

Impacts of Socio-economic Factors on Language Shift: A Case Study of Siraiki L2 Learners

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Abstract

This study deals with the impacts of socioeconomic factors on language shift. This study was conducted to get the views of undergraduate students of Ghazi University, Dera Ghazi Khan. For data collection, a close-ended questionnaire was formulated and data was analysed through SPSS. The socioeconomic effects of switching from Saraiki to Urdu as the language of instruction have received positive responses from survey respondents. The majority of students agree that they speak Urdu at the university because they think it's more useful than Saraiki. The study found that the primary reason Saraiki students usually try to hide their language identity is linguistic indignity. They objected when the questionnaire asked about Saraiki language limitations in public areas. It came from the ethno language's sense of vitality. They gave a positive response when asked if they felt uneasy speaking Saraiki in social or business contexts. However, they agreed with the notion that the linguistic change from Saraiki to Urdu has raised their social status. On the other hand, Saraiki students who were not exposed to Urdu still struggle with language barriers. The large majority of responders agreed that the linguistic shift from Saraiki to Urdu is greatly influenced by the Punjab province's educational policy.

Keywords: Language Shift, L2 Learners, Siraiki Language, Socio-economic Factors, Urdu Language

Introduction

The term refers to a shift of language that occurs "when one distinct community surrenders its mother tongue in favour of adopting a foreign language," according to Fasold (1984). A phenomenon known as language replacement can alternatively be described as a progressive

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decrease in the number of premises where a certain language was previously reserved. Lewis and Simon, E., & Leuschner, T. (2010) support the same definition by offering their opinions on the language replacement process. They underlined that language loses its domains in contexts where its applications are known to be predictable and where it is seen to be advantageous. Romaine and Romaine identify two types of language replacement (2008). A forced shift is referred to as such, whereas a consensual shift is not. When a forced transition occurs, the indigenous minority tribes start speaking the socially prized language. When a shift occurs voluntarily, the dominant language groups do not use fear or coercion to force the indigenous language groups to change. The minority language speakers' motivation to develop this way is a result of their desire to gain a language identity that will enable them to be on par with speakers of the majority language. They wish to be treated in society in the same manner as the majority of language speakers. While it is likely that a language will go from a "heritage language" or minority to a "mainstream language" or majority language in many cases of language transition. However, there is occasionally a risk that a shift will occur in the reverse way as well. The phenomena are not limited to just one direction of shift; different groups may experience shifts to varying degrees. There are two forms of language shift depending on these degrees. There are two types of shifts: partial and total. Although definitions by Simons, G. F., & Lewis, M. (2013) and Fasold, R. W., & Connor-Linton, J. (Eds.). (2014) were previously discussed, but they do not address such levels of linguistic transformation. Therefore, we might conclude that their definitions are inadequate for treating language shifts. As a result, Dwyer (2012) educates us by providing a clever definition of language substitution. He defined language shift as the process by which a group of speakers of one language decides to switch to another. The full or partial shift in that language may be caused by this degree of change. Language shifts are not the result of a single factor. This change is the result of numerous forces coming into play. According to Grenoble (2021), the primary factors causing language change are urbanisation, cultural and social dislocation, and globalisation. Grenoble (2021) consequently believes that a variety of global, national, and regional elements are required to stop indigenous language ecosystems from shifting concerning language change. The variables differ depending on the group. Some S language speakers are willing to give up their native tongue quickly enough. Additionally, some language speakers actively work to maintain their language in the face of intense pressure. This makes it challenging to determine the precise rate at which language is changing throughout the world. Whatever the causes of the linguistic change, they have terrible effects on one language. Due to the decline in speakers and imitation of usage, these factors can cause language attrition, endangerment, and a gradual loss of skill in a language.

Language Loss

One idea in psycholinguistics is language attrition. Language attrition is defined by Schmid, H. J., & Ungerer, F. (2011) as a healthy speaker's total or partial inability to recall a single language. The reason for this process is that the speakers hardly ever use that language. Both first-language (L1) and second-language speakers are susceptible to language degradation (L2). However, in the phenomenon of indigenous and non-indigenous minorities, L1 declines. To mitigate L1 attrition, Kopke (2007) discusses some issues and offers his opinion that reading and writing in a single language fosters a close bond between the language and

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its speakers. It is via this relationship that one can become proficient in a specific language.

Dissimilarity between Language Shift and Language Erosion

One can consider both language loss and language attrition to be instances of it. Assimilation of language differs greatly from linguistic deterioration, though. Language loss was discussed by Schmid, H. J., & Ungerer, F. (2011) as a phenomenon that involves language attrition, language shift, and language death. Noting that certain medical conditions may contribute to language loss is extremely important. Language loss is one such consequence of a head injury. One cannot claim that language attrition has occurred in the event of aphasia and head injuries. According to several sociolinguists' classifications, language change happens at the social premises, whereas language attrition happens at a particular level (Pauwels, 2016).

Maintenance of language

The phrase refers to "a phenomenon in which speakers of a community continue to use their language despite pressure from a dominant language within the community," according to Pauwels (2004). The term "language maintenance" refers to this specific phenomenon. Indigenous and non-indigenous minorities have to utilise their languages in a variety of circumstances for them to remain intact. According to Fasold, R. W., & Connor-Linton, J., (2014) language maintenance occurs when a certain community resolves to continue using its native tongue or language. Furthermore, language maintenance is the process by which native speakers make an effort to preserve their language in any unfavourable circumstance. Darwin's theory of "survival of the fittest" and the process used to choose language are a great match. Regardless of population size, languages that do not enjoy a favourable socioeconomic situation in their communities may be disregarded. Minority language speakers tend to have unfavourable attitudes toward their language and feel proud to use the dominant language in their daily lives as a result of these socioeconomic circumstances. Some steps need to be taken to preserve their language. One of the key indicators and a significant phenomenon is a cordial relationship with one's language. It is this friendly relationship with language that makes speakers of that language devoted to it. The process of language shifts begins at the stage when speakers of a given language turn against their mother tongue. If it advances through further phases, it can only be done with the language that is alive in a particular community.

Language Decay

Language death, according to Crystal, D. (1997), is a situation where language disappears when no one is left. The final demise of language is hence called "linguistic death." Even though language death is conceptualised as language loss, it is very distinct from language shift and loss. Situations involving language shift can be identified by the observation that a language that is experiencing language shift disappears in one place while continuing to exist in another. However, the situation is made worse by the absence of a specific language everywhere in the language dying phenomena. Language death, according to Aitchison, J. (2005), is a consequence or outcome of language suicide or murder. Native speakers are capable of committing language suicide through the process of self-destruction. because they begin to substitute the prevailing language for their mother tongue. As a result, the

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intergenerational transmission of language ceases, which is essential to the continued existence of any language. The procedure in a linguistic murder case is a little bit different. In this case, the non-dominant language is mostly eradicated by the dominant language. When it comes to a language spoken by a minority group, the environment or ecosystem can become so miserable that the language eventually dies. However, gradual death can also result from the carelessness of members of the community, such as when speakers of one language start speaking that language more often and when minority language groups are forced to use that language by educational policies Romaine, S. (2008), divided language death into two additional terms once again. There are two types of deaths: bottom-up and top-down. It is helpful to split to determine which direction language death can take. In top-down death, there is no relationship at all between a language and the spheres of authority, including political affiliation, educational establishments, religious establishments, etc. It is due to a language's restricted domestic use and lack of official worldwide acknowledgement or admiration. Since many languages are extinct worldwide, language dying is a major worry. Regardless of the language's death mode—suicidal or murderous, top-down or bottom-up—all minority group languages are in grave danger. In Kenya, eight languages have perished and numerous others are in jeopardy (Romaine, S., 2008).). In several parts of the world, the circumstances are direr. According to Harsh (2013), Indonesia is home to 706 living languages, 301 of which have been designated as endangered. To prevent languages from going extinct or becoming endangered, actions like language repair and regeneration should be performed. This action is effective. For instance, by implementing these steps, the languages Hebrew and Latin, which had previously perished, have now been revived.

Review of the Related Literature on Language Shift and Linguistic Maintenance

There are no widely accepted guidelines for studying language shift and language maintenance that may be used to improve these two fields. Since the 1960s, some models have been used to examine the process of language transition. Knooihuizen, R. (2023) classified language shift research into different categories. Kloss (1966) proposed one type of research by focusing on finding the relationship between language choice and certain societal dynamics. Cooper, R. L., & Fishman, J. A. (1974), launched a different line of inquiry into language shift, concentrating on specific dynamic patterns of language use. In 1972, Haugen presented a concept known as the "linguistic ecology model." This model sheds some light on the interaction between a community's surrounding environment and its language speakers. The process of language shift and preservation is of interest to sociolinguists working in a variety of multilingual situations across the globe, as concerns about the rapidly disappearing nature of linguistic diversity and its increasing significance become more apparent. (McEwan-Fujita, 2010). In Oberwart, Austria, Gal (1978) carried out one of the earliest benchmarking studies on language shifts, concentrating on the migration of Hungarians to Germany. Gal (1978) discovered that those in Hungary who aspired to better their socioeconomic situations shied away from speaking their home tongue—Hungarian—because it was associated with the life of a farmer. In other cases, they even rejected it. She also observed that women were more likely to convert from Hungarian to German because the language is utilised in status-stressing contexts. This kind of situation has been studied in various multilingual societies, where it was revolutionary. Borbély, A. (2011) investigated

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language shift among Romanians in Hungary, following in the footsteps of Gal (1978). However, while Borbély, A. (2011) investigated the factors that led to the change from Romanian to Hungarian, Gal's research concentrated on the Hungarian-to-German transition. A language usage questionnaire was used to collect data for the study to understand the paradigm of language usage. Forty key informants participated in in-depth interviews, which were videotaped and then transcriptions were made for a thorough analysis. Age, gender, and linguistic proficiency of community members were among the factors identified in Borbély's study as influencing the shift. The study also discovered that the language preferences of the individuals were impacted by their socioeconomic status. Even though Europe has a smaller ethnic diversity than Asia and Africa, there is nevertheless a substantial body of research on the assimilation paradigm of language. The study's findings revealed that the Koromba community's linguistic fabric is heavily influenced by the socio-political system. It was revealed that villages with a centralised socio-political system had a higher tendency to switch from Koronfe to Moore, but those with a decentralised system had a higher inclination to keep their language. This research also highlighted a few of the inner variables that contribute to language change or language shift, like the Koromba people's poor regard for their language. Michieka (2012) followed in the footsteps of his predecessors by conducting a study to investigate the linguistic forms used by Kenyan university graduates. The survey questionnaire consists of four portions to examine in depth the areas wherein the Kenyan pupils utilize their native languages. The findings of this study revealed that, while Kenyan youths speak their native languages, they only do so in a few subject areas. The primary weakness of the study lies in its lack of reference, which compromises the credibility of the results. Earlier studies on language shift in Africa have employed a survey study approach on multiple occasions. De Klerk (2000) conducted a mixed methods survey in Grahamstown, Eastern Cape, South Africa, to investigate the factors that contributed to the linguistic shift from Xhosa to English. To gather information for the study, Xhosa families who had sent their children to English-medium schools were sent a postal questionnaire. A scheduled interview with twenty-six (26) families was selected based on the responses the questionnaire produced. The results demonstrate that parents are keen to assess their children's English proficiency, suggesting that they have a positive attitude toward the language in comparison to their mother tongue, Xhosa, which has come to be associated with the language of the developing world. Even though they understood the value of indigenous languages, parents refused to send their children to Xhosa schools because of the low calibre of education offered there. The study's problem-solving methodology, which emphasises the necessity of raising the bar for learning in Xhosa institutions by hiring qualified teachers and having adequate tools to stop the shifting process, is what gives it its relevance. Language shift and preservation research employ participant observation in addition to surveys to provide an ethological perspective. An example of such a study is the work done by Van Aswegen (2008) on language maintenance and transition in Maale, a minority tongue spoken in Ethiopia. The researcher was able to gather information from several sources by pretending to be an attendee, including formal and informal interviews with eight significant sources. The researcher examined the factors that led to the survival of the Male language in Ethiopia's political and social instability based on Paulston's (2002) theory of social mobilisation. The findings point to the need for male language maintenance, which may be related to the

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nation's mother tongue literacy initiative. Similar to van Aswegen (2008), Ravindranath (2009) employed attendance observation to ascertain the causes and consequences of the language transition from Garifuna to English and Belizean Creole in the Garifuna population in Belize, Central America. In addition to conducting interviews with fifty-two (52) Garifuna speakers, whose ages ranged from five to eighty-one (81), the researcher also made contacts with stakeholders to collect and analyse linguistic variants, particularly phonemic ones. A change in linguistic ideology, along with other local and foreign factors, is linked to the study's findings, which show a consistent progression from Garifuna to English and Belizean Creole. The data collection from five-year-old speakers is peculiar since they are too young to form linguistic opinions, even if the study is significant in showing the differences in the amount of shifting from Garifuna to English and Belizean Creole among juvenile and senior Garifuna speakers. Discourse analysis was applied in anthropological research by Messing (2007) to study language shifts in Mexicano (Nahuatl)-speaking communities in Central Mexico. The expert links internal and external differences that exist in such communities on both sides to the shift in the linguistic preferences of indigenous language groups. For instance, Anthonissen (2009) used ethnographic methods to investigate how Afrikaans were replaced by English in South Africa. Data were gathered from descendants of Afrikaans speakers through organised discussion groups within the family and structured questionnaires. This study examined the factors that led to the shift in language as well as the process and organisation of language flipping during six years, from 2003 to 2008. The results of the study demonstrate that the three descendants' hybrid African-English multilingual mindsets are changing.

Review of Literature on Language Attrition

Language change leads to linguistic attrition. It has been observed that researchers who examine language attrition usually employ the case study method. A case study on the language spoken by Inuktitut speakers in the Canadian city of Quebec is cited by Allen, Crago, and Pesco (2006). Their research concentrated on the language process' attrition. Allen et al. investigated how the language of the majority group affected the language of the minority group (2006). As a case study, they used Inuktitut, the minority language of North America. The research information was gathered from eighteen native speakers of that specific language. These eighteen speakers, who included both adults and children, were divided into two groups according to how well they understood English, the main language. Their research's data-gathering tool was built with the idea of narrating a visual story in mind. All participants were expected to narrate this twenty-four-page Inuktitut-based visual story about a frog. Several criteria were established, including word count, storey length, grammatical complexity, and linguistic articulation, to highlight how English has influenced Inuktitut. In addition to explaining the causes of language attrition, the study makes clear that language shift is a significant factor in the decline of a minority language's cultural norms and values. Many studies have been conducted on the topic of language attrition, particularly concerning immigrants from other countries. Hulsen, de Bot, and Weltens (2002) conducted a study on the population growth resulting from thirty years of Dutch immigration to New Zealand. The materials for the research were acquired using sociolinguistic and social-network surveys, as well as two experimental tasks, which comprised picture identification

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and picture pairing. The research was based on Milroy's (1998) social network theory. The findings of the sociolinguistic questionnaire revealed clear signs of language replacement from Dutch to English, the findings of the study further revealed the fact that eighty per cent of the research respondents confessed to using English language with their youngsters as their language replacement phenomenon. Cross-generational interaction was also observed to be quite limited in the second generation of Dutch immigrants. Most of them claimed to speak a combination of English and Dutch. According to Hulsen et al. (2002), third-generation Dutch immigrants likewise possess relatively little knowledge of and use of Dutch, as demonstrated by their poor performance in the two experimental assignments when compared to first- and second-generation Dutch diaspora members. According to the research's findings, there is limited use of Dutch in cross-generational relationships, English is only used in communication as a means of intergenerational interaction, and first-generation immigrants' lack of proper L1 knowledge was a major factor in the development of a negative attitude toward their heritage language.

Significance of the Study

Language shift is an underappreciated topic in the field. Very little research has been done on the specific issue and area in question. Additionally, the researcher was drawn to the topic and decided to add his research to it. It's a subject that requires discussion. What economic and societal reasons are influencing undergraduate students to study in the dominant languages? The existence of many native languages and ideologies around the world is seriously endangered, as stated by Crystal, D. (2011) and Romaine, S. (2008), proving that these socioeconomic conditions are not just factors but also a cause of language death. We must broaden our culture and preserve this endangered language. Additionally, at a particular stage, this research would be used for programmes for rejuvenation and regeneration. It will serve as a doorway to fresh discoveries in the annals of neglected languages, and it will invite new scholars to join and provide their expertise to the language. Finally, but just as importantly, this work may contribute to the literature in sociolinguistics and general linguistics.

Practical Implications of the Research

The study's immediate relevance to Pakistan's language and educational policies is one of its practical implications. The study's conclusions may force decision-makers to reevaluate the nation's prior language planning practises, which prioritised assimilation over an integrated language strategy. As the name suggests, the Assimilationist approach to language planning forbids native speakers from speaking in their mother tongue in public settings to destroy original languages and cultures. This kind of policy denies people their language rights, either overtly or covertly, by denying them a voice in any area under the dominion of authority.

Aims of the Study

The purpose of the current study is to determine how socioeconomic factors affect Siraiki L2 learners' language shift. This may promote tolerance for other languages and cultures, resulting in the development of a multilingual society where people can coexist peacefully without worrying about their linguistic or cultural identities. The study may be useful in

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bringing policymakers' attention to Pakistan's pursuit of plurilingualism because the peaceful coexistence of various sociolinguistic and spiritual groups is only possible in a pluralistic society.

Statement of the Problem

Saraiki is being replaced by the socially more prominent Urdu language among undergraduate students in the area. Socioeconomic considerations account for the majority of this. The study's primary goal is to characterise and examine how socioeconomic circumstances influence people to switch from their native tongue to another dominant language, as well as the reasons behind this phenomenon.

Research Objectives

The Main objectives of the study are the following:

- To analyze the reasons for the socioeconomic factors of the language shift from Saraiki to Urdu language
- To investigate the impact of socioeconomic factors on language shift on the learners' native language capabilities.

Research Questions

The current study will contain the following research questions:

- What are the reasons for the socioeconomic factors of the language shift from Saraiki to Urdu language?
- What is the impact of socioeconomic factors of language, shift on the learners' native language capabilities?

Delimitations of the study

The current study is delimited to socio-economic factors of language shift. This study is conducted to get the views of undergraduate students of Ghazi University, Dera Ghazi Khan.

Research Design of the Study

A specific paradigm or research model is employed in this study, which is important because each research paradigm is predicated on particular philosophical presumptions that the researcher must adhere to throughout the investigation. Dörnyei (2009) claims that a research paradigm serves as a guide and a beacon for researchers in their pursuit of knowledge. Because the study's aims dictate the type of data needed for the research, the investigator has opted for a descriptive research design. The design made it easier for the researcher to collect the information needed for the study's validity and dependability. The purpose of the study was to characterise the traits of the research participants. A closed-ended questionnaire was employed as the data collection method. The questionnaire was designed in such a way that the research respondents were supposed to give answers to the questions which were asked. The data was collected from the students of the BS English programme who were registered in the 1st, 3rd, 5th, and 7th semesters and processed systematically by using SPSS. The data was analysed in a simple percentage frequency model.

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Data Analysis

Table # 1 I speak in Urdu language at the University because I think Siraiki is less effective as compare to Urdu

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	3.3	3.3	3.3
Disagree	6	2.5	2.5	5.8
Neutral	11	4.5	4.5	10.3
Agree	120	49.6	49.6	59.9
Strongly Agree	97	40.1	40.1	100.0
Total	242	100.0	100.0	

Table # 1 clarifies the feedback of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 3.3% (n=8) strongly disagreed with the above-stated response of the students' questionnaire, 2.5% (n=6) disagreed with the statement, 4.5% (n=11) remained neutral to give their opinion, 49.6 (n=120) agreed with the statement and 40.1% (n=97) strongly agreed.

Table # 2 I communicate I Urdu language as our instructors communicate in Urdu rather than Siraiki

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	29	12.0	12.0	12.0
Disagree	36	14.9	14.9	26.9
Neutral	15	6.2	6.2	33.1
Agree	111	45.9	45.9	78.9
Strongly Agree	51	21.1	21.1	100.0
Total	242	100.0	100.0	

Table # 2 simplifies the comments of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 12.0% (n=29) strongly disagreed with the above-stated response of the students' questionnaire, 14.9% (n=36) disagreed with the statement, 6.2% (n=15) remained neutral to give their opinion, 45.9 (n=111) agreed with the statement and 21.1% (n=51) strongly agreed.

Table # 3 Urdu language is used for official purposes so I have to shift my Siraiki language to Urdu

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	38	15.7	15.7	15.7
Disagree	44	18.2	18.2	33.9
Neutral	11	4.5	4.5	38.4
Agree	100	41.3	41.3	79.8
Strongly Agree	49	20.2	20.2	100.0

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Total	242	100.0	100.0
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Table # 3 streamlines the comments of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 15.7% (n=38) strongly disagreed with the above-stated response of the students' questionnaire, 18.2% (n=44) disagreed with the statement, 4.5% (n=11) remained neutral to give their opinion, 41.3 (n=100) agreed with the statement and 20.2% (n=49) strongly agreed.

Table # 4 My class fellows speak in Urdu subsequently I have to speak in Urdu

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	.8	.8	.8
Disagree	4	1.7	1.7	2.5
Neutral	5	2.1	2.1	4.5
Agree	135	55.8	55.8	60.3
Strongly Agree	96	39.7	39.7	100.0
Total	242	100.0	100.0	

Table # 4 states that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan .8% (n=2) strongly disagreed with the above-stated response of the students' questionnaire, 1.7% (n=4) disagreed with the statement, 2.1% (n=5) remained neutral to give their opinion, 55.8 (n=135) agreed with the statement and 39.7% (n=96) strongly agreed.

Table # 5 Urdu language has been the medium of teaching since class 1, consequently, I shifted my Siraiki language to Urdu

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	.8	.8	.8
Disagree	6	2.5	2.5	3.3
Neutral	6	2.5	2.5	5.8
Agree	118	48.8	48.8	54.5
Strongly Agree	110	45.5	45.5	100.0
Total	242	100.0	100.0	

Table # 5 relates that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan .8% (n=2) strongly disagreed with the above-stated response of the students' questionnaire, 2.5% (n=) disagreed with the statement, 2.5% (n=6) remained neutral to give their opinion, 48.8 (n=118) agreed with the statement and 45.5% (n=110) strongly agreed.

Table # 6 My friends communicate in Urdu language with me in social gatherings so I shifted myself from Siraiki to Urdu

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	11	4.5	4.5	4.5
Disagree	26	10.7	10.7	15.3
Neutral	7	2.9	2.9	18.2

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Agree	140	57.9	57.9	76.0
Strongly Agree	58	24.0	24.0	100.0
Total	242	100.0	100.0	

Table # 6 narrates that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 4.5% (n=11) strongly disagreed with the above-stated response of the students' questionnaire, 10.7% (n=26) disagreed with the statement, 2.9% (n=7) remained neutral to give their opinion, 57.9 (n=140) agreed with the statement and 24.0% (n=58) strongly agreed.

Table # 7 I have to speak in Urdu language with strangers as our social setup does not encourage to speak in Siraiki

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	38	15.7	15.7	15.7
Disagree	34	14.0	14.0	29.8
Neutral	7	2.9	2.9	32.6
Agree	109	45.0	45.0	77.7
Strongly Agree	54	22.3	22.3	100.0
Total	242	100.0	100.0	

Table # 7 reports that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 15.7% (n=38) strongly disagreed with the above stated response of the students' questionnaire, 14.0% (n=34) disagreed with the statement, 2.9% (n=7) remained neutral to give their opinion, 45.0 (n=109) agreed with the statement and 22.3% (n=54) strongly agreed.

Table # 8 Officials speak in Urdu at the University, so I have to switch to Urdu with them

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	1.7	1.7	1.7
Disagree	10	4.1	4.1	5.8
Neutral	7	2.9	2.9	8.7
Agree	130	53.7	53.7	62.4
Strongly Agree	91	37.6	37.6	100.0
Total	242	100.0	100.0	

Table # 8 describes that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 1.7% (n=4) strongly disagreed with the above stated response of the students' questionnaire, 4.1% (n=10) disagreed with the statement, 2.9% (n=7) remained neutral to give their opinion, 53.7 (n=130) agreed with the statement and 37.6% (n=91) strongly agreed.

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Table # 9 Language shift from Saraiki to Urdu impacts positively students' social status

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	64	26.4	26.4	26.4
Disagree	54	22.3	22.3	48.8
Neutral	17	7.0	7.0	55.8
Agree	84	34.7	34.7	90.5
Strongly Agree	23	9.5	9.5	100.0
Total	242	100.0	100.0	

Table # 9 labels that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 26.4% (n=64) strongly disagreed with the above stated response of the students' questionnaire, 22.3% (n=54) disagreed with the statement, 7.0% (n=17) remained neutral to give their opinion, 34.7 (n=84) agreed with the statement and 9.5% (n=23) strongly agreed.

Table # 10 Saraiki students who are unfamiliar with Urdu language are facing a linguistic breach

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	2.9	2.9	2.9
Disagree	24	9.9	9.9	12.8
Neutral	6	2.5	2.5	15.3
Agree	161	66.5	66.5	81.8
Strongly Agree	44	18.2	18.2	100.0
Total	242	100.0	100.0	

Table # 10 discloses that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 2.9% (n=7) strongly disagreed with the above-stated response of the students' questionnaire, 9.9% (n=24) disagreed with the statement, 2.5% (n=6) remained neutral to give their opinion, 66.5 (n=161) agreed with the statement and 18.2% (n=44) strongly agreed.

Table # 11 Excessive use of Urdu language is a constant threat to Saraiki social norms

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	59	24.4	24.4	24.4
Disagree	50	20.7	20.7	45.0
Neutral	9	3.7	3.7	48.8
Agree	92	38.0	38.0	86.8
Strongly Agree	32	13.2	13.2	100.0
Total	242	100.0	100.0	

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Table # 11 explains that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 24.4% (n=59) strongly disagreed with the above-stated response of the students' questionnaire, 20.7% (n=50) disagreed with the statement, 3.7% (n=9) remained neutral to give their opinion, 38.0 (n=92) agreed with the statement and 13.2% (n=32) strongly agreed.

Table # 12 Language shift from Siraiki to Urdu can become the cause of deterioration in language, culture and thought in future

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	4.1	4.1	4.1
Disagree	26	10.7	10.7	14.9
Neutral	25	10.3	10.3	25.2
Agree	132	54.5	54.5	79.8
Strongly Agree	49	20.2	20.2	100.0
Total	242	100.0	100.0	

Table # 12 explicates that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 4.1% (n=10) strongly disagreed with the above-stated response of the students' questionnaire, 10.7% (n=26) disagreed with the statement, 10.3% (n=25) remained neutral to give their opinion, 54.5 (n=132) agreed with the statement and 20.2% (n=49) strongly agreed.

Table # 13 Educational policies in the Punjab province have a great impact on the language shift from Siraiki to Urdu language

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	10	4.1	4.1	4.1
Disagree	14	5.8	5.8	9.9
Neutral	8	3.3	3.3	13.2
Agree	128	52.9	52.9	66.1
Strongly Agree	82	33.9	33.9	100.0
Total	242	100.0	100.0	

Table # 13 clarifies that out of 245 undergraduate students of Ghazi University, Dera Ghazi Khan 4.1% (n=10) strongly disagreed with the above-stated response of the students' questionnaire, 5.8% (n=14) disagreed with the statement, 3.3% (n=8) remained neutral to give their opinion, 52.9 (n=128) agreed with the statement and 33.9% (n=82) strongly agreed.

Research Findings

Question No. 1: What are the reasons for the socioeconomic factors of the language shift from Saraiki to Urdu language?

The findings of the study revealed that 245 undergraduate students of Ghazi University, Dera Ghazi have expressed a highly positive response towards the socioeconomic factors of the language shift from Saraiki to Urdu language. The majority of the students highly agreed that they speak in Urdu language at the University because they think Siraiki is less effective as

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compared to Urdu. Correspondingly, they also endorsed that they communicate in Urdu language as their instructors communicate in Urdu rather than Siraiki. In the same line of action, a great number of the students agreed or strongly agreed with the statement that Urdu language is used for official purposes so they have to shift their Siraiki language to Urdu. Similarly, the majority of the respondents viewed that the class fellows speak in Urdu subsequently they have to speak in Urdu language. The major portion of the research population also in some way agreed or strongly agreed that Urdu language has been the medium of teaching since class 1, consequently, they shifted their Siraiki language to Urdu. Students also reported in a highly positive sense that their friends communicate in Urdu language with them in social gatherings so they shifted themselves from Siraiki to Urdu. The respondents also reported positively that they have to speak in Urdu language with strangers as their social setup does not encourage them to speak in Siraiki. The executed data also revealed that due to less political, social and institutional support of Saraiki language, Saraiki students feel that this language is a less privileged rather deprived language. In due course, they are shifting their Saraiki language towards power winning language which is Urdu. Additionally, the respondents also viewed that Urdu has more power to be learnt for monetary achievements. Such type of related research was done by Rehman (2006) on native marginal languages.

Question No. 2: What is the impact of socioeconomic factors of language, shift on the learners' native language capabilities?

The sole aim of the second research question was to find out the impact of socioeconomic factors on language and the shift in the learners' native language capabilities. The data extracted from the respondents revealed that linguistic fear and anxiety were the most important socioeconomic factors of language shift. The study disclosed that the Saraiki students usually try to hide their linguistic identity due to linguistic indignity. However, they were not in favour of Saraiki language being restricted in public places when it was asked in the questionnaire. It was due to a sense of ethno-linguistic vitality. They expressed strong opposition when a question was asked about whether they are insecure both socially and economically with Saraiki language. Yet, they vindicated the fact that the language shift from Saraiki to Urdu impacts positively their social status. Conversely, Saraiki students who were unfamiliar with Urdu language are still facing linguistic breaches. The majority of the students vindicated that the educational policies in the Punjab province greatly impact the language shift from Siraiki to Urdu. In this way, language shift from Siraiki to Urdu can become the cause of deterioration in language, culture and thought in future. That is why the respondents of the study think that language shift from Siraiki to Urdu language can be the cause of language endangerment and excessive use of Urdu language is a constant threat to Siraiki social norms as well.

Conclusion

Regarding 245 undergraduate students at Ghazi University in Dera Ghazi, the study's findings led to several conclusions. Survey participants have replied positively on the socioeconomic aspects of the linguistic change from Saraiki to Urdu. Since they believe Urdu is more effective than Siraiki, most students concur that they speak Urdu at the university. According to the

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study, linguistic indignity is the main reason why Saraiki pupils typically attempt to conceal their linguistic identity. When the subject of Saraiki language restrictions in public spaces was posed in the questionnaire, they disagreed. It resulted from a feeling of liveliness in the ethnic language. When asked if they felt insecure with the Saraiki language in terms of both social and economic aspects, they responded positively. Nonetheless, they supported the idea that their social standing has improved as a result of the language switch from Saraiki to Urdu. On the other hand, linguistic gaps continue to affect Saraiki students who were not exposed to Urdu. The vast majority of respondents confirmed that the Punjab province's educational policies significantly influence the language transition from Saraiki to Urdu. Thus, the transition from Saraiki to Urdu may have contributed to a decline in language, culture, and thought throughout time.

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