

An analysis of psycholinguistics in social classes of Pakistan

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FA19-BPY-033

Session (2019-2023)

BS Psychology

A Thesis Submitted In Partial Fulfillment for the Requirements of the
Degree of BS Psychology

DEPARTMENT OF HUMANITIES

COMSATS UNIVERSITY ISLAMABAD, LAHORE CAMPUS, LAHORE.

2023

Research Completion Certificate

It is certified that the research work contained in this thesis entitled “An Analysis of Psycholinguistics in Social Classes of Pakistan” has been carried out and completed by **Ms. Ramal Fatima**, Student ID: **FA19-BPY-033**: Student of BS Psychology, session 2019–2023. This study is an independent research work and carried out under given instructions and consideration.

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Declaration

I, Ms. Ramal Fatima ID: FA19-BPY-033 Student of BS Psychology of session 2019-2023, hereby declare that the matter printed in the thesis title “An Analysis of Psycholinguistics in Social Classes of Pakistan: A Qualitative Study” is my work and has not been printed, published and submitted as research work thesis or publication in any form in any university, research institution, etc. in Pakistan or abroad.

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Acknowledgment

My sincere thanks go out to Allah, the Most Merciful and the Most Generous, for His many favors and direction during this study voyage. I have the will and determination to overcome obstacles and finish this thesis thanks to his unfailing support. I am incredibly grateful to my supervisor, Dr. Muneeba Shakil, for her superb direction, knowledge, and persistent dedication to my academic development. Her intelligent comments, helpful criticism, and insightful ideas had a significant role in the development of my thesis. I sincerely appreciate her mentoring and commitment to my accomplishment.

I also want to express my sincere gratitude to my co-supervisor, Mam. Humna Ejaz, for her insightful opinions, inspiring words, and unwavering support during this study. Her knowledge of the subject has been really helpful in expanding my comprehension and improving the caliber of my work.

I will always be grateful to my parents and siblings for their everlasting love, support, and sacrifices. Your unceasing support, confidence in my skills, and comprehension of my academic goals have been the cornerstones of my success. I will always be indebted to you for your unwavering devotion and the numerous sacrifices you made to support my academic career.

Last but not least, I want to express my gratitude to a close friend who has stuck with me no matter what, putting up with my mood swings and offering steadfast support when I experienced periods of self-doubt and lost motivation. I am thankful that you are in my life because your friendship and support have given me courage and motivation. I want to express my profound gratitude to everyone who helped with the creation of this thesis in any manner, no matter how tiny. I want to thank you for standing by me and assisting me in achieving this significant academic goal.

Ramal Fatima

Dedication

The foundation of my academic career has been my family, whose continuous support and encouragement I would want to dedicate this thesis to. This study has been made possible and motivated by your love and faith in me. I appreciate your patience as I spent many late nights and hours absorbed in this research. I would want to express my gratitude to my supervisors for their support, knowledge, and priceless insights during the entire process.

My understanding of and knowledge of the discipline of psycholinguistics have been shaped by your guidance. I appreciate the chances you have provided me to advance as a researcher and academic.

I Additionally, I would like to extend my sincere gratitude to the participants for voluntarily sharing their experiences and ideas for this study. Your comments have been crucial in illuminating the psycholinguistic experiences of people in Pakistan from various socioeconomic strata.

Abstract

This qualitative research explores the difficulties that people from different socioeconomic classes encounter while trying to learn English in Lahore, Pakistan. The study examines the psychological aspects of language acquisition while concentrating on the effect of social class on English language competence. A phenomenological study methodology was used with 18 participants from lower middle and high socioeconomic strata. Two major themes emerged from the data analysis. The first challenges and proficiency in acquiring English language skills and second motivation to acquire English language skills. Due of their limited exposure to English, participants from lower socioeconomic levels had trouble with grammar, vocabulary, and understanding. They also had to deal with psychological difficulties like nervousness and trepidation. These people demonstrated a desire to learn English in spite of these challenges because they wanted to improve their chances of finding job and develop personally. Participants from the medium and upper socioeconomic strata showed greater proficiency and command of the English language. Despite the fact that they periodically had difficulties with accent, vocabulary, grammar, and fluency, their drive, optimism, and positive approach were essential to their success in learning the language. As influencing variables in their language proficiency, exposure, practice, interactions, travel experiences, and attending English-medium schools were all noted. The impact of social class on English language competency and psycholinguistic experiences in Pakistan is clarified by this study. It draws attention to the challenges that people from different socioeconomic backgrounds confront and underscores the importance of psychological elements in language acquisition.

Keywords: phenomenological research approach, psycholinguistics, socioeconomic classes, English language proficiency, language learning, psychological aspects, Pakistan