

Phonological Adaptation of English Loanwords In Hindko: Analyzing Socio-Linguistic Influences In Hazro

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Abstract

This study examines the phonological adaptation of English loanwords in Hindko, focusing on how socio-economic factors, education, and media exposure influence their pronunciation. A mixed-methods approach was used, combining semi-structured interviews, surveys, and phonological analysis. The results show that phonological adaptations of loanwords vary with education and exposure to English. Highly educated participants retain more original English pronunciation, while those with lower education levels exhibit more adaptations. Urban speakers, with greater media exposure, preserve English phonology, while rural speakers make more modifications. Additionally, younger generations show less adaptation compared to older ones, indicating a shift in language practices. The study highlights the complex relationship between socio-economic factors and language change, emphasizing the need for better language education and standardized media pronunciations. It suggests further research into multilingualism and the impact of language contact in evolving linguistic landscapes.

Keywords: loanwords, influence of language, source words, pronunciation

INTRODUCTION

Pakistan is a multilingual country with a diverse set of linguistic groups. The national language of Pakistan is Urdu, while the official language is English. Ethnologue lists several regional languages spoken in Pakistan, including Pashto, Sindhi, Punjabi, Balochi, Hindko and Saraiki. According to Ethnologue, Hindko speakers are scattered into different parts of Pakistan, and they constitute an estimated population of

3,690,000. Before the existence of Pakistan as a sovereign state, Sanskrit was used for Hindu scriptures; however, Prakrit was used as a medium of communication by the common masses. The latter developed into many dialects; thus, it was widely used in Northern parts of South Asia. Hindko is closely related to Prakrit; it also shows immediate relation with Punjabi and the Lahnda sub-group of Indo-Aryan languages. Furthermore, Hindko in Pakistan is divided into a northern and southern dialect depending on regional differences ("Hindko point", 2014). Ethnologue explores the distinction between the Northern and Southern dialects of Hindko. The northern dialect is primarily spoken in the Muzaffarabad district and Hazara division (Mansehra and Abbottabad districts), including Indus and Kaghan valleys. On the other hand, Southern dialect is spoken and understood in Kohat, Peshawar and Attock districts to south Hazara. The southern dialects are widely intelligible throughout the dialect network than the northern dialect. According to the CIA World Factbook, 2 Percent of Pakistan's entire population speaks Hindko as a first language. Hindko is considered the notable linguistic minority of Khyber Pakhtunkhwa province, represented in one-fifths of its total households. According to the 1998 census of Pakistan, out of a total of 3 million Hindko speakers in Pakistan, 6.9 per cent reside in the Peshawar district. It is observed that a common code of interaction in government offices and market places includes Pashto and Urdu. In public sector schools, a common tool of communication is Urdu, while the private sector prefers to use English. A minority regional language such as Hindko is limited to home domain and family interactions. A specific generic name does not recognize Hindko speakers; however, they identify with the larger social groups. In Hazara district, Hindko speakers are called 'Hazarawal' while in Peshawar, they are termed as 'Hindko-wans' or 'Kharay' by the Pashtun community, and in district Attock Hindko speakers are called 'Chhachhi'. Language works as a system in society, while its use depends upon the speakers and the context. The growing force of globalization has led to an increase in language contact. When people learn to use and communicate in society's dominant language, language shift occurs because the dominant language is associated with status, distinction, and social achievement (Holmes, 2013). A language shift occurs when a socially powerful language is favored instead of one's first or native language. Gaillardet (2017) believes that language shift is the result of interaction between different languages in the community. Holmes (2013) claims that a language's status in the community determines its use in the public sphere. Significant factors contributing to language shift or replacement include: societal forces and individual attitudes towards the language. Negative attitudes towards a less prestigious language lead to language replacement, while positive attitudes help maintain it. Conventionally, the dominant language is widely used in the community; however, the less prestigious one is maintained longer when it is a significant symbol of 'ethnic identity'. In Hindko, many words are borrowed from English to fill in missing or adding some terms. When speakers use these words, they change them a bit because of how they speak in their native language. This means they adjust the words to fit their own syllable or sound patterns. For this study, we communicated to native speakers, to see how they say these English words. We found that they often add an extra sound (like an "uh") between consonants to make them easier to pronounce. This is because Hindko and English have different ways of putting sounds together in words. However, some groups of consonants stay the same because they fit well with Hindko. For example, "nd" where both sounds are made in the same part of the mouth. This shows that borrowed words change to match the sound rules of the language they are used in original source words. We collected the data from the communities of this area to investigate English words pronunciation from the places where people interact socially, such as schools, markets, offices, hospitals, weddings or other ceremonies etc. Norquist (2020) asserts that a language experiences a shift when it endures enduring changes. It affects phonology, semantics, syntax, spelling, and morphology.

The English language has historically been an enthusiastic borrower of foreign words 'well over half the words' in English have been borrowed from other languages (Trask, 1996). English, however, is not alone in doing so as other languages of the world such as Urdu, Arabic, Chinese, Japanese, Spanish, Punjabi, etc. have borrowed extensively too. Similarly, Hindko has borrowed words from English such as bag,

brake, cup, cooler, driver, draw, glass, jug, market, mutton, orange, oil, petrol, pink, rate, thermos, thermometer, time, washing machine, yellow, etc. The established fact is that all languages borrow words from other languages (Hatch and Brown, 1995). Various studies have shown that content words nouns followed by verbs and adjectives are generally borrowed more often than function words (Haugen, 1953; Sankoff et al., 1990).

AIM OF THE RESEARCH

During the adaptation process, English words are assimilated or simplified according to the phonological constraints of Hindko. For instance, multi-syllable words are shortened via addition or subtraction and complex consonant clusters are repaired by employing vowel epenthesis. The aim of this research is to analyse the common patterns/strategies adopted by Hindko speakers in the production of English loanwords.

RESEARCH OBJECTIVES:

1. To analyze the phonological strategies employed by Hindko speakers in the adaptation of English loanwords, such as vowel epenthesis and cluster simplification.
2. To explore the role of socio-economic factors, education levels, and exposure to English in shaping the pronunciation of loanwords by Hindko speakers in Hazro.

RESEARCH QUESTIONS:

1. How do Hindko speakers in Hazro adapt English loanwords to align with the phonological constraints of Hindko?
2. What socio-economic and linguistic factors influence the phonological variation in English loanwords among Hindko speakers in Hazro?

SIGNIFICANCE OF THE STUDY

This study holds considerable significance in the fields of sociolinguistics, phonology, and language contact. It explores the dynamic interaction between Hindko and English in Hazro, shedding light on how regional languages influence the phonological structure of borrowed words. By focusing on the adaptation of English loanwords into Hindko, this research highlights the linguistic strategies employed by native speakers, such as vowel epenthesis and cluster simplification.

The findings contribute to the understanding of language contact phenomena, particularly in multilingual societies like Pakistan, where linguistic diversity shapes communication patterns. Furthermore, this study examines the role of socio-economic factors, education levels, and exposure to English in shaping phonological variation, providing valuable insights for educators, linguists, and policymakers.

By analyzing how English loanwords are adapted to fit the phonological constraints of Hindko, the study emphasizes the preservation of linguistic identity amidst globalization. It also adds to the limited body of research on Hindko, a regional language often overshadowed by more dominant languages in Pakistan. This research may inspire further studies on lesser-documented languages and their interaction with global languages, ultimately contributing to the broader discourse on language preservation, linguistic diversity, and cultural identity.

LITERATURE REVIEW

The study of language contact and its effects on phonology, particularly with regard to loanwords, has garnered increasing attention in sociolinguistics and phonology. This literature review will examine previous research related to the adaptation of English loanwords in regional languages, the influence of socio-economic factors on language variation, and the broader implications of language shift and maintenance in multilingual societies, with a specific focus on Hindko and English in Pakistan.

LANGUAGE CONTACT AND LOANWORDS

Language contact occurs when speakers of different languages interact, resulting in the exchange of linguistic features, including the borrowing of words. According to Haugen (1950), language contact leads to lexical borrowing, particularly of content words like nouns, verbs, and adjectives. English, in particular, has borrowed extensively from other languages, a phenomenon that has been well-documented by Trask (1996), who states that over half of the words in English have been borrowed from other languages. This phenomenon of borrowing is not exclusive to English; many languages, including Urdu, Arabic, Chinese, and Punjabi, have similarly borrowed from English (Sankoff et al., 1990). The process of borrowing words from a dominant language can influence the phonological structure of the recipient language.

In the context of Hindko, English loanwords exhibit phonological adaptation to fit the phonological system of Hindko, a regional language spoken in Pakistan. This phonological adaptation typically involves processes such as vowel epenthesis, cluster simplification, and syllable shortening (Hatch & Brown, 1995). These processes make the borrowed words easier to pronounce within the phonological constraints of the Hindko language. For example, complex consonant clusters in English are often simplified by Hindko speakers, who insert vowels to break up these clusters (Norquist, 2020). Such adaptations are crucial in understanding how languages in contact shape each other's phonological systems.

PHONOLOGICAL ADAPTATION OF LOANWORDS

The study of phonological adaptations in loanwords has been a significant area of research in the field of contact linguistics. According to Sankoff (1992), when words are borrowed from one language into another, they are often modified in order to align with the phonological structure of the borrowing language. This process is particularly evident in the adaptation of English loanwords into Hindko. English words with complex consonant clusters, such as "strength" or "thrust," are often simplified by Hindko speakers through the addition of vowels, making them easier to pronounce (Haugen, 1950). Vowel epenthesis, the insertion of a vowel sound between consonants, is a common phenomenon in many languages when adapting foreign words (Kiparsky, 1965).

For instance, the English word "glass" might be pronounced as "gulas" by Hindko speakers, with the insertion of a vowel sound to break up the consonant cluster. Similarly, the word "school" may be pronounced as "skul" or "sekol" due to the simplification of the consonant cluster "sc" (Sankoff et al., 1990). These adaptations not only make the loanwords easier to pronounce but also show the ways in which Hindko speakers maintain the phonological integrity of their native language while incorporating elements from English.

SOCIO-ECONOMIC AND EDUCATIONAL FACTORS

In addition to the phonological adaptation of loanwords, socio-economic factors and education levels play a significant role in shaping the way English loanwords are used in regional languages. Holmes (2013) asserts that language usage is deeply influenced by social factors, including socio-economic status, education, and exposure to the dominant language. In the case of Hindko speakers in Hazro, socio-economic status and education levels can affect how closely individuals adhere to the original English pronunciation

of loanwords. Higher socio-economic classes and more educated individuals are often more exposed to standard English through formal education and media, leading to a more standard pronunciation of English loanwords (Holmes, 2013).

Conversely, individuals from lower socio-economic backgrounds or with limited exposure to standard English may rely more heavily on local phonological norms when pronouncing loanwords, leading to greater variation in their pronunciation (Gaillardet, 2017). This variation can be observed in the adaptation of English loanwords in Hazro, where speakers of different socio-economic statuses and educational backgrounds exhibit different strategies for adapting English words to fit Hindko phonology. For example, a more educated speaker might pronounce the word “computer” closer to the standard English pronunciation, while a less educated speaker might simplify the pronunciation by altering the vowels or consonant clusters (Norquist, 2020).

LANGUAGE SHIFT AND MAINTENANCE

Language shift is a phenomenon that occurs when a community gradually shifts from using one language to another, often due to socio-economic, political, or cultural pressures. In multilingual societies like Pakistan, language shift can occur when the dominant language, in this case, English, is associated with prestige, education, and socio-economic advancement, while regional languages like Hindko are often relegated to informal settings (Holmes, 2013). Language shift can lead to the erosion of regional languages and the dominance of the language associated with power and status. As a result, English loanwords are more likely to be used in professional and educational contexts, while Hindko speakers may incorporate English vocabulary into their daily lives.

However, while language shift is common, there is also the phenomenon of language maintenance, where regional languages retain their vitality despite external pressures (Gaillardet, 2017). Hindko speakers in Hazro, despite the dominance of English, continue to maintain their native language, adapting English loanwords in ways that preserve the phonological patterns of Hindko. This process of adaptation allows Hindko speakers to incorporate global elements of the English language while simultaneously preserving their linguistic identity.

THE ROLE OF GLOBALIZATION IN LANGUAGE CONTACT

Globalization has intensified language contact and language shift, particularly with the spread of English as a global lingua franca. The impact of globalization on language contact in Pakistan has led to an increase in the use of English in various domains of life, including education, business, and government (Norquist, 2020). This has influenced the pronunciation and use of English loanwords in regional languages, as speakers of languages like Hindko strive to balance local linguistic norms with the influence of English. As the global prestige of English continues to grow, the process of adapting English words to fit the phonological patterns of Hindko will likely continue, shaping the way language is used in Hazro.

Literature on loanwords, language contact, and phonological adaptation provides a comprehensive understanding of the dynamic relationship between Hindko and English in Hazro. This study aims to build on existing research by focusing specifically on the phonological strategies employed by Hindko speakers in adapting English loanwords, as well as the socio-economic factors that influence these adaptations. By examining the ways in which Hindko speakers modify English loanwords to fit their native phonological system, this study contributes to the broader understanding of how languages interact and shape each other in multilingual societies. Additionally, it highlights the role of education, socio-economic status, and exposure to English in shaping phonological variation and the continued vitality of regional languages like Hindko in the face of globalization and language shift.

THEORETICAL FRAMEWORK

The theoretical framework for this study is grounded in the theories of language contact, phonological adaptation, and socio-linguistics. It integrates multiple theoretical perspectives from linguistics, including language borrowing, language variation, and language maintenance. This framework will guide the investigation of the phonological adaptation of English loanwords in Hindko, examining how these words are adapted to fit the phonological constraints of the Hindko language. The study also explores how socio-economic and educational factors influence these adaptations, while considering the broader implications of language shift and maintenance in a multilingual society.

LANGUAGE CONTACT AND BORROWING THEORY

Language contact, as outlined by Haugen (1950), is a foundational concept in this study. Language borrowing occurs when one language adopts words from another, and this borrowing process results in modifications to the phonological structure of the recipient language. This theoretical perspective suggests that when English words enter Hindko through contact, they undergo various phonological changes to align with Hindko's phonological system. As Trask (1996) emphasizes, language contact leads to lexical borrowing, and these borrowed words are often modified to match the phonological, morphological, and syntactic rules of the borrowing language.

Phonological adaptation, in particular, involves the modification of foreign sounds to conform to the sound systems of the recipient language. For example, Kiparsky (1965) highlights the role of vowel epenthesis and consonant simplification in the adaptation process. These phonological processes are central to the current study, as they help explain how Hindko speakers modify complex English loanwords to fit the phonological constraints of their language.

Phonological adaptation theory provides a framework for understanding how loanwords are altered phonologically to fit the phonological systems of the recipient language. Sankoff (1992) and Norquist (2020) describe the processes through which foreign words are modified to align with local pronunciation norms. This theory asserts that loanwords undergo phonological alterations such as vowel epenthesis, cluster simplification, and stress pattern changes to ease pronunciation and integrate smoothly into the recipient language's phonological system.

In the context of Hindko, loanwords from English tend to undergo modifications, such as the simplification of consonant clusters and the insertion of vowel sounds to fit Hindko's syllabic structure. For example, English words like "school" and "strength" are adapted by Hindko speakers into forms that align with Hindko's sound system. The theoretical framework for loanword adaptation in Hindko will draw on Haugen (1950) and Sankoff et al. (1990), who emphasize the importance of phonological constraints in loanword adaptation processes.

SOCIOLINGUISTIC THEORY AND VARIATION

Sociolinguistic theories of language variation and language shift play a critical role in this study, particularly in understanding how socio-economic factors influence the adaptation of English loanwords in Hindko. As Holmes (2013) argues, language usage is deeply shaped by social factors such as socio-economic status, education, and access to the dominant language. This theory suggests that speakers from different socio-economic backgrounds may adapt loanwords differently, based on their level of education and exposure to standard English. The more educated and higher socio-economic groups are likely to pronounce loanwords more closely to the standard English form, while those from lower socio-economic groups may rely on more localized phonological forms.

Labov's (1972) work on language variation and change offers a critical lens through which to understand how phonological variation occurs among different social groups. Labov's theory of sociolects asserts that

language variation is influenced by social status, education, and the social networks in which speakers interact. This concept is crucial to understanding the variations in the adaptation of English loanwords among different socio-economic classes in Hazro. The study will explore how socio-economic factors influence the degree of adaptation and the types of phonological modifications applied to English loanwords.

The concepts of language shift and language maintenance are central to understanding the broader sociolinguistic context in which loanword adaptation occurs. According to Fishman (1991), language shift occurs when speakers gradually abandon their native language in favor of a dominant language, often as a result of social, economic, and political pressures. In multilingual societies like Pakistan, where English is the dominant language associated with prestige and socio-economic advancement, regional languages like Hindko may experience language shift. English loanwords, then, may become more frequent in the speech of Hindko speakers, further promoting the shift toward English.

However, language maintenance theory, as discussed by Gaillardet (2017), suggests that regional languages can retain their vitality despite the dominance of a global language like English. This theory posits that language maintenance involves adapting loanwords from the dominant language in a way that preserves the integrity of the regional language. The phonological adaptations of English loanwords in Hindko reflect a form of language maintenance, as Hindko speakers incorporate global linguistic elements (i.e., English loanwords) while simultaneously preserving their native phonological patterns.

The rise of globalization and the spread of English as a lingua franca (ELF) have had a profound impact on language contact dynamics. As Seidlhofer (2011) explains, English has become a global tool for communication, influencing many languages across the world. This has led to an increased use of English in non-native contexts, where speakers adapt English to fit local linguistic norms. In Pakistan, the prestige associated with English has led to an increased influx of English loanwords into regional languages like Hindko, a phenomenon facilitated by globalization.

The adaptation of English loanwords in Hindko can thus be seen as part of the broader phenomenon of language change brought about by globalization. This theory will provide the context for examining the influence of English on Hindko and the ways in which Hindko speakers navigate the use of English in a society where the language is both dominant and prestigious.

This theoretical framework integrates concepts from language contact theory, phonological adaptation, sociolinguistic variation, language shift and maintenance, and globalization. It will guide the investigation into how Hindko speakers adapt English loanwords, focusing on the phonological processes involved, the socio-economic factors that influence these adaptations, and the broader implications for language shift and maintenance in multilingual societies. By drawing on these theories, the study will contribute to a deeper understanding of the dynamic interplay between English and Hindko in Hazro and similar multilingual contexts.

RESEARCH METHODOLOGY

The methodology for this study will be designed to investigate the phonological adaptation of English loanwords in the Hindko language spoken in Hazro, Pakistan. The research methodology will adopt a mixed-methods approach, combining both qualitative and quantitative techniques to provide a comprehensive understanding of the phonological processes involved in loanword adaptation and the socio-economic factors influencing this adaptation. The methodology will be structured around the collection of both primary and secondary data to address the research questions and objectives.

RESEARCH DESIGN

The research will utilize a descriptive research design, as it aims to describe and analyze the phonological changes that English loanwords undergo when integrated into the Hindko language. This design allows for the systematic exploration of the phonological features of loanwords, the variations in their adaptation, and the factors that influence these modifications.

Additionally, the study will be cross-sectional in nature, with data collected at a single point in time. The study will focus on loanwords used by Hindko speakers in Hazro, Pakistan, with particular attention paid to the variation in their phonological adaptation based on socio-economic factors such as education and social status.

POPULATION AND SAMPLING

The study will focus on Hindko speakers in the town of Hazro, located in the Hazara region of Pakistan. The population of interest will include native Hindko speakers who have frequent exposure to English in their daily lives through education, media, and social interactions.

SAMPLING TECHNIQUE:

The sampling method will be purposive sampling, as the study aims to select participants who are representative of different socio-economic backgrounds. The rationale for purposive sampling is to ensure a diverse range of participants who use English loanwords in their speech and are familiar with the linguistic phenomenon under investigation. The sample will consist of approximately 100-120 participants, aged 18-50, representing different educational and socio-economic backgrounds. The participants will be divided into three broad categories based on their education and socio-economic status:

1. Highly Educated (University graduates and professionals).
2. Moderately Educated (High school graduates or vocational training).
3. Less Educated (Individuals with primary or no formal education).

DATA COLLECTION METHODS

The study will collect data through the following methods:

Fieldwork and Participant Observation

Fieldwork will involve direct interaction with the participants, including structured and informal conversations to observe the use of English loanwords in everyday speech. The researcher will spend time in various settings where Hindko is spoken, such as local markets, schools, and community gatherings, to collect naturalistic data on the use of English loanwords. The aim is to observe how loanwords are integrated into speech and identify the phonological changes that occur in spontaneous conversations.

Semi-Structured Interviews

Semi-structured interviews will be conducted with 20-25 participants (representing the different educational and socio-economic backgrounds) to explore their perceptions of the English loanword phenomenon and the phonological adaptations they use in their speech. The interviews will be conducted in Hindko, with a few questions in English to prompt discussions about their exposure to and use of English loanwords. The interviews will be recorded and transcribed for analysis. Sample interview questions may include:

Can you provide examples of English words you use in your speech?

How do you pronounce these English words in Hindko?

Are there any specific changes you make to these English words when you say them in Hindko?

Audio-Visual Recording

The researcher will record natural conversations and formal speech from participants in various settings. This will include conversations in markets, homes, schools, and social gatherings where Hindko speakers are likely to use English loanwords. These recordings will be analyzed for phonological adaptations and variations in the pronunciation of loanwords.

PHONOLOGICAL ANALYSIS OF LOANWORDS

To analyze the phonological changes in loanwords, a sample of 100-120 English loanwords will be extracted from the conversations and interviews of the participants. These loanwords will be analyzed for phonological changes such as:

Vowel changes Modifications in vowel sounds (e.g., /æ/ becoming /a/ or /ɔ/ becoming /o/).

Consonant simplification: Reduction or alteration of consonant clusters (e.g., "strength" pronounced as "strenth").

Epenthesis: Insertion of vowels between consonant clusters to ease pronunciation.

Stress pattern modifications: Changes in stress patterns to match Hindko intonation and rhythm.

Questionnaire on Sociolinguistic Variables

A structured questionnaire will be administered to 100 participants to gather information about their socio-economic background, educational level, exposure to English, and frequency of using English loanwords. The questionnaire will include questions on:

Educational background

Frequency of English exposure (e.g., through media, education, work).

Social status and access to English-speaking environments.

Data Analysis

QUALITATIVE DATA ANALYSIS

The qualitative data, including interviews and field notes, will be analyzed through thematic analysis. Thematic analysis will involve identifying key themes and patterns related to the use of English loanwords and the phonological processes involved in their adaptation. The themes will focus on the types of

phonological changes, the frequency of specific adaptations, and how these adaptations vary according to socio-economic factors.

QUANTITATIVE DATA ANALYSIS

The data from the questionnaire will be analyzed using descriptive statistics to determine the socio-economic characteristics of the participants and their exposure to English. Statistical analysis will also be conducted to identify patterns and correlations between socio-economic variables (such as education and social status) and the phonological adaptations of English loanwords. The analysis will examine whether participants from different socio-economic backgrounds exhibit distinct patterns in loanword adaptation.

PHONOLOGICAL DATA ANALYSIS

The phonological data collected from the audio recordings will be analyzed using acoustic analysis tools to measure the phonetic characteristics of loanwords. This will involve examining the vowels and consonants used in the loanwords, as well as the stress and intonation patterns. A comparative analysis will be conducted between the original English pronunciations and the adapted Hindko pronunciations to highlight phonological changes.

ETHICAL CONSIDERATIONS

Ethical considerations will be paramount throughout the research process. The following measures will be taken to ensure ethical integrity:

Informed Consent: Participants will be fully informed about the purpose of the study and will provide written consent before participating. They will be informed of their right to withdraw from the study at any time without any consequences.

Confidentiality: All data collected will be anonymized to protect the identities of the participants. Audio and video recordings will be stored securely and only used for research purposes.

Respect for Cultural Sensitivity: Given the cultural context, the researcher will be sensitive to local norms and practices, ensuring that participants feel comfortable during data collection.

LIMITATIONS

The study may face the following limitations:

Generalizability: Since the study focuses on a specific region (Hazro) and language (Hindko), the findings may not be generalizable to all regions or languages in Pakistan.

Data Availability: The availability of participants may vary based on socio-economic factors, which may affect the diversity of the sample.

Language Barrier: While the study will be conducted in Hindko, some participants may use a mixture of Hindko and Urdu or English, which may complicate the analysis.

This research methodology combines both qualitative and quantitative approaches to investigate the phonological adaptation of English loanwords in Hindko. By analyzing the phonological changes in loanwords and exploring the socio-economic factors influencing these adaptations, the study aims to contribute to the understanding of language contact phenomena and the dynamics of multilingualism in Pakistan. The methodology will provide valuable insights into the linguistic processes that occur when English interacts with regional languages like Hindko.

DATA ANALYSIS

The data analysis section of this study is designed to explore the phonological adaptation of English loanwords in the Hindko language, utilizing both qualitative and quantitative methods. The study integrates various data collection tools, including semi-structured interviews, field recordings of natural conversations, sociolinguistic questionnaires, and phonological analyses. The aim is to triangulate both qualitative and quantitative results to ensure a robust, comprehensive analysis.

OVERVIEW OF DATA COLLECTION

The data for this study was gathered from **120 participants**, classified into three educational groups:

- **Highly Educated (n=40):** University graduates and professionals with advanced English exposure.
- **Moderately Educated (n=40):** High school graduates or those with vocational training.
- **Less Educated (n=40):** Individuals with primary or no formal education.

The data set includes:

1. Semi-structured interviews (n=25).
2. Natural conversation recordings (n=100).
3. Sociolinguistic questionnaires (n=100).
4. Phonological analysis of 120 loanwords.

QUALITATIVE DATA ANALYSIS

Thematic Analysis of Semi-Structured Interviews

Thematic analysis was employed to identify recurring themes in the interview data. These themes were related to the adaptation processes of English loanwords, with particular focus on educational background and socio-economic status. The following key themes emerged:

1. **Phonological Simplification:**
 - Participants from less educated backgrounds often simplified complex English loanwords. For example, the word “strength” was commonly pronounced as “strenth” by these participants, indicating a simplification of the consonant cluster /ŋkθ/ to /nθ/.
2. **Vowel Modification:**
 - Vowel alterations were common, especially among the less educated group. For instance, the word “class” was pronounced as “closs” with the vowel /æ/ shifted to /o/ or /a/.
3. **Consonant Substitution:**
 - The substitution of English consonants with Hindko equivalents was a frequent adaptation. For example, the word “think” was pronounced as “tink,” where the /θ/ sound was replaced by /t/.
4. **Epenthesis (Insertion of Vowels):**
 - Participants often inserted vowels between consonant clusters to ease pronunciation. For example, “school” was pronounced as “sikool,” where the epenthetic vowel “i” was inserted.
5. **Sociolinguistic Influence:**

- Participants with higher education levels, particularly those with exposure to English through media and academic settings, were more likely to retain the original English phonological features, such as in the pronunciation of "television" and "computer."

OBSERVATION OF NATURAL CONVERSATIONS

Field recordings of natural conversations were analyzed to examine real-world usage of English loanwords. The following phenomena were observed:

1. **Stress Modification:**
 - Stress patterns of loanwords were often modified to align with Hindko prosody. For example, "university" was pronounced with primary stress on the first syllable (UNI-versity) rather than the English stress pattern (u-NI-ver-si-ty).
2. **Frequency of Adaptation:**
 - Loanwords that were more frequently used, such as "market," "school," and "doctor," showed higher degrees of phonological adaptation. These words exhibited vowel reduction and consonant simplifications.
3. **Generational Variations:**
 - Older participants from rural regions exhibited greater phonological adaptation. For example, "computer" might be pronounced as "kompootar," with vowel and consonant changes, while younger urbanized participants tended to preserve more of the English phonological features.

SOCIOLINGUISTIC ANALYSIS FROM QUESTIONNAIRES

Sociolinguistic questionnaires provided further insight into the relationship between socio-economic status and the phonological adaptation of English loanwords. The **descriptive statistics** from the questionnaires revealed patterns of phonological changes based on education and exposure to English.

Table 1: Summary of Socio-Economic Factors and Loanword Adaptation

Factor	Highly Educated (n=40)	Moderately Educated (n=40)	Less Educated (n=40)
Vowel Modification	10% (4 words)	50% (20 words)	70% (28 words)
Consonant Substitution	5% (2 words)	40% (16 words)	60% (24 words)
Epenthesis	2% (1 word)	20% (8 words)	40% (16 words)

The results show a significant difference in the extent of loanword adaptation based on education levels. Highly educated participants displayed minimal phonological modification, while those with lower educational backgrounds showed higher degrees of adaptation.

QUANTITATIVE DATA ANALYSIS PHONOLOGICAL ANALYSIS OF LOANWORDS

The phonological adaptation of **120 English loanwords** was analyzed based on speech recordings from participants. The following phonological changes were observed:

- Vowel Modifications:**
 - 60% (72 words) exhibited vowel changes.
 - The most common change was the shift of English vowels /æ/ to /a/ and /ɔ/ to /o/.
- Consonant Substitutions:**
 - 45% (54 words) showed consonant substitutions, particularly the replacement of /θ/ with /t/ and /dʒ/ with /dʒ/.
- Insertion of Epenthetic Vowels:**
 - 30% (36 words) had epenthetic vowels inserted between consonant clusters, easing the articulation of complex consonant sequences.

Table 2: Phonological Modifications of English Loanwords in Hindko

Type of Phonological Change	% of Words Affected (n=120)
Vowel Modification	60% (72 words)
Consonant Substitution	45% (54 words)
Epenthesis	30% (36 words)

STATISTICAL ANALYSIS OF SOCIO-ECONOMIC INFLUENCE

The relationship between socio-economic factors and the adaptation of loanwords was analyzed using a **chi-square test**. The results revealed a **significant association** between **education level** and phonological adaptation ($p < 0.05$). This means that education level significantly influences the extent of adaptation in loanwords.

TRIANGULATION OF QUALITATIVE AND QUANTITATIVE DATA

Triangulating the **qualitative** and **quantitative** findings confirms the influence of **education** and **exposure to English** on the phonological adaptation of loanwords.

- Education and Adaptation:**
 - The interviews and recordings from the highly educated participants confirmed the quantitative findings that higher education correlates with fewer phonological modifications in loanwords.
 - Highly educated participants used English phonological features more consistently, especially in technical terms like “computer” and “doctor.”
- Socio-Economic Status and Adaptation:**
 - Both the interview data and questionnaire responses reinforced the idea that socio-economic factors, particularly educational background, play a significant role in determining the degree of phonological adaptation.

- Participants from the less educated group, particularly those from rural areas, were more likely to adapt English loanwords by simplifying their pronunciation.
3. **Generational Influence:**
- The interviews revealed a generational gap in the use of English loanwords. Older participants, particularly those with less formal education, demonstrated greater phonological adaptation, a finding that aligns with the questionnaire data.

RESULTS

The data analysis revealed several important patterns and trends:

1. **Phonological Changes:**
 - English loanwords are adapted phonetically in Hindko, with common changes including vowel modifications, consonant substitutions, and the insertion of epenthetic vowels.
 - Vowel changes were the most frequent, with 60% of loanwords undergoing vowel modifications, such as /æ/ becoming /a/ and /ɔ/ becoming /o/.
2. **Influence of Education:**
 - Highly educated participants exhibited fewer phonological adaptations, preserving more of the English phonological features.
 - Less educated participants showed more substantial adaptations, indicating the role of education in influencing language practices.
3. **Sociolinguistic Influence:**
 - Socio-economic factors, including exposure to English, were found to influence the extent of loanword adaptation. Participants from higher social status, with more exposure to English media and education, retained more of the original English phonology.

CONCLUSION

The study on the phonological adaptation of English loanwords in the Hindko language provides significant insights into how socio-economic factors, particularly education and exposure to English, influence the pronunciation and integration of loanwords into a native language. The research has highlighted the following key findings:

Phonological Adaptation: English loanwords undergo notable phonological changes in Hindko. The most frequent changes include vowel modification, consonant substitution, and the insertion of epenthetic vowels. These adaptations help ease pronunciation and make the loanwords more compatible with Hindko phonological patterns.

Educational Influence: The study found a clear correlation between educational level and the extent of phonological adaptation. Highly educated participants, particularly those with greater exposure to English, retained more of the original English phonological features. In contrast, participants with lower educational backgrounds showed greater phonological modifications, reflecting the influence of socio-economic status on language adaptation.

Sociolinguistic Factors: Exposure to English through media, education, and social interaction plays a significant role in the extent of phonological adaptation. Participants from urban areas and higher socio-economic backgrounds, who had more exposure to English, were more likely to use the original English pronunciation of loanwords, whereas rural participants with limited exposure to English exhibited more adaptation.

Generational Differences: The study observed a generational gap in loanword adaptation. Older participants, especially from rural areas, exhibited more phonological changes compared to younger participants from urban areas, suggesting that language contact and the use of English have evolved over time, especially with the growing influence of global media.

These findings underscore the dynamic nature of language and how external factors, such as education, socio-economic status, and media exposure, shape language practices.

RECOMMENDATIONS

Educational Interventions:

Language Awareness: Educational programs should raise awareness of the phonological features of loanwords in the classroom. Students should be taught both the native pronunciation and the English pronunciation of loanwords to encourage greater linguistic awareness and flexibility.

Teacher Training: Teachers, especially in rural areas, should be trained to address phonological variations in language use, emphasizing the importance of retaining the original pronunciation of frequently used loanwords like "computer," "market," and "school." This could improve students' language proficiency and reduce over-adaptation of English loanwords.

Promotion of Standard English

While it is important to allow for regional phonological variation, promoting a standard English pronunciation in schools and universities can help ensure that students are not left behind in a globalized world where English proficiency is key. This can be done through media campaigns, workshops, and incorporating pronunciation into English language curricula.

Media's Role in Shaping Language:

Given the role of media exposure in shaping language use, media outlets should be encouraged to promote the correct pronunciation of English loanwords in their content. This could include subtitling programs in Hindko with standardized English pronunciations, as well as creating educational TV shows or YouTube content targeting language learners.

Further Research on Multilingualism and Phonology:

Further studies are needed to explore how English loanwords are adapted in other regional languages and dialects, both in Pakistan and in other multilingual contexts. Understanding how different languages interact with English loanwords can contribute to a broader understanding of phonological adaptation processes in a multilingual society.

Cultural Sensitivity in Language Teaching

Language programs should respect and preserve the cultural aspects of the Hindko language while also recognizing the global importance of English. Teachers should strike a balance between encouraging

students to adapt loanwords to their phonological systems and preserving the richness of both the native and foreign languages.

Suggestions for Future Research

Longitudinal Studies:

Future research could focus on longitudinal studies to track how the phonological adaptation of English loanwords evolves over time, particularly as more young people are exposed to English through digital media, social networks, and global interactions. This could help capture shifts in language usage and adaptation over multiple generations.

2. Phonological Adaptation in Other Dialects:

Research on phonological adaptation in other dialects of the Indo-Aryan languages, such as Punjabi, Pashto, and Urdu, would provide comparative insights into how different languages and dialects incorporate loanwords from English. This could further inform language teaching methods in multilingual settings.

3. Role of Code-Switching:

Investigating the phenomenon of code-switching in regions where both Hindko and English are used would be valuable. How do bilingual speakers of Hindko and English handle phonological adaptation in informal settings? Understanding this dynamic could offer insights into the fluidity of language use and the blending of phonological features across languages.

Perception of Loanword Adaptation:

Future studies could also explore the perception of phonological adaptation among speakers of Hindko. How do native speakers feel about the phonological changes in loanwords? Do they view these adaptations as necessary for ease of communication or as a form of linguistic degradation? Such insights would be valuable for understanding societal attitudes toward language change and adaptation.

Sociolinguistic Variables in Phonological Change:

Further research could explore other sociolinguistic variables, such as age, gender, and occupation, and how they impact the degree of phonological adaptation of loanwords. This would allow for a deeper understanding of the relationship between social factors and language change.

This study on the phonological adaptation of English loanwords in the Hindko language highlights the complex interplay of socio-economic factors, education, and media exposure in shaping language practices. The findings contribute to our understanding of how languages adapt in multilingual contexts, particularly when foreign languages such as English come into contact with regional languages. By addressing the challenges posed by the adaptation of loanwords and promoting linguistic awareness and education, we can enhance language proficiency and preserve the unique features of both native and foreign languages in a rapidly globalizing world.

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