, so they want to learn English because without learning it will be impossible for them to master the subject “it is the need of our subject to learn English”. This

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reason compels the students to use English language and it leads to the impact of Anglicism in their speech. Moreover, culture is another reason for the impact of Anglicism. The culture influences of words play a vital role in its penetration in the other language such as wearing gown 'abaya' in the scorching heat of June is icing on the cake. The students do not find relevant words in their culture for such expressions as these are part of the English language culture. Thus, the students use Pashto words for them.

Furthermore, the lack of equivalent words in their native language leads the students towards Anglicism because Pashto does not have suitable alternatives for academic and modern terms like 'sanga' for department "academically our department is the best place for learning". These expressions highlight that students prefer English words because they find it easy to retrieve and suitable for their conversation. Finally, cultural sensitivity towards some ideas is another reason for tendency towards Anglicism, as some ideas are very sensitive in Pashtoon culture, so to express these ideas students are using English words. The students use English words for them because they are not part of their native culture and secondly those words are deemed as taboo to use in Pashto. Therefore, the students use English words which lead to the impact of Anglicism on the speakers of Pashto language.

## **Discussion**

The aim of this research is to investigate the use of Anglicism in Pashto language and the attitude of the speakers towards English borrowed words. With the emergence of English as a lingua franca and the need of the English for their academic purposes, English language has impacted the speech of Pashto speakers especially in educational institutes. Students use English words and short phrases in their conversation to fill the lexical gap. This claim can be compared with the study of Aligryani (2024) who discussed it in his research paper that these words have been used by the students to fill their lexical gap. As it was the need of their subject so the students were trying more to learn and switch to English and it was also mentioned by Greavu (2009) in his article that educational institutions focuses more on English learning which leads the young generation towards bilingualism. Along with that purposes Anglicism is common among students because of the cultural influence. Some words have more emphasized in English as compared to Pashto. Sometimes they are code switching to English to communicate will and make their ideas clear to the others. The students want to develop their speaking skills for that purpose they are using Anglicism in their communication. People have different attitude towards Anglicism as some have positive attitude and some have negative, some have neutral. But most of the people have the opinion that Anglicism makes the conversation easy as it fills the lexical gap and people get rid of the explanations in order to make their points clear. They used short and concise words for it which leads to borrowing from English or switching between two languages. Furthermore, Demonska (2018) conducted research on Anglicism in Norwegian students' speech where the study highlighted that mass media has impacted the speech of the students. Mass media and education play vital role in the increasing level of Anglicism in Pashto language as it was cleared from the research that students are facing the problem of lexical gap and culture sensitivity.

It is being observed that with the increased intercommunication in the world and with

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the increased level of penetration of the Anglo-American culture in society such as education, entertainment, music and technology has already added more Anglicism and further it is expected to add into non-English languages (Gottlieb, 2005). According to the findings of the research, Anglicism is increasing among the students of the department of English in University of Malakand as it inferred from the responses of the students. Likewise, it was mentioned by Demonska, (2009) in his research paper that the Anglicism was used by language speakers especially in young generation and students which is further rising day by day. This comparative and contrastive analysis of the present study with the past studies revealed that the impact of Anglicism has become an integral part of the educated class of Pashto speakers.

The researcher found out that there is a lexical gap in the language of the students. So to fill that gap they are switching to English language. When new words and terms are coined in any language and that words are cultural sensitive of the other language so lexical gaps occurs. These students are also facing the problem of lexical gap due to the huge differences between the Pashtun culture and Anglo-American culture. For example, the researcher asked them about the scorching heat of June so the equivalent phrases used by many of the students were as follow: Burning like hell, Feeling the department like hell, Literature instead of ‘adab’ and Story ‘qissa’.

The results of the data show that students used English words and phrases in their conversation because of their attitude towards English language learning. They had positive attitude towards English language which compelled them to use English language. The researcher noticed one thing during interview and the students showed it also that they want to improve their speaking as it is the need of their subject. So for that purpose they were trying to use English as compared to Pashto.

The study revealed that one of the purposes for Anglicism in the speech of the students was cultural factor which means that the words they switched to English has more influence in one culture as compared to another. And also to make it easy for the understanding of the other person, the students use English words. There are some expressions in English which cannot be properly expressed in Pashto language. Therefore, the respondents used English words. Some ideas are sensitive for the speakers of Pashto or did not have the equivalent expression in the native language. For example, in Pashtoon culture we don't have the culture of wine, bar, disco etc., so anyone talking about it is using their words because these concepts are originated from English society and they have full freedom of these things in their society.

The results of the study show that mostly the students used English words and phrases in their Pashto conversation as they deemed it an integral part of the subject. They believed that using English expressions is not only their identity as the students of English subject but also necessary for their subject learning. Consequently, students were impacted by Anglicism but it was the need of their subject so they were became used to code switching.

It was clear from their speech that they are used to Anglicism. The one evidence for this was their exposure to English language and to clarify it the researcher asked the participants that why they are switching to English language while talking. So most of the participants

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answered that we are unconsciously switching to it because of our subject and more exposure to it.

From observation part cultural sensitivity was clear as they were discussing the most romantic poem of Donne who was a metaphysical poet. They were completely using Anglicism in their speech because that poem has contain some material like sex, kissing, love, romance etc which are very sensitive words in Pashtoon culture so they were using English words for them instead of Pashto words.

## **Conclusion**

This paper examined the impact of Anglicism on Pashto speaking students of the department of English in university of Malakand. The major causes of this impact are cultural influence, filling of lexical gap such as the lack of equivalent word or synonym in their native language, need of their subject, their motivation and positive attitude towards English language. The rising of Anglicism in different aspect of life such as education, music, technology, and entertainment have promoted the increasing level of Anglicism. Two methods were used in this survey. One was based on the observation of language in natural sitting to find out code-switching and code mixing while the other was based on the cultural and social influence on the language which was designed especially for Anglicism by Spardley. But as according to the goal of the research most of the area was self-designed to arrive on the conclusion. Each of the method was very helpful and sufficient for the investigation of their part. Using these methods for this term paper was absolutely correct because by following them the researcher easily find out the desired area and easily analysed them. Finally, apart from some voices against the unnecessary use of Anglicism, the younger generation expressed a positive attitude towards the use of English loanwords in their daily interactions.

The result of this research may come out different due to the following reasons. The researchers only took 30 students due to the lack of resources and many of the students were absent and some were not interest to answer the questions they asked. And most of the answers were repeated so the researcher stops the interview. As the researcher visited to the department in working days so she hardly gets the opportunity to conduct interview. The researchers didn't have access to every student. Only few students contributed with her and gave her interview. The interview was taken only from 18 students. And only 12 girls were observed and the researchers could not notice every girl, so she asked for voice recording. After that some of the girls stopped talking and leave the common room and the rest of the girls became conscious in their speech. If the respondent were more so the result may have even more finding, more gaps may have covered, more factors may have find out.

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