The place of seereer siin as a Senegalese national language in the study of English and decolonisation.

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Abstract

Communication is emerged as a transformative force in linguistics research, offering essential tools for investigating language acquisition. This paper provides an understanding differences and similarities that exist in seereer siin and English, with a specific focus on words formation, sentences structure and semantics meaning. Through the lens of morphology, syntax and semantics, the paper explores how seereer siin as a national language revolutionises our English understanding. Linguistic branches, particularly morphology, syntax and semantics, have significantly advanced morphemes that help to be more conform to the learning of other languages. The master of seereer siin as L1 acquisition facilitates the processing of natural language text, allowing people to avoid mistakes during the translation of English and decolonisation.

***Key words**: Seereer siin, semantics , morphology, English, decolonisation.*

1. Introduction

We use language for communication, it expresses the greatest part and form of human interactions. In fact, as a fundamental link, every word has political, social or economic meaning. Since we are of different races, cultures and are obliged to speak one another therefore speaking to others involves understanding languages to establish, maintain relationships with countries as well as being independent.

The topic deals with the place of seereer siin as a Senegalese national language in the study of English and decolonisation**.**

First, It is important to deal with such kind of topic because we notice that African countries have difficulties to develop with foreign languages .Secondly students understand quickly with national languages .Finally the level of learners in English as (L2) depends on seereer siin as (L1)

2. Theoretical and conceptual framework of the study.

2.1 Thesis statement

Technically speaking the real statement of this study is conducted in two languages under the york of decolonisation.

2.2 Theoretical framework.

The theoretical framework surrounding the place of seereer siin as a Senegalese national language in the study of English and decolonisation is anchored in postcolonial theory, decolonial pedagogy and comparative linguistics. It interrogates colonial language hierarchies and seeks to emancipate African epistemologies through linguistic restoration. The postcolonial frameworks heavily informed by scholars like Ousmane Sembene and Boubacar Boris Diop state language as the primary instrument of colonial hegemony .To deconstruct the epistemological assumption, that western languages are the sole vessels of modernity , progress .decolonising the mind requires recentring indigenous mother tongue as primary conduits to help seereer siin learners of English.

2.3 Conceptual framework

We need to clarify concepts:

Seereer siin: It is an Atlantic language in which words are made up of a linear sequence of distinct morphemes and each component of meaning is represented by its own morpheme: example1) in seereer siin language /Gar -k-eer –um/ ⟶ Garkiim

Come-FUT-NEG-1SG

I will not come

English: it is an indo European language that conveys grammatical relationship without using inflectional morphemes, words are prototypically composed of only a single morpheme, or in which each morpheme tends to be realized as a single, isolated word.

Morphology: it accounts for the internal structure of words, it refers to the formation of words

Semantics: it is the philosophical and scientific study of meaning in natural and artificial languages

Decolonisation: The active process of dismantling colonial ideologies ,systems ,and power structures that privilege Western norms and oppress indigenous, black, and brown communities.

2.4 Research questions

In trying to achieve the set objectives, the study tries to answer the following questions.

-What is the link that exists between seereer siin and English?

-What is the place of seereer siin as a Senegalese national language in the study of English and decolonisation?

2.5 *Hypotheses and objectives*

- Hypotheses

According to my questioning and all the data I got, two main hypotheses can be given for this work.

- Seereer siin is more aspectual than English language.
- Seereer siin language has a particular place in the decolonisation and learning of English.

Objectives

The general aim of the study is to give a descriptive linguistics in English and seereer siin, and provides the link that exists between them.

In fact, it is marvellous to establish differences and similarities. The specific objectives are:

-Show the link process that exists between seereer language and English.
-Let understand the place of seereer siin as a Senegalese national language in the study of English and decolonisation.

3. Literature review

Our study is explored with the help of the speech act theory and linguistic approaches; undoubtly human language has a system whose complexity is furnished with all linguistics levels of description and analysis. One plausible interpretation of this complexity might be the fact that language itself is used to enormous functions or expresses highly complicated meanings and abstract ideas conjoined(Yasser, 2008:13).

English language will be able to carry the weight of my African experience. But, it will have to be a new English, still in full communion, with its ancestral home but altered to suit new African surroundings (Achebe, 1975: 62).

Situational context influences the meaning of an utterance in two ways:

Firstly, speakers allow the context to communicate parts of their message. (Young, 1989: 101) argues that as in most form of human behaviour, people just say enough to be understood in light of the situation. They allow the audience to compare what was said with the context and the drawer. Secondly, the speaker may be influenced by the meaning and modify how he says something.

The practical implications of the imposed linguistic regimes reveals that western-derived language policies and prescribed classroom practices do not align with African sociolinguistics realities (Banda, 2024 :1).A decolonial process is needed to deepen the impact of decolonisation and decentre global north knowledge to be a cartchword for growth and reform in education (Dilradj, 2021: 112).

Linguistic imperialism is the notion that certain languages dominate internationally on others, it is the way nation-states privileged one language, and often sought actively to eradicate others, forcing their speakers to shift to the dominant language (Phillipson, 2009:780). In fact, tense can be used to locate the situation either before this moment (past) as being simultaneous with it (present) or as following it (future). So present tense means location of the situation prior to the present moment (Comrie, 1985:14)

The belief in descriptive linguistics approach is that the meaning of a sentence is derived from the meaning of words. In descriptive approach it is not possible to speak in isolation grammatically from meanings. Each linguistic construction has a semantic interpretation as part of its description. The socio-economic factors in language shift to a language like English for economic integration, cultural shift, international networks and employment (Austin & sallabank 2011:21). The imperative to decolonise has become associated with a call to reimagine, transform, and disrupt the role played by universities as sites and producers of knowledge (Bhambra, Kerem & Dalia 2018:5).

4. Research methodology.

In this particular study, I will use qualitative approach conducted in school settings, literacy programs, and communities using document analysis and field observations. The qualitative approach explores human behaviours, opinions and experiences and it provides deep uncovers hidden social patterns often missed in the study of English and decolonisation. Data are often gathered through respectful, non-hierarchical community interactions. The contrastive approach behind compare grammatical structures, syntax, and reported speech patterns in seereer siin and English to understand cognitive transitions and prevent school failure. The rationale behind the ethnographic approach bring in light the real situation, values and cultural realities of Senegalese national languages.

4.1 Documentation

Universities such as Cheikh Anta Diop University and Cheikh Hamidou Kane University (ex UVS), libraries, CLAD and IFAN, internet and grammar books have provided us some

information from different scholars. I collect data related to my topic with the linguists and scholars implication in linguistics and literature**.**

4.2 Corpus building

This corpus is drawn with a population who understand descriptive linguistics including males and females. It can be considered as a small group of the total set of objects events or people which together comprise the subject of the study. To rationalize the collection I have chosen a restricted set of people, objects and events from which the actual information would be drawn. I employ too the purposeful method which assist me in an appropriate manner.

The purposeful method is connected to the relevance of my topic that's the reason why I choose specialised in descriptive linguistics and those who have proficiency in artificial intelligence. The study is conducted in Senegal particularly in Dakar. The characteristics of the 30 participants are teachers in descriptive linguistics and doctors from universities, then we have used books, articles, internet, in order to have data collection.

In order to collect data about the topic, instructed interviews are conducted with informants.

Participants are consulted individually by myself at their respective place of work or home with their permission and agreement, after this I spend time to read a number of selected publications on descriptive linguistics in English and seereer siin.

Participants are consulted individually by myself at their respective places of work or home with their permission and agreement. The aim of the quantitative investigations is to find

out errors that occur in artificial intelligence sentences and speaking, it's not too a comparison of participants' work but to find common patterns with descriptive linguistics of human language.
Each time I meet participants I create a relaxed atmosphere and I always explain the research purpose which is to know the role of descriptive linguistics in artificial intelligence. I made some investigation by using the following interview questions:

Can you tell me about descriptive linguistics?
How often do you use English and seereer siin ?
What are the social contexts that instigate the use of descriptive linguistics toward languages?

Informants are educated on what exactly the study is about and the specific information that are required.
Introspection is another method employed in data collection to see the rationale behind it. Recourse to introspection means for the researcher having an ideas of the topic before asking. In this part, I wondered the technique i must elaborate to experiment my self-observation, and to carefully analyse as possible the content of my own thoughts.

It has allowed me to make connections between different experiences and responses, provides opportunities, to check the results obtain through other methods. Under introspection, I am able to identify the role of descriptive linguistics in artificial intelligence. The native speaker's intuitions cannot be underestimated.

4.3 Corpus treatment

After I received all the texts, I started reading and began texts studies in order to classify data that will allow me to compared

English and seereer siin. From similarities and differences we will give didactic recommendations

5. Results

The non-use or master of seereer siin has a particular negative

impacts on the lowering of the level of students. A student who does not master seereer siin well finds it very difficult to have a solid basis for mastering English because of interferences. For a child whose language skills are lesser in seereer siin , the immense and hasty exposure to English risk to further more slow down his language development in seereer siin , especially if this exposure to English is accompanied by an interruption of language development in seereer siin

In addition, teachers and administrators in many schools providing English medium believe letting students use seereer siin language negatively impact students 'English skills or learning. We argued that non-recognition of seereer siin is a consequence of the context in which these theories and practices developed rather than an outcome of well-researched investigations for decolonisation.

We also investigate the direct impact of seereer siin on English learning .while for example a group of seereer students at Ndiob School develop their first didactic and linguistic skills in English through French schooling.in this experimental study we investigate the linguistic awareness decoding and comprehension of seereer siin learners skills of English. We have seen that seereer siin children in Senegal do not develop their first literacy in their seereer siin, therefore it is argued in this research that the absence of skills in the mother tongue hinders the development of linguistic skills in English. From a contrastive perspective, the most frequent types of interference

are substitution, over or under differentiation, and over or under representation.

This means that learners have a tendency to add unnecessary auxiliary or inflect the words incorrectly due to their first language or use their habits from their native language too often or too rarely in their learning language. Therefore, this leads to unidiomatic language use and gives the impression that a native speaker expresses the similar content or issue in a different ways. To illustrate this theory Cummins takes the example of children with mother as oceanic, educated three years exclusively in French and whose parents favour French sometimes on advice of the teacher and cease to speak to them the mother tongue.

For him "this slowing down has negative effects on latter acquisition of English" from this point of view , at the moment when child is exposed to English, below a first threshold of competence , the language development should not be interrupted in seereer siin otherwise, intensive exposure to English, to the detriment of seereer siin , risk to conduct to subtractive bilingualism. He continues by putting the hypothesis that if a second threshold of language competence is crossed both seereer siin and English, bilingualism has considerable effects on higher cognitive skills, that leads to additive bilingualism. The criticisms towards this theory are tied to the fact it does not take into account the socio-cultural factors of bilingual individual.

There is an inherent danger for children in the acquisition of a new language based on the idea that language acquisition contributes to interferences with the development of a child's cognitive system. This radical view was somewhat similar to the behaviourist model developed.

Although these behaviourists suggest that the mother tongue constitutes an obstacle in English acquisition process because of the negative transfer, they could not provide any further evidence to any cognitive impairment, mental confusion or language handicaps associated with learning of English.

State of bilingualism in which the child has developed his second language at the expense of his acquisition in seereer siin shows that the substractive bilingualism causes disadvantages from the point of view of cognitive development, this state is met when the entourage devalues the mother tongue of child capered with a dominant language, socially more prestigious. Then cognitive functions are decelerated and the general training undergoes negative effects each time the second language early has replaced the first language with stagnation and no consideration of this one in all a series of functions of communication and learning.

In situations of teaching and learning of English, complex psychological phenomena of tension between the desire of integration and fear of assimilation appear because both languages do not have the same status. Generally, it is the case in situations of diglossia where one of languages is devalued compared with the other "the child who has for seereer siin, the language which is the least prestigious is confronted with a double contradiction: on the one hand, he feels admiration and hostility for the prestigious language and on the other hand, he is attached affectively to his first language which he devalues.

The theoretical assumption that seereer siin could greatly influence English has sparked considerable interest within the field of bilingual education as well., has firmly established a relationship between the two languages .when immediate needs of communication are met, the individual does not feel the desire to invest enough in English learning because it will

have the fear of putting in danger its ethno-linguistic identity. The phenomenon is very frequently observed in teenagers

Seereer siin children do not have probably this kind of representations before, but the attitude of their family and friends in that respect may influence their behaviour in acquiring English. Only the systematic valuation of the two languages allows to the leaner to come out of this double contradiction. These studies do not stand alone more closely these publications especially the notion of cross-linguistic transfer of didactic skills, to provide further evidence on the nature of the relationship between seereer siin and English with submersion model.

This part, as pointed out above, looks at ways in which local languages can be used as a resource in (language) education. So it is important to highlight the advantages of Senegalese national languages not just in teaching or learning other languages, but also in teaching of other subjects (especially in cases where a language other than students 'local language is used as a medium of instruction).This is important not just in case where students are taught various subjects through a language that is not their mother tongue

Language always has an influence on the learning of another language. If one has a good command of one's first language (seereer siin) it facilitates the learning of English as a foreign language because students tend to translate first into their own language before expressing themselves in another so despite some linguistic interference , a good command of seereer would facilitate the learning of English

Beyond this ideology one simply had to define a mother tongue as the first language that a person knows at birth as simplistic as it may appear, this definition is also applied to native

language, first language or vernacular language. According to skutnabb kangas it relates to identification, competence and function meaning.

The use of national languages is not done by chance, because evaluations have allowed to notice that, the fact for a child to learn his mother tongue gives him certainly more ease for knowledge acquisition. "It is real, the mother tongue in fact guarantees the intellectual development of child since the beginning of education. It carries him this fundamental element of balance, without which he becomes atrophied, it is that supplies him the possibility of telling his mind and to integrate conveniently into the world that surrounds him".

In fact the mother tongue or national language of child is in our opinion, the only one likely to develop in him behaviours, attitude and aptitude for all learning. This is why in convergent teaching, the mother tongue is, in the two first years of schooling, medium and subject of instruction. The convergent teaching is based on the principle of "bringing children about and appropriation of the mother tongue and then allowing them to follow the same path for the acquisition of the second language.

The articulation in seereer siin and English allows the learner to build an inter-language through transfer activities sometimes implicit, but above all systematized through dedicated sessions, therefore it is necessary to distinguish between transfer of learning in which knowledge, skills or competences taught or knows in l2 are built up from all that one knows or can do in seereer siin. They are more willing to transfer patterns from their mother language to l2 language where the meaning was literal and unwilling to do so in idiomatic or metaphorical environments, interlingual factors and interlingual combine to produce errors

Seereer siin language might have an influence over English language learning, either by acting as a source for seereer siin learners to understand how English works when the first language and the foreign language are similar transfer or by being a factor of interference because two languages are very different. The aspects of English language learning such as: transfer avoidance and borrowing renewing the ideas of transference of seereer siin students that tend to transfer the forms and meanings (----) of their native language and culture to english. Interestingly, the learning of English language helps seereer siin students to understand it, and they resort to their schemes of seereer siin language to English. In this sense, it is relevant to point the importance of seereer siin students' first language when learning English as a second language. The acquisition of tenses and aspects system in both languages help seereer siin learners of English not to do mistake.

In other words, these encodings are not equalled for all languages and for this reason, English instructions need to be aware of by seereer siin learners of English.

As stated the differences between English and seereer siin words cause some problems. Each language has a system especially for words. Moreover, they confuse in using verbs regarding to: when the action happened, which action happen first, which action still continue and which action finished. One of the factors of committing errors in tenses may be assigned to different languages systems. From this perspective, after exploring reasons behind students 'errors we have seen the problem is from a new view through comparing tense system and finding out the differences and how few tenses might be translated as well as the difficulties that learners face in learning the foreign language.

The minimalist account of language transfer implies that seereer siin plays a minimal role in the process of learning or acquiring new skills. In that respect we further explore the impacts of the absence of skills in seereer on English learning especially in the areas of English linguistic awareness, decoding tenses. The underlying process are essentially the same across all types of acquisition. Language transfer should be understood and defined beyond a simple movement from distinct places to the idea of overlap and mutual adaptation language acquisition he writes is not transferring something from part of the mind to another part but two systems accommodating each other, it can be seen as the influence resulting from the similarities and differences between the target language and any other language that has been previously and perhaps imperfectly acquired.

It is worth pointing out that despite the full range of empirical studies that explore the issue of cross linguistic transfer in situation in which seereer siin skills is first developed prior to learning English in more specific terms, there is little research evidence addressing the central question of whether the absence of skills in mother tongue (seereer siin) hinders the process of developing (decoding skills, linguistic domains) in a second language (English).

For instance to what extend does a child's early exposure to print material at home affect or influence their semantics, syntax and morphology awareness, decoding skills at school? Although this question may seem irrelevant to man people where children already develop skills in their mother tongue prior to learning a second language, they have become a major source of concern for vast majority of post-independence countries like Senegal in which a foreign language is the dominant medium of instruction in schools to the detriment of seereer siin. An overwhelming majority of seereer siin do not

read or write in seereer siin when they began learning the English language, only a minority would develop the first skills in this language through schooling prior to learning English. More importantly what is not fully understood is what is actually being transferred from seereer siin to English the question of how, when and in what conditions language transfer occurs in the process of learning a foreign language? To sum up the results showed that the differences in seereer tenses are the main reason that affects learner's usage of English. In the same way when one understands the grammar of one's mother tongue well, it is very easy to feel at ease with the grammar of another.

6. Discussion and recommendations

The difference between the two languages can lead to difficulties and is a major source for mistakes that are made by foreign-language learners transfer occurs between the native language and the foreign language because learners have a tendency to transfer linguistic habits from their mother tongue. This depends on whether the transfer supports or hinders of a language, its mean that the transfer can be negative or positive.

Contrastive study could still be useful to predict the native language of an author or students through errors found in the text.

Errors found in comparing always show that these learners tried to conserve their first language (L1) which is not bad but they could have used a different communication strategy to avoid using their native language however they have troubles to build verbs in adequate way, evidence comes mainly from the order in which certain grammatical phenomena such as

inflectional morphemes or the position of negation are acquired. Under the opposite view, it is mainly structured that it's the differences between source and target language that cause problems for learners.

Besides there is a small set of principles which are present in all varieties, the actual structure of an utterance in a learner variety is determined by a particular interaction of the principles. the kind of interaction may vary, depending on various factors as the learners' source language with ongoing input analysis, the interaction changes, therefore learning a new feature is not adding a new piece of puzzle which the learner has to put together rather, it entails a sometimes minimal, sometimes substantial organisation of the whole variety, where the balance of the various factors approaches the balance characteristic of the target language successively

There are many clear cases in which learners first language interferes in the learning process, structural contrast can be at the best account for some properties of the acquisitional process. All learners regularly develop a particular type of learner variety which is essentially independent of source and target language.

The varying success in final attainment is due to there is already a language which blocks the acquisition of a second language because during the process, learners pass through a series of learner varieties. Both the internal organisation of each of them at a given time as well as the transition from one variety to the next are essentially systematic in nature Furthermore, language learner varieties are not imperfect imitations of a real language the target language) but systems in their own right, thus the process of language acquisition is not to be characterized in terms of errors and deviations nor in terms of the twofold

It will be very important to give orientations and recommendations toward seereer siin learners of English. Firstly to learn English very well seereer siin learners must put in mind that English is totally different from seereer siin so translate sentences word by word will bring about many confusions in their English acquisition.

Given that most of them cannot prevent themselves from doing translation, it's better to master the grammar points of the first language (seereer siin) and the 2nd language acquisition (English) before translating .Being aware of the differences and similarities that exist in both languages can help seereer siin students avoid doing mistakes in their English learning in order to become good at English. Seereer siin students should pay attention on the linguistic sphere (morphology, syntax and semantics) of English that is different from that of seereer siin.

7. Conclusion

This research has gathered a complete analysis to identify the place of seereer siin as a Senegalese national language in the study of English and decolonisation. Results show that we cannot decolonise a country by using a foreign language and it becomes compulsory to master the first language acquisition before learning a second language. The link that exists between L1 and L2 proves the role seereer siin plays in English learning.

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