GLOBALIZATION'S CULTURAL CROSSROADS: TRADITION, TRANSFORMATION, AND IDENTITY IN URDU AND PASHTO LANGUAGES IN PAKISTAN

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ABSTRACT

Presenting an exploratory analysis of the research problem of this scholarly investigation into the overwhelming effects of globalization on the linguistic and the literary realm of the Urdu and Pashto languages in the Khyber Pakhtunkhwa Province of Pakistan. we use a questionnaire and indepth interviews to collect data from the target population namely the Urdu and Pashtu speaking writer and intellectuals in Khyber Pakhtunkhwa; Populations Qualitative. The conclusion draws attention to the nuanced nature of the interference and points to the urgent necessity of language support to maintain linguistic and cultural, as well as geographical, identity.

KEY Words: Globalization, exploration of Urdu and Pashto, language conservation, national language, language policies, language education programs

Introduction

Globalization a process of intensified interaction between nations involves the process of social relations and changes the ways people are interacting as well as Walsh and Gull edge defined it. Another area of influence of the principles of the Globalization is the fact that the global language such as English is gradually replacing the local languages. This has raised much debate from scholars, policy makers and lovers of language globally as they advocate for language as a major part of cultural and or national and regionalism identity.

Pakistan being a multilingual and multicultural nation it is a burning issue to discuss how the linguistic variable of globalization has endangered the regional languages of Pakistan. Urdu has been affected by globalization in the use in official activities, education and media as being the national language of the country. While Pashto is also a regional language in Khyber Pakhtunkhwa, and has also adopted consequences

of globalization where it applies to practices and identification in regional situations and within particular provincial cultures.

The recent shift from the local languages like Pashto has generational consequences in question of language, culture, and integration. Oral language is a critical element of cultural identity, which suffers when the language is not practiced fully; culture disappears with it. In addition, use of local language also has social economic implication, this is because those who speak only local language are most likely to experience social economical exclusion in the sense that they may not be able to get education employment and many other things.

Therefore, the purpose of the present research is to examine the effect of globalization on the Urdu and Pashto languages and literature in Khyber Pakhtunkhwa, Pakistan. The study aims at analyzing the effects of globalization on the roles, prestige, and writing of these languages, and on the prospects for language variety, ethnic distinctiveness, and continental cohesion. This study aims to add to the current knowledge about how the processes of globalization affect Urdu and Pashto languages and literature, as well as the people using them, in order to improve the current understanding of the interaction between culture and identity in modern world. The impact of globalization to the written works and distribution of Urdu and pashto languages will also be studied in the proposed work. The issues that will be addressed in this process are the themes, motifs, and stylistic characteristics of the literatures that employed these languages, and an assessment of the role of globalization in the writing, publishing, circulation and consumption of works in these languages.

In totality, this study seeks to present a pluralistic view of the complex effects of globalization following an exploration of Urdu and Pashto, and their literatures in Khyber Pakhtunkhwa, Pakistan. It is therefore believed that by understanding the patterns of language and culture in relation to globalization in an emerging economy setting of Pakistan, this study will help in proving the nature and impact of globalization in developing country setting.

Literature Review

With the topic on globalization, it is very clear that many facets of human existence, including the language, have been affected. Academics have given quite an attention to the research aspect of globalization and its impact on the local language in particular with positive and negative findings. The history of globalization began at the 18th century enlightenment when a globalized vision prevailed in the USA believing in the rationalist theory that scientific knowledge is placeless and objective truth is universally true (Basiga, 2004). Scholte (2000: Thus, according to Claire Tomalin in Enlightenment's ISI Intellectual Encyclopedia (2015, p. 95), the Enlightenment mindset does not support territories and borders.

The twentieth century saw marvels and consequences of globalization on local languages. Basiga (2004:3) globalization acts in different ways on societies and, to this day, several are still unaware of that; particularly in the economic aspect. On the positive note, internationalization of liberalization of economic promices brings

welfare to underdeveloped or third world countries; nevertheless, it results to violation of poverty, and the exacerbation of income gap between the rich and the poor. Bering (1999:6) In the future due to the globalization the civilization clashes will become the battle lines, it underlines that the differences between civilizations are real and elemental and thus globalization should respect these differences.

On the other hand, other researchers have also stated that globalization can also act in favour of language revival. According to Fishman (1991), globalisation opens more opportunities to access the materials and supporters that a community needs to support and sustain the use of its language. To fulfil these functions social media and other digital platforms offer inestimable advantages for speakers of minority languages as they allow one to strengthen the linguistic resources that are central to one's community and identify being part of it. Walters (1999: This is the information age and the future of literature as physical as well as geographical boundaries are erased, as we see under no. Will though recognise the dangers of the future he says that the future seems possible than a life in the early 20th century.

:(1-2) provides evidence that languages are being pushed to extinction faster than new languages are being developed, even though the birth rate of large languages witnessed in the first half of the twentieth century is positive. K surprising the languages that come in contact cannot avoid coming into contact with each other and thus shows the electromechanical relations of language contact in the contemporary world. The author of this article, Crystal (2000), predicted that despite the globalization influence, more than half of the world's languages would be depleted by 2100 if the global trend persists, thereby resulting to loss of cultural identity and identity.

Language endangerment is intrinsically linked to the rise of 'superposed' global languages, chief of which is English as media, business, and educational language. Many local languages face declining numbers of speakers, and O'Sullivan (1999:20) indicates that the shape of governments under globalization is making and pointing to radical and large shifts of life even in governmental systems and frames. According to Muossalli (2003) the globalization involves the integration of the world and retrieval of all cultural hindrances; nevertheless critics have it that this cultural invasion will distort distinctions of identity and the spirit of culture.

As much as Cumminus (2001) believes that globalization has evoked powerful positive and negative attitudes, educators have to respond to have respond in a society characterized by fast travelling all over the world to facilitate mobility of population. As with language learning and language policies, globalization affects language identities; people find themselves exposed to numerous linguistic environments which create their languages' mixed identities where speakers are in a way simultaneously all those languages and cultures, selecting from them what is relevant in their respectively new contexts. Writing about globalisation, McCarty (2011:83) observes that end user acquires generic and specific elementary education and instruction in regional languages, helps sustain those languages and also benefits students by improving their intellectual performance and cultural sensitivity.

According to Ginsburgh and Weber (2011), language can act as an instrument of economic mobilisation, underlying that the local languages may become recoded as relevant in the new small-scale specialised Market and Culture travels projects. From this point of view, local communities are called upon to make profits out of the language resources that they possess and at the same time make their own input into the extensive debate on the sustainability of globalization.

Thus the following is the summative conclusion of the issues of globalization on the local languages from the prior literature review. While some scholars observed that globalization plays a positive role in language revival others listed the risks linked with language loss and cultural standardization. It is quite important today to turn the attention to the subject of globalization and its impact on language, culture as well as regional integration.

Methodology

This research used a qualitative approach to examine the effects of the globalization process on the two languages and literature in Khyber Pakhtunkhwa, Pakistan. The intended audience of the study was limited to Urdu and Pashto speaking audience who are writers, intellectuals and daily life users.

Research Design

In order to gather information from the target population, the research employed descriptive research design and collected data from Urdu and Pashto language speakers, writers and intellectuals. Due to the descriptive research design, the study was able to provide deeper information about the subject research phenomenon in relation to the impact of globalized culture on Urdu and Pashto languages and literature.

Data Collection Methods

Two data collection methods were used:

1. Questionnaire: To obtain quantitative data from the Urdu and Pashto language speaking population, writers and intellectuals the following structured questionnaire was formulated. The questions used in the questionnaire were close and the proponents had the opportunity to give added responses that needed to be answered in a few words. The questionnaire was divided into four sections: demographic information, language use and language attitude, language and globalization, and language maintenance and revitalization.

2. In-depth Interviews: Face-to-face interviews were also used with important respondents including; language specialists, authors, community members and language learners. The interviews were semi structured in nature to provide the participants with time and opportunity to delve deeper into their experiences as well as their perception and ideas. The interviews were taken in Urdu/ Pashtu and were translated into English and transcribed.

Sampling Strategy

In purposive sampling, an effort was made to include only those persons who were familiar with Urdu and Pashto languages and literature. The sample consisted of 50 participants, including:

Monolinguals and language adepts

- Authors and writers

Traditional and social leaders together with women and youth, activists

Multi Language learners or learners majoring in languages or anyone involved in language teaching or learning.

The method of choice for the subsequent analysis of the questionnaire data and the data from the in-depth interviews conducted among the respondents was also thematic analysis. The data gathered was then analyzed where variables were enforced and categorized into themes to provide patterning. They include cultural factors, health literacy, communication and support needs which appear to be linked to each other with cultural factors constituting the overarching category derived from the data.

Ethical Considerations

The study was done with a consideration of some ethical issues which are explained below. I made sure the participants were orientation with the purpose of the study, and then I sought their permission to conduct the study. Both participants and data collected in the study remained anonymous throughout the study process. Participants were also informed that their individual responses would not be used in any other way but for the study.

Reliability and Validity

To ensure the reliability and validity of the study, several measures were taken:

- Pilot testing: The questionnaire and interview protocol were piloted with a basic sample for the purpose of achieving clarity of the questions being asked.

- Data triangulation: These were questionnaires, interviews, and observation checklists that were also used to cross check data collected.

- Member checking: Free and paid version of the software were used as the mode of data collection to allow the participants to go through what they have captured before confirming the accuracy of the obtained results.

Limitations

The study had several limitations:

- Sample size: The number of participants was restricted to 50 members and this study might not capture all the concern members of a society.

- Geographic location: This research was carried out among people in Khyber Pakhtunkhwa, Pakistan, and the findings cannot be generalized to the rest of the world or other countries.

- Language limitations: The study conducted only on the Urdu & Pashto languages which may constrain the generalization of the findings on other languages or dialects.

Processing of Texts and Definition of Themes

The results from the completed questionnaire and the in-depth interviews were analysed using thematic analysis. Thematic analysis is a qualitative data analysis approach whereby patterns and themes of interest within data are coded and grouped. Cross-sectional data analysis is a series of stages that include data preparation, coding and theme identification, theme categorization, data interpretation.

Categorization in this case involved sub-dividing the data collected into micro units of words, phrases and sentence. During the coding process, this research was able to identify several themes which were mostly focussed on language use, language attitudes and language identity perspectives.

Table 1: Codes and Themes

Code	Theme

Language use Language and attitude

Language attitudes | Uses and attitudes of language |

: The linguistic relationship between language identities: Language use and attitudes

Globalization: The impacts of globalization on language |

Language change | Language globalization and change

Social dialects of language use Language maintenance | Globalization and language |

Organization of Themes and Analysis of Resulting Data

The themes were categorized into three main categories: Language use and attitude, globalization and language and language maintenance and revitalize. The identified themes were then analysed with regard to the research question and objectives of the study. The analysis consisted of making conclusions about the effects of globalization on Urdu and Pashto languages and literature and making recommendations about language preservation, promotion, and education based on connections made between the codes and categories.

Table 2: Theme Categories

Theme Category	Themes

Language use and attitudes | Language use; language attitudes; language identity

Globalization | Globalization, shift in language, maintenance of language |

Language maintenance, language popularization | Language maintenance, language popularization, language as an instruction provide |

Lean bar chart comparing the frequency percentage of the use of the represented languages, in both official and non-formal contexts among the participants.

Findings

Language Use and Attitudes

The study revealed that 70% of participants expressed their first language as Urdu followed by Pashto of 20%, and 10% in English. However, when asked about the language they use in organizational domains, particularly education and government, 60% of the participants said they use English.

Table 4: Language Use

Language	A Formal Language	Formal environment
Urdu	70%	20%
Pashto	20%	10%
English	10%	60%

Figure 1: Language Use

Pie chart of the distribution of the selected participants who can read and write, speak and understand Urdu, Pashto or English formally and informally.

Globalization and Language

Among all respondents, 80 percent answered that globalization was a threat to Urdu and Pashto languages. According to the participants, the globalization trends have favored the use of English due to which the usage of Urdu and particularly Pashto have reduced.

Figure 2: Frequently, the term 'globalization' is construed to mean the worldwide extension of culture, economy, politics, communication and products across communities and countries.

Pie chart for the perception of the participants about the effects of globalization on Urdu and Pashto languages.

The second approach within the LP&P framework emphasizes sustainable language use, the promotion of which may rely on technical solutions.

This research confirmed that overall, the populations of respondents viewed language maintenance and language promotion as important and necessary for language and cultural variety. It was seen and found out that participants support the language education programs; language promotion; and language maintenance as important for the use and survival of Urdu and Pashto languages.

: Language Documentation and Revitalization

: Muhammad Shahid: Safdar Saleem: Khurram Iqbal Mostafa Atiqur Rahman: Muhammad Tayyab: Haris Bilal | Measure | Percentage of Participants |

Measure	Percentage of Participants
LT teaching for language education programs	90%
Language promotion	85%
Language preservation	80%

Discussion

The outcome of the present research points out the considerable influence of globalization on Urdu and Pashto languages and literature in the Khyber Pakhtunkhwa, Pakistan. A similar finding is in the study where the authors established that with the expansion of globalization, English is the most common language used in the region leaving behind Urdu and Pashto languages.

The observations highlighted in this study are in line with similar studies on effects of globalisation on local languages by Crystal (2000) and Fishman (1991). There is also evidence from this study that goes in tandem with Laponce (2004) assertion that globalization fosters language shift and language loss.

But the study also revealed that there are practices and policies in place that can facilitate language maintenance and promotion to achieve the goal of language conservation. According to the findings of the study, Language education programs, language promotion /language preservation are vital for popularizing the use of Urdu and Pashto languages.

The results of the study have implications for language policy and planning in Pakistan. Based on the findings of this study, it is important for policymakers to support and

enhance language conservation and revival in order to prevent language death and loss of a community's / cultures.

The input of the study can also be relevant on how the language education will be carried out in Pakistan. This study implies that the language education programs for Pakistan should focus on the teaching of Urdu and Pashto languages and insists that the language education programs should be structured with the purpose of raising multilingualism and cultural awareness.

Limitation

The following are the limitations of this study each of these limitations should be considered in the interpretation of the study findings. First, the number of participants was 50 people, and therefore all the conclusions drawn may not be accurate when applied to the total number of patients. Secondly, the study used only questionnaire and interview data collection technique which did not capture the rich picture on participant's experience and behavior

Future Research Directions

The scope of future research should be directed towards investigation of the activities aimed at language maintenance and support in Pakistan. Future studies must should also extend its findings to other local languages of Pakistan and the effects of globalization.

The focus of this work was to analyze how globalization has or has not affected the two languages, Urdu and Pashto and, therefore, the literature in Khyber Pakhtunkhwa, Pakistan. As a consequence of the given research, it is possible to conclude that the Urdu and Pashto language experiences certain degree of globalization, which contributes to the shrinking of language usage, lack of linguistic and cultural diversity. But the work also highlighted that their initiatives aimed specifically at language maintenance and development can go a long way in preventing language loss and erasure of cultures. In its findings, the study stresses the need to implement language education, language in officialdom and language documentation and preservation.

Moreover, this study establishes the type of research that can be used to deduce how globalization affects the local languages and culture. The conclusions and suggestions made in the study have policy and practical implications for language policy and planning, language education, and other community associations. That is why we need to support organizations that focus on language maintenance and language revitalization, because global processes erode traditional languages.

In this research, the following study limitations are identified. First, the sample size in the current study was small with only 50 participants thus may not generalizes well to the population. Second, data collection employed only use of questionnaires and interviewing techniques that may have missed out one or many aspects of participants' experiences.

Future Research Directions

These gaps suggest that there is a research vacuum relating to language preservation and promotion in Pakistan which needs to be filled in future studies. Such research

should also be conducted to determine how globalization affected other local languages in Pakistan.

Conclusion

Key Takeaways

1. It is very sad to know that like all over the world Urdu and Pashto languages also suffer greatly due to globalization and there is less use of these languages and loss of linguistic and cultural importance.

2. The steps in the language conservation and language revival can enhance the status of endangered and threatened languages with a goal of cultural and linguistic pluralism.

3. Developing language learning schemes, encouraging the utilization of the language in other domains, and aiding language documentation as well as preservation projects are some of the necessary undertakings to be carried out in the preservation as well as the promotion of a particular language.

Future Directions

1. There is research needed to establish more studies about effects of globalization on other local languages and cultures in the Pakistan.

2. Research can be done to assess the successes and failures involved in the approaches type for the upkeep of language difference and to maintain cultural richness.

3. It is important that more studies be carried out to identify how technology can be used in support of the language conservation and revival agenda.

Recommendations

That means preservation and promotion of indigenous languages.

1. Establish language education programs: Propose and use education policies to encourage the teaching of Urdu and Pashto languages in the school and universities.

2. Promote language use in formal settings: Promote the Urdu and Pashto languages within official domains of day-to-day life from governmental offices, courts and even extending it to media.

3. Support language documentation and archiving: Donor support should be offered to promote documentation and archiving of Urdu and Pashto languages and literature.

1. Lack of consistent and effective language policy that acknowledges the role of Urdu and Pashto languages in future should be addressed and a new language policy should be implemented accordingly.

2. Establish a language authority: Photo Separate institution to be charged with the responsibility of language education, language promotion and language protection.

3. Provide funding and resources: Support the preservation and promotion of language projects: language teaching aid projects, language documentation and storage projects, and language revival projects.

Language Education

1. Develop language curricula: The policy should also encourage development of language curricula wherein the faculty and students learn the teaching of Urdu and Pashto languages in schools and universities.

2. Provide language teacher training: Give language teacher training programs to prepare the teachers and offer them skills they require for teaching Urdu and Pashto languages.

3. Promote language learning: Language learning for students and adults including, language learning programs, exchange programs and language clubs.

Community Engagement

1. Engage with language communities: Activate Language communities for support of Language documentation and archiving projects, Language education and promotion programs, and Language promotion campaign.

2. Support language cultural events: Main Celebrate language festivals, Conduct language concerts, Performances to aware about the Urdu & Pashto language and cultural events.

3. Promote language awareness: Organise campaigns and sensitisations on language, language workshops, language seminars, and the like.

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