

**AN ANALYSIS OF CODE MIXING IN KÉČÍ DIALECT OF
BALOCHI**

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Abstract

The aim of the present study is to analyze the language attitudes of graduate level students and teachers towards English code mixing in Kéčí dialect of Balochi. This study explores the study of code mixing which has not been discussed with reference to Kéčí dialect of Balochi. The study analyses the language attitudes of the people living in the dominated areas of Kéčí dialect like Turbat and Gwadar. A total number of 175 participants were selected by the researcher from different graduate, undergraduate colleges and from the University of Turbat. Mixed method approach was employed by the researcher. Data was collected quantitatively by adapting the questionnaire of Dilkushi (2009). The theoretical framework of Muysken (2000) typology of code-mixing was used to identify the types and subtypes of code mixing

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The results of the study show that code-mixing is a common process found among the speakers of Kéčí dialect of Balochi. The results of the study also reveal that people have positive attitudes towards code mixing in their personal life.

Operational Definitions

Language Attitudes

These are opinions, ideas, perceptions, and prejudices that speakers have with respect to a language. The responses individual makes under certain conditions.

Code Mixing

The present study defines code mixing as the penetration of English vocabulary into Kéčí dialect of Balochi. The use of English words in Balochi language. It will deal with the inclusion of English language to Balochi.

Kéčí Dialect

It is the most established and widely spoken dialect of Balochi language in Makrán. It falls under the category of Western Balochi used by the speakers of Kech and some parts of Gwadar district.

Introduction

Language is measured as the most potent means of communication. The very notion diversity among animals and humans' rests upon language. It is through language that our expressions and emotions are conveyed. Attitudes and language are connected with each other. Individuals have diverse attitudes towards different languages. As attitudes keep on changing, therefore they are not constant. Language plays a dynamic part for it provides us self-awareness and identify us as different from other speech communities. Thus, it is one of the most important phenomena of human life.

This study also aims to explore the language attitudes of the speakers of Kéčí dialect towards Balochi and English code mixing in the areas of Kéčí dialect speaking community. There are varieties of cultures in Makrán with a numerous dialects. The dialects of Makrán division are not much different from the dialects spoken by nearby communities. These dialects are comprehensible among the people living in Makrán, with little variations.

Code mixing is measured as the most broadly criticized phenomenon in Pakistan specifically in the peripheries of Baluchistan. Hence, various studies have been conducted to analyze language mixing. Code switching and code mixing is a very common practice among the speakers of bilingual speech community. Haugen (1956) has referred these terms as switching. Code-switching is currently used as an umbrella term, which is associated to the use of two languages in certain speech

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communities. According to Muysken (2000) code switching is a process of switching the sentences during conversation. Kachru (1986) suggests that code mixing is a technique used for the transferring of units of language from one language into another. Many linguists define code mixing in many ways,

The valued role played by English as a global language cannot be denied. It has achieved a global status because of its role in every country of the world (Crystal, 1997). In Pakistan, English language is important due to its international status and role. This kind of linguistic imperialism and Globalization is also evident in our indigenous languages. Khosa (2012) suggests that English language is considered to be a neutral language in Baloch dominated areas of Balochistan. Makráni variety of dialects is widely spoken in Kéč, Panjgúr and Gwadar.

The present study tends to analyze code mixing of English language in Kéčí dialect of Balochi. Numerous studies have been done on language attitudes and code mixing in Pakistan but very less work is done in Kéčí dialect of Balochi. In order to conduct this research, it is essential to know the status of Balochi language in the present situation and the perceptions of the people towards mixing of Balochi and English code mixing among the speakers of Makráni dialect. Therefore, the aim of this study is to analyze the language attitudes of the teachers and students towards English code mixing in Kéčí dialect of Balochi.

The purpose of this research is to converse upon the significant factors of sociolinguistic situation among the least studied group of Baloch. In the present scenario, when Balochistan is swamped with racial conflicts; it is significant to know how English has affected the Balochi language in Makrán and how it affected the Baloch community.

The study is significant for it will guide the scholars to apprehend the language attitudes of the teachers and students towards English code mixing in Kéčí dialect of Balochi. This study is unique in a sense that it explores the areas, which have not been debated before with respect to Kéčí dialect. The research aims to contribute in the development of sociolinguistics, especially in understanding of code mixing in Kéčí dialect. It also seeks to guide the policy makers in order to reconsider the role of Indigenous languages in the language planning and policy. This research is also significant as it attempts to explore the reasons behind those behaviors that encourage the phenomenon of code mixing.

The study is limited to the observations of the people living in Turbat and Gwadar. The researcher has only analyzed the language attitudes towards Kéčí dialect. The study only deals with English code mixing in Kéčí dialect. It only constituted of 175 teachers and students of Makrán. It is also delimited to only a few

themes of Muysken typology of code-mixing including alternation, insertion, and behavioristic approach.

Literature Review

In order to understand the behavior of people situations play a potent part. According to Obiols (2002) attitudes tell us about the behaviors of people and their choice of selecting their language in a particular situation. Baker (2006) has also asserted that attitudes are not something which are genetically inherited but rather can be learnt. Behaviors is not only affected by the attitudes but it also influences the educational policies of the country. Marley (2004) in his research has depicted a sociolinguistics study of Morocco due to which changes occurred in Education policy of Morocco. The study is based on the attitudes of the teachers and students towards Arabic/French bilingualism. The findings of the study represent that both the teachers and students supported French/Arabic bilingualism.

It is complicated to judge the attitudes towards language because attitudes can be positive as well as negative towards any language. Ladegaard (2002) conducted a research on the relationship between behavior and attitudes in language. The results of languages. Whereas, Baker (1992) claimed that the beliefs and feelings of individuals cannot always the study showed that the male participants were closer to the local language. Davies (1995) has said that attitudes play a deep role for the explanation of variations in linguistics.

Attitudes can be measured in a number of ways. According to Kalaja, Pitkanen-Huhta, (1999) and Ajzen (1988) attitudes can be analyzed by adopting a direct method, which includes interviews and questionnaires. Oskang (1977) suggests that the interviews and questionnaires may include closed ended or open-ended questions. Wright and Shaw (1967) came up with another method of choosing answers from the selected responses. They claimed that Likert scale can be used to analyze the language attitudes constituting the scale of strongly agree, disagree and strongly disagree. Lasagabaster (2006) says that language is the most important phenomenon of life and it has a kind of an everlasting impact on the attitudes and behaviors of the people.

In China. Balam (2015) has also worked on the overt language attitudes and linguistics identities among multilingual speakers in Northern Belize. The results of her study showed that code switching is positively associated with multilingual identity of the people of Belize.

As mentioned by Barenzahi (2003) Sarawani dialect which is widely spoken in Iranian parts of Balochistan is greatly affected by Persian dialect. Sarawani dialect is a dialect which is different from other dialects of Balochi on

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the level of morphological, syntactical and phonology. The researcher collected data from 17 participants, age ranging from 13 to 75. The researcher also observed the differences of dialects between highly educated people and uneducated people.

Code mixing influenced the genre of media. In his study, the researcher identified the reasons behind code mixing. The data for this study was collected from the articles encompassing interviews of the famous celebrities. The findings of the study showed that code mixing occurred due to the impact of globalization and the importance of English language.

It was also highlighted by Jahani (2003) on Balochi dialect of Iran. The study shows that the dialects of the Balochi language are largely influenced by the Persian dialects which result in the redirection of grammatical structures of Balochi dialects in Iran. The study shows that the case system in Balochi dialects is reduced due to the influence of Persian dialects. According to Jahani (2013) Balochi language is widely spoken in different parts of Iran, Baluchistan, Afghanistan and all over the world. The main dialects of the Balochi language are Eastern, Western and Southern dialect. As speakers of Balochi language are dispersed in various countries so the variations in the dialects of Balochi language also exist. The researcher also observed that there is no official use of Balochi language in education and other administrative purposes.

Another study was conducted by Mushtaq and Zahra (2012) on the extent of code mixing in several Pakistani advertisements. These searchers collected data from three famous channels of Pakistan; Hum TV, ARY TV and Geo TV. The findings of the study showed that code mixing is appreciated by the youngsters of Pakistan, therefore it is a common phenomenon prevalent in the country. The process of codemixing in Indian movies is analyzed by Yostnan. She collected the data from different Indian TV channels. The results of the study showed that code-mixing is a phenomenon which is occurring at the grammatical and syntactic levels of the language used by the anchors of these TV channels.

After a comprehensive review of literature, the following research question took form in order to analyze the attitudes of the people related to English code mixing in Kéčí dialect:

Q1. What are the attitudes of the teachers and students towards English code mixing in Kéčí dialect of Balochi?

Data Analysis

The study is based upon the Muysken typology of code mixing (2000) as a theoretical perspective to substantiate the analytical grounds. Muysken's theory deals with both code mixing and language attitudes. According to the above-mentioned theoretical perspective, code mixing is a neutral term as compared to code

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switching. Code mixing deals with all kinds of mixing in a language from a single unit to other larger constituents. He has discoursed the discipline of language contact in terms of structure of language contact and grammar. The main points of his theory are based on three aspects: Insertion, Alternation and Behavioristic approach. Insertion of materials deal with the insertion of lexical items or entire constituents from one language into another. It may include the insertion of any constituents of adverb, noun, noun phrases and adverb phrases. While Alternation deals with the structures from the languages. The alternation of codes occurs between utterances as the speakers take a turn while speaking from one language into another language in the process of alternation. According to Behavioristic approach, attitudes delineate the responses or reaction of the people in a certain situation. It is through the behavioristics approach that the researcher has analyzed the attitudes of the participants towards the phenomenon of code mixing under certain conditions. It has also helped the researcher to analyze the causes and reasons for using code mixing by the participants.

The researcher has adopted the quantitative method. The population for data collection consisted of the teachers and students of Turbat and Gwadar at both university and college levels. Whereas, convenience sampling technique is adopted by the researcher for the planned study. The research consisted of 70 teachers and 105 students from the university of Turbat and different graduate and undergraduate colleges of Turbat and Gwadar. The present study uses questionnaire as the tool of analysis. This study employed quantitative method to analyze the data.

Questionnaires are important tool for investigating any research because of its authenticity and appropriateness. For this purpose, a sociolinguistics questionnaire (2009) has been adapted by Dilkushi (2009) with little modifications to serve the purpose of understanding and analyzing the fundamental essence of his study. The sociolinguistics questionnaire focused the use and perception of English code-mixing in Kéčí dialect of Balochi. The same questionnaires were distributed among the participants of the selected areas of Turbat and Gwadar. The selected participants belonged to urban areas where the process of bilingualism was easily observed as compared to the people of rural areas where most of the people were monolinguals, moreover the questionnaires were distributed among the educated speakers of Kéčí dialect of Balochi where the phenomenon of code mixing could easily be observed. Each questionnaire comprised of four points Likert scale options ranging from 1) strongly agree 2) Agree 3) Disagree and 4) strongly disagree. The data which was collected through questionnaire was tested by SPSS. The variables of the questionnaires were analyzed very carefully showing the attitudinal results and causes of code mixing among the speakers of Makráni dialect of Balochi.

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Convenience sampling was used for the selection of the participants who were readily available. The results of the study were analyzed by using two tools which were discussed by the researcher below.

Table 1: My best friend can speak to me in both Balochi and English code mixing.

	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm1	Teachers	70	1.8000	.69366	.08291
	Students	105	1.7238	.81448	.07948

Analysis

The mean analysis of the above table shows that majority of the students disagreed with the question that their best friends can speak to them in both Balochi and English code mixing. While responses of the teachers were in the favor of this question. Thus, it can be inferred in the light of Muysken’s (2000) behavioristics approach that the bulk of the participants show that Balochi and English mixed codes is not an accepted mode of communication in their social circumstances. Individuals do not feel comfortable to use mixed codes utterances in their everyday lives. Neither do they feel modernized while speaking in mixed codes with friends.

Table 2: I have a lot of friends who speak in Balochi and English mixed codes.

	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm2	Teachers	70	1.7286	.63523	.07592
	Students	105	1.8952	.84266	.08224

Analysis

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The above table presents that most of the students do not agree with this notion that they have a lot of friends who speak in Balochi and English mixed codes. The teachers also disagreed with this question but not as much as compared to the students. Thus, both the students and teachers have an objection in using Balochi and English mixed codes in their social life because it is not generally accepted in their everyday social life. The findings also interpreted that people do not appreciate bonding with those who encourage code mixing in their social settings.

Table 3: At meetings, the head of my institute uses Balochi and English mixed codes.

	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm3	Teachers	70	1.9714	.81599	.09753
	Students	105	2.0095	.79051	.07715

Analysis

The ultimate analysis of the above table represents that most of the students agreed with this question that when there are meetings, the head of their institute uses Balochi and English mixed codes. It is believed by them that Balochi and English mixed codes are considered as an accepted mode of conversation in their official meetings that may bring novelty in their language. Balochi and English mixed codes might be the cause of making meetings look more formal. As English is considered to be the language of civilized people, therefore the terms reliability, authenticity, and credibility are associated with this language. To the contrary teachers were not in favor of the question that in their official meetings the heads of their institutes' do not prefer to talk in mixed codes. The teachers believed that mixing of codes might make their language impure and polluted, because people want to remain intact with their identity by using their native language in their everyday communication. However, mixing of codes gives the students strength of being united with their nation and roots.

Table 4: I prefer listening to radio programs that use Balochi and English mixed codes.

	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm4	Teachers	70	2.6714	1.00320	.11991
	Students	105	2.7548	.97195	.09485

Analysis

Mean analysis of the above table displays that most of the students as well as the teachers agreed that they prefer listening to radio programs that use Balochi and English mixed codes. This variable also shows that both students and teachers have favorable attitudes towards code mixing.

Table 5: I like when hosts/presenters use both Balochi and English mixed codes.

	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm5	Teachers	70	2.3143	.94090	.11246
	Students	105	2.2000	.95475	.09317

Analysis

Details of the above table depict that most of the teachers and students show positive attitudes towards listening to the programs where the host uses both Balochi and English mixed codes.

Table 6: I listen to and watch TV/Radio programs where the medium of communication would be both English and Urdu mixed codes.

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	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm6	Teachers	70	2.5571	.87866	.10502
	Students	105	2.1238	.78072	.07619

Analysis

The final analysis of the above table projects that most of the teachers and students agreed that they listen to and watch TV/Radio programs where the medium of communication is both English and Balochi mixed codes. In this way both teachers and students have positive attitudes towards code mixing for it makes their comprehension easier.

Table 7: I like it when TV presenters use both English and Balochi in conversation.

	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm7	Teachers	70	2.4286	.77219	.09229
	Students	105	2.4095	.90612	.08843

Analysis

Findings of the above table suggest that almost both teachers and students agreed with this point that they like it when TV presenters use English and Balochi in their conversation. Such presentations of Balochi and English mixed codes by the TV hosts promote positive attitudes towards code mixing among the speakers of Makráni dialect.

Table 8: The use of both English and Balochi in the mainstream media is suitable.

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	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm8	Teachers	70	2.3286	.81154	.09700
	Students	105	2.4095	.88465	.08633

Analysis

The mean analysis of the above table projects that both teachers and students were in favor of the use of English and Balochi in the mainstream of media is suitable. Although the responses of the students were greater in number. English is measured as a global communicative language for international communication. Therefore, the use of English was considered significant along with other local languages because people believed it made their language more substantial and effective.

Table 9: Balochi language is one of the most important languages in the world and also in South Asia. If it is made one of the state languages, this in turn will lead to more ethnic harmony and peace especially in multi-ethnic countries such as Pakistan and India. In Pakistan, it should be given equal status as Urdu and other regional languages.

	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm9	Teachers	70	1.5429	.67428	.08059
	Students	105	1.7238	.87151	.08505

Analysis

The above table depicts that most of the students disagreed with this question that Balochi language is not one of the most important languages in the world. If it is made one of the state languages, this in turn will not lead to more ethnic harmony and peace especially in multi-ethnic countries such as Pakistan. In

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Pakistan, it should not be given equal status as Urdu and other regional languages. This thing shows their negative attitudes towards giving equal importance to Balochi language like other languages of Pakistan. However, the negative attitude also prevails among the teachers of Makráni dialect of Balochi.

They also disagreed with this question that Balochi language should be given equal status Urdu and other regional languages because this will result in ethnic disharmony in multi-ethnic in the country. They were of the opinion that if importance is given to Balochi language it might make them backward. And their generation may become deprived of the language of technology and advancement. Thus, both the students and teachers show negative attitudes towards the importance of Balochi language and the question of giving equal status to Balochi language.

Table10: The government should encourage the use of Balochi in the media and make Balochi the medium of communication in the media. This will result in the extensive use of Balochi in daily interactions. Balochi should be promoted as the medium of communication in the mainstream media.

	Status	N	Mean	Std. Deviation	Std. Error Mean
Cm10	Teachers	70	1.5857	.67013	.08010
	Students	105	1.8381	.91066	.08887

Analysis

The findings of the above table prove that most of the students showed disagreement with the question that the government should encourage the use of Balochi in the media and make Balochi the medium of communication in the media. As this will not result in the wide use of Balochi in daily interactions. While the teachers also did not approved this question. Thereof, both students and teachers do not want to promote the use of Balochi language in the mainstream of media because it is through media that the people get aware of the current global issues. They deemed that if Baloch people would only linger on with their native language then they won't be able to participate or take part in the contest of the modern life for the Balochi language lacks the potential to meet the criteria of modern world. Hence, they discourage the use of Balochi and English mixed codes in media.

Findings

The findings of the above analyzed data suggest that the speakers of Kéčí dialect of Balochi displayed encouraging attitudes towards code mixing in their personal lives. They were more relaxed in using Balochi and English mixed codes in their domestic settings. It has also been detected from the analyzed data that speaking with friends in a mixed code is a socially accepted mode of communication. It shows the supremacy of English in the private communication of the speakers of the Kéčí dialect of Balochi. The prominence of English language cannot be ignored even in the personal life of Kéčí dialect speakers. Thus, code mixing is widespread in every social domain of Kéčí dialect speakers.

The findings also revealed that people showed undesirable attitudes towards the status of Balochi language as a national language. No doubt the Kéčí dialect speakers of Turbat showed affirmative attitudes towards code mixing in their personal life but they didn't prefer to give Balochi the status of national language. The members revealed adverse attitudes because they considered English as the most important language of the world. According to them by giving national status to Balochi language they might remain backward or cut off from the rest of the world. The results also show that people of Makrán encourage the use of English language in offices. While they also favored the code mixing of English and Balochi in TV shows and on the media.

Conclusion

In conclusion it can be inferred that this study demonstrates the process of code mixing among the speakers of Kéčí dialect. The results reveal that code-mixing is a common phenomenon used by the urban speakers of Kech. The theoretical framework of Muysken typology of code mixing observed in the speech of the partakers like insertion and alternation has also proven the above analysis. The causes behind use of code mixing have also been exposed through the tool of questionnaire. It is generally concluded that codemixing is an expected mode of communication among the Kéčí dialect speakers but when it comes to the matter of giving the Balochi the status of national language of Makrán, participants show undesirable attitudes towards such policy. Rather they want to make English their national language because they believe that it is only through English that they can compete with the world. They consider English to be a neutral language of the world that might united them with the rest of the world.

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