Language Choices of Multilingual BS English Students on Social Networking Sites: A Case Study of Public Sector Colleges

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Abstract

The prime purpose of the study was to know about the choices of multilingual BS English students studying in public sector colleges on social networking sites. The study encompasses undergraduate students enrolled at various public sector colleges as a population, with a sample of 245 students who have WhatsApp accounts and currently use Facebook, Twitter (X) and YouTube. The data collected was analysed using SPSS. According to the study's findings, the majority of respondents on social media chose "English" as their language of connection to the outside world. According to the study's findings, when asked which social media site they preferred for communication, students most frequently mentioned Facebook, Instagram, WhatsApp Messenger, YouTube, and Twitter (X). The majority of respondents utilised "Facebook" for both communication and entertainment, according to the findings, English, English, and Urdu were the languages they preferred to use on this social networking site. The respondents' preferred languages to use on WhatsApp, according to the data, were English, English & Urdu, and English. However, language choices were indicated as English & Siraiki, English & Urdu, and English on Twitter (X). When communicating with teachers on the aforementioned networking sites, there was only a minor difference in the languages that users preferred to use: English, English & Urdu. When communicating with the university administration, English, English, and Urdu were the preferred languages. The majority of respondents supported utilising English & Urdu, English & Siraiki, and English while communicating with classmates on social networking sites, according to the results of language preferences. The respondents' responses also showed that they preferred to communicate with strangers in English, or both Urdu and English.

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Introduction

God endowed humans with the ability to speak, to convey our ideas, feelings, memories, knowledge, and wisdom. To connect and communicate with people, we may use words, but we still require a language or other means of communication. Our means of communication are verbal. The evolution of language has attracted the attention of scholars since the time of the ancient Greeks. Several theories regarding the origins of language surfaced as people started to mimic the sounds of animals. Language has always been important, especially in the humanities and linguistics, but it has also been studied in many other fields from ancient times. Researchers, linguists, sociologists, and psychologists are more interested in language. Philosophers and linguists offered a range of definitions for language as a communication system to comprehend the phenomenon of language. Language is a means for transferring feelings, emotions, ideas, awareness, and details, claim Ong, K. K. W., & Zhang, L. J. (2010). They established a connection between communication and the cognitive processes of the human mind, noting that social, linguistic, and historical factors all have a significant impact on communication. Since language has the longest history and context, it has evolved over centuries and is widely acknowledged. Language is a set of symbols that are collectively agreed upon based on social norms and cultural communities, claim Danzak, R. L. (2020). By demonstrating how to use a particular language to express one's identity and represent a social community in a certain setting, they added a new dimension to the study of language. This description lists a variety of functions that language serves, including community building, personality development, information transfer, and emotional expression. The main objective of this study is to monitor language preferences on social media, as technological advancements have changed how people communicate in this modern era. Due to the broad usage and understanding of the internet, social media is now accessible to everyone. The internet has become an indispensable tool in today's world, connecting people from all walks of life and making the globe a smaller, more interconnected place. People can use different internet channels to connect over large distances. Numerous channels on the social network can be used for various purposes. The majority of Pakistanis use Facebook, WhatsApp, Instagram, Snapchat, Twitter, and YouTube, among other popular websites. People can do a variety of tasks on social networking sites, like conversing. Facebook offers its users a multitude of options, including the opportunity to create profiles and engage in social media conversations with individuals worldwide. Through their accounts, which allow users to share images, locations, and life events, people can interact with one another by responding to, liking, or commenting on each other's images, videos, and narratives. Therefore, these platforms are beneficial for marketing, education, and entertainment. The identical tasks are carried out by Instagram and WhatsApp to enable global user interaction. The main focus of this study is the language preferences of multilingual students on social media, particularly those attending Pakistani universities in the Dera Ghazi Khan province of Punjab. Pakistan is a nation of many cultures English is another important language in Pakistan, and it was designated as the official language in place of Urdu by the Pakistani Constitution (1973). English has become a Lingua Franca, an international language, and a highly esteemed

language in Pakistan. Urdu and English were pushed as the two most significant languages in Pakistan by the country's language policies. English and Urdu were made required languages for instruction in Pakistan's educational system, and they rose to prominence there. Language shift is caused by various factors, including linguistic plurality, official languages, high-status languages, and highly prestigious languages. This ultimately determines the language of high choice. Multilingual students in Pakistan encourage language transition in many settings. Language shift is widespread at the higher level because English is the medium of instruction for higher education, and language choice or preference changes based on the social setting of university students. This study aims to determine which language (English, Urdu, Saraiki, Punjabi, Balochi or any other language) is preferred by multilingual university students in Dera Ghazi Khan when communicating, blogging, sharing, or captioning photos and videos on social networking sites. Residents of Dera Ghazi Khan speak Saraiki as their primary language and it is widely spoken, according to the Census (1998). Approximately 80% of people speak this language at home, with 3.2 percent speaking Urdu, 1.3 percent speaking Punjabi, and 14 percent speaking Balochi as their mother tongue. Because Saraiki is the native tongue of 80% of the population, the majority of people in Dera Ghazi Khan speak it. Additionally, Saraiki-speaking pupils study Urdu as a second language in schools. English is a mandatory subject and the medium of instruction in universities and English-medium schools. English is taught in schools and colleges because it is a non-native language for Pakistani pupils.

Literature Review
It is commonly agreed in the modern era that the internet has become an indispensable aspect of our lives. The fact that there are more and more well-known internet users in the globe at large shows how important social media and the internet are to everyday life. Social media's influence peaked in 2004 and has continued to expand since then. The most common, unavoidable, and open source of news and information are social media platforms. Auleear Owodally, A. M., & Peeroo, S. (2021) estimated that 3.9 billion people use social media regularly worldwide, making up 45% of the global population. The modern world has developed in direct proportion to the rapid advancement of technology. Since cell phones are the most widely used and accessible devices in the world, most people use mobile devices to access the internet. Users of social networking sites spend three hours a day on social media, whether they are texting or navigating through Facebook and Instagram accounts. The anticipated amount of time spent on social media showed how addictive social media networks can be (GlobalWebIndex, 2019). Dawn News (2020) reports that during the past few months, there has been a 6.9% increase in social media consumption. Large gatherings and social gatherings were outlawed in Pakistan due to the COVID-19 outbreak, therefore during this time, people used social media more to stay connected with one another, especially during lockdowns. The majority of people used social media only for amusement many years ago, however, during the COVID-19 pandemic, social media turned into Entertainment, education, and marketing are just a few of the reasons why people use social media. For the sake of public convenience, the government of Pakistan has now opened online portals for any requests to solve their problems or make them aware of the current situation during the pandemic outbreak of Covid-19. A multilingual university student from Dera Ghazi

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Khan used language on social networking platforms (Facebook, Twitter (X), Instagram, and WhatsApp) in a way that was notable for showcasing a variety of languages. In formal and informal contexts, students utilise distinct vocabulary when speaking with professors, family members, and peers. The researcher's motivation to look into the most commonly used language among university students in Dera Ghazi Khan stems from the trend of language preference among multilingual students on social media. Not much study has been done on the language preferences or patterns of multilingual university students on social media, although various studies on language preferences have been carried out in Pakistan. The goal of this study is to close the gap through further research, and Dera Ghazi Khan is used to illustrate the dynamic impact that language choice has on social media. We interact with people from different backgrounds in today's society, and these people speak different languages. As they interact, they communicate ideas, information, and facts in a language that is mutually understandable to both parties or in their language. Multilingual people speak multiple languages in different contexts. For example, they might speak two or three languages at home, a different language in the village, and a third language when they interact with people outside of their own social or professional circle. In his article "Language and Cognition in Bilinguals and Multilinguals: An Introduction," De Groot, A. M. (2011) states that a person will acquire several languages either concurrently or sequentially if they are exposed to more than two languages from an early age. These experiences are linked to memory for discriminatively organising two or more languages, which promotes multilingualism. In the past, this practice happened accidentally and on the spur of the moment, with little knowledge of what multilingualism meant. Linguists have created terms like "bilingualism" and "multilingualism" to characterise a person's ability to speak more than one language (Pratama, H., 2019). According to Sridhar, K. K. (1996), in his book "Social Multilingualism," being multilingual is the ability to speak many languages well and to have a command or grip on more than two of those languages that is comparable to that of native speakers. He said that mastery of all lexical objects, style and register grammar, and vocabulary related to that language are prerequisites for proficiency and fluency in every language. In his book "The Bilingual Individual," Grosjean, F. (1997) asserted that a person's social environment greatly influences the language they can utilise. The purpose and calibre of contact, as well as the social context—formal or informal—have a big impact on language choice or preference. Context Multilingualism is a diverse topic that can be investigated from various angles in fields including language studies, sociolinguistics, and psycholinguistics. Multilingualism can be described in a variety of ways. Multilingualism is defined as "the ability of communities, organisations, and individuals to speak more than two languages routinely in their daily lives" by the European Commission in 2007. Exploring some of the characteristics of multilingualism, such as the social or personal component, competency level in relation to usage, and bilingualism against multilingualism, might be aided by these notions. All four provinces of Pakistan, which is a multilingual and cosmopolitan nation, have multiple languages spoken there. In Dera Ghazi Khan, Saraiki and Urdu are commonly spoken languages. The majority of people speak Saraiki at home and in their villages, where it is the common mother tongue; nevertheless, families also speak Urdu online and with their children. Educational institutions and written documents both employ the English language. English, which originated in Pakistan's younger generation, has become a prestige language

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in that country as an international Lingua Franca. Its status as a technology language is another important characteristic that adds to its potency. With the advancement of technology, computers are easily accessible to anyone. Since all technical gadget specifications are typically written in English, the English language is more widely used in the area. According to Rahman, T. (2009) poll on "Language in Society," students' interest in and demand for the English language was robust. According to Mansoor, S. (2004), parents and students in Pakistan desire their children to read and speak English to stay up to date with technological advancements. Rahman (2002) states that there is a need for English in specialised advertising and marketing as well as among students and educational institutions where it is taught as a required topic and a medium of instruction in English-medium schools. In his article "Language, Ideology and Power," he gives examples of how Urdu terms are associated with low status in specific occupations, while English is associated with high status in communities where English has mostly supplanted Urdu vocabulary. For instance, "store" is used in place of the word "Dukan." In a same vein, "Barber" is a higher-status term than "Nae," which is a lower-status word. Examples from daily life show the extent to which English has influenced our civilizations and cultures. Each of these Language shift and preferences exist in the everyday lives of the Pakistani generation, as language choice depends on many variables such as whether the communication or contact is formal or casual, or whether the person with whom you are talking has a similar language to you, another is that person is trained or illiterate, whether both the speaker and listener have same social backgrounds or differ with each other. Because of their limited exposure to educational institutions and the outside world, the city of Dera Ghazi Khan's elderly or grandparents usually speak in Saraiki. While the younger generation is more exposed to the environment and its diverse cultures, this increased exposure contributes to multilingualism and the sense of having a certain language depending on the social context. A multilingual person, for example, will speak Saraiki with parents or grandparents or at home, will switch from Saraiki to Urdu when communicating outside of the home, and will choose to speak in English when using social media or interacting with people outside of the country or with foreigners. Hoffmann, C. (2022) in his work "An Introduction to Bilingualism" proposed seven explanations for why a bilingual or multilingual person would change a language while communicating or engaging in a specific situation. According to him, (i) the subject of conversation primarily determines which variety of language should be used, (ii) when referencing someone else, a person normally changes the language from the language in which he was previously speaking, (iii) wholehearted, vigorous, and energetic dialogue typically results in the phenomenon of language shift, (iv) interjections and exclamations are often causes of language transition, (v) a multilingual person attempts to change the language to explain himself or to give the appearance of clarification, (vi) repetition of the same sentence in various languages normally indicates the speaker's desire to make his argument understandable. (vii) To convey personal identity or the identity of a society to which an individual belongs, he typically turns to another language, attempting to choose a certain language that better represents his identity to the outside world, such as the use of English to represent the elite and educated class. Facebook, WhatsApp, Instagram, Twitter, and YouTube are the most prominent social networking sites in Pakistan. Interaction and collaboration via these social networking platforms fall under the umbrella of Computer-

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Mediated Communication (CMC), which is the most enticing segment for researchers in this new age of technological advancement. Danet, B., & The languages spoken on the Internet and social media are fundamentally researchable issues for linguists, sociologists, and educators in the study of language-related areas and sociolinguistic locales, according to Herring, S. C. (2003) in their publication "The Multilingual Internet." Since the internet is no longer a monolingual world dependent on English, these studies typically look at how users of social media or websites behave about each specific language that a multilingual person prefers to use on the multilingual internet. Today, people have more opportunities to choose or prefer any language because there are many languages available on the internet. According to Androutsopoulos (2015), as its user base unexpectedly expands, web-based engagement and communication will eventually scale up to its ideal location. About his messages, images, videos, and other content, a user can get a prompt response, message, likes and dislikes, and recommendations. By enabling users to create community accounts, social networking networks enable users to connect with thousands of people quickly and efficiently. According to Herring, S. C. (2012), web-based networking tools reduce typing time and effort by offering features like emoticons, acronyms, and abbreviations. Since text languages are rife with acronyms, emoticons are an ideal way to creatively express feelings and emotions. The majority language on the internet is English, although these days, users can select any language they like. Individuals who use WhatsApp, Instagram, and Facebook tend to update their status in multiple languages. Multilingual consumers tend to use several languages depending on the content and meaning.

Research Objectives
• 	To identify the circumstances of language preferences adopted by multilingual BS English students on social networking sites.
• 	To examine the causes and reasons for multilingual BS English students' language shift in diverse situations on social media.

Research Questions
• 	What are the circumstances of language preferences adopted by multilingual BS English students on social networking sites?
• 	What are the causes and reasons for multilingual BS English students' language shift in diverse situations on social media?

Significance of the Study
The investigation of multilingual BS English students' language preferences on social networking platforms, particularly Facebook, Twitter (X), YouTube, and WhatsApp, makes this study notable. The primary language as well as the attitudes and behaviours of university students toward a certain language are determined by their linguistic preferences. Kelly-Holmes, H. (2019) states that since English has continued to be the language of technology and the Internet, the spread of the Internet around the world has increased English language usage and accessibility. Appel, R., & Muysken, P. (2005) claim that the choice or usage of a language during speech is a habit that conveys the identity, status, and personality of the speaker.

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The rationale of the Study

Before the advancement of technology and the widespread use of social media, research focused only on student learning behaviours, such as classroom communication and vocabulary use. Students' personal lives can now be seen online since social media users freely share their lives by uploading pictures and videos of their houses, parties, pets, and other events, as well as by sharing their life stories and experiences. Multilingual students have more resources for interacting on social networking sites and greater chances for international contact, according to Holmes, P., Fay, R., Andrews, J., & Attia, M. (2013). The purpose of this study is to look at the language preferences of multilingual BS English students on social media.

Research Methodology

Using a student questionnaire as the primary analytical tool, the study is both descriptive and explanatory. The term "population" refers to a group of individuals who are most likely related in terms of their ethnicity, languages, regions, customs, and beliefs. The study encompasses undergraduate students enrolled at various public sector colleges as a population, with a sample of 245 students who have WhatsApp accounts and currently use Facebook, Twitter (X) and YouTube. The data collected was analysed using SPSS.

Data Analysis

Table # 1 Mother tongue of the respondents of the study

	Frequency	Percent	Valid Percent	Cumulative Percent
Urdu	23	9.9	9.9	9.9
Siraiki	178	76.7	76.7	86.6
Punjabi	12	5.2	5.2	91.8
Balochi	13	5.6	5.6	97.4
Others	6	2.6	2.6	100.0
Total	232	100.0	100.0	

The above table bearing the statement 'mother tongue of the respondents of the study' reveals that 9.9% (N=23) of respondents belong to Urdu speaking community, 76.7% (N=178) students were from Siraiki speaking community, 5.2% (N=12) of respondents belong to Punjabi speaking community, 5.6% (N=13) students were from Balochi speaking community, and 2.6% (N=6) of respondents belong to Other languages communities.

Table # 2 Language on Social Media

	Frequency	Percent	Valid Percent	Cumulative Percent
English	41	17.7	17.7	17.7
Urdu	10	4.3	4.3	22.0
Siraiki	6	2.6	2.6	24.6
Punjabi	13	5.6	5.6	30.2

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Balochi	8	3.4	3.4	33.6
Others	6	2.6	2.6	36.2
(English&Urdu)	88	37.9	37.9	74.1
(English&Siraiki)	43	18.5	18.5	92.7
(English&Punjabi)	6	2.6	2.6	95.3
(English&Balochi)	5	2.2	2.2	97.4
(English&Others)	6	2.6	2.6	100.0
Total	232	100.0	100.0	

The second table with the statement 'language on social media' reveals that 17.7% (N=41) of respondents use English on various social media i.e. WhatsApp, Facebook, Instagram, and YouTube. 4.3% (N=10) use Urdu language on social media. 2.6% (N=6) of the respondents use Siraiki language on social media. 5.6% (N=13) of the research respondents use Punjabi language on social media. 3.4% (N=8) of the students use Balochi language on social media. 2.6% (N=6) of the respondents use Other languages i.e. Rangri and Pushto on social media. Of the respondents, 37.9% (N=88) use mixed forms of English and Urdu on social media. 18.5% (N=43) of the respondents use mixed forms of English and Siraiki on social media. Of the respondents, 2.6% (N=6) use mixed forms of English and Punjabi on social media. 2.2% (N=5) of the respondents use mixed forms of English and Balochi on social media. Of the respondents, 2.6% (N=6) use mixed forms of English and Other languages i.e. Rangri and Pushto on social media.

Table # 3 Language Preferences on Facebook

	Frequency	Percent	Valid Percent	Cumulative Percent
English	149	64.2	64.2	64.2
Urdu	6	2.6	2.6	66.8
Siraiki	8	3.4	3.4	70.3
Punjabi	7	3.0	3.0	73.3
Balochi	7	3.0	3.0	76.3
Others	6	2.6	2.6	78.9
(English&Urdu)	31	13.4	13.4	92.2
(English&Siraiki)	4	1.7	1.7	94.0
(English&Punjabi)	5	2.2	2.2	96.1
(English&Balochi)	5	2.2	2.2	98.3
(English&Others)	4	1.7	1.7	100.0
Total	232	100.0	100.0	

The above table with the statement 'language preferences on Facebook' reveals that 64.2% (N=149) of respondents use English language on Facebook. 2.6% (N=6) use Urdu language on Facebook. 3.4% (N=8) of the respondents use Siraiki language on Facebook. 3.0% (N=7) of the research respondents use Punjabi language on Facebook. 3.0% (N=7) of the research respondents use Balochi language on Facebook. 2.6% (N=6) of the respondents use Other languages i.e. Rangri and Pushto on Facebook. Of the respondents, 13.4% (N=31) use mixed

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forms of English and Urdu on Facebook. 1.7% (N=4) of the respondents use mixed forms of English and Siraiki on Facebook. Of the respondents, 2.2% (N=5) use mixed forms of English and Punjabi on Facebook. 2.2% (N=5) of the respondents use mixed forms of English and Balochi on Facebook. Of the respondents, 1.7% (N=4) use mixed forms of English and Other languages i.e. Rangri and Pushto on Facebook.

Table # 4 Language Preferences on WhatsApp

	Frequency	Percent	Valid Percent	Cumulative Percent
English	42	18.1	18.1	18.1
Urdu	6	2.6	2.6	20.7
Siraiki	11	4.7	4.7	25.4
Punjabi	13	5.6	5.6	31.0
Balochi	7	3.0	3.0	34.1
Others	6	2.6	2.6	36.6
(English&Urdu)	87	37.5	37.5	74.1
(English&Siraiki)	42	18.1	18.1	92.2
(English&Punjabi)	7	3.0	3.0	95.3
(English&Balochi)	5	2.2	2.2	97.4
(English&Others)	6	2.6	2.6	100.0
Total	232	100.0	100.0	

Table 4 with the statement 'language preferences on WhatsApp' discloses that 18.1% (N=42) of respondents use English language on Facebook. 2.6% (N=6) use Urdu language on WhatsApp. 4.7% (N=11) of the respondents use Siraiki language on WhatsApp. 5.6% (N=13) of the research respondents use Punjabi language on WhatsApp. 3.0% (N=7) of the research respondents use Balochi language on WhatsApp. 2.6% (N=6) of the respondents use Other languages i.e. Rangri and Pushto on WhatsApp. Of the respondents, 37.5% (N=87) use mixed forms of English and Urdu on WhatsApp. 18.1% (N=42) of the respondents use mixed forms of English and Siraiki on WhatsApp. Of the respondents, 3.0% (N=7) use mixed forms of English and Punjabi on WhatsApp. 2.2% (N=5) of the respondents use mixed forms of English and Balochi on WhatsApp. Of the respondents, 2.6% (N=6) use mixed forms of English and Other languages i.e. Rangri and Pushto on WhatsApp.

Table # 5 Language Preferences on YouTube

	Frequency	Percent	Valid Percent	Cumulative Percent
English	149	64.2	64.2	64.2
Urdu	6	2.6	2.6	66.8
Siraiki	7	3.0	3.0	69.8
Punjabi	7	3.0	3.0	72.8
Balochi	7	3.0	3.0	75.9
Others	6	2.6	2.6	78.4
(English&Urdu)	31	13.4	13.4	91.8

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	Frequency	Percent	Valid Percent	Cumulative Percent
(English&Siraiki)	5	2.2	2.2	94.0
(English&Punjabi)	5	2.2	2.2	96.1
(English&Balochi)	5	2.2	2.2	98.3
(English&Others)	4	1.7	1.7	100.0
Total	232	100.0	100.0	

Table 5 with the statement 'language preferences on YouTube' relates that 64.2% (N=149) of the research respondents use English language on YouTube. 2.6% (N=6) use Urdu language on YouTube. 3.0% (N=7) of the respondents use Siraiki language on YouTube. 3.0% (N=7) of the research respondents use Punjabi language on YouTube. 3.0% (N=7) of the research respondents use Balochi language on YouTube. 3.0% (N=7) of the respondents use Other languages i.e. Rangri and Pushto on YouTube. Of the respondents, 13.4% (N=31) use mixed forms of English and Urdu on YouTube. 2.2% (N=5) of the respondents use mixed forms of English and Siraiki on YouTube. Of the respondents, 2.2% (N=5) use mixed forms of English and Punjabi on YouTube. 2.2% (N=5) of the respondents use mixed forms of English and Balochi on YouTube. Of the respondents, 1.7% (N=4) use mixed forms of English and Other languages i.e. Rangri and Pushto on YouTube.

Table # 6 Language Preferences on Twitter (X)

	Frequency	Percent	Valid Percent	Cumulative Percent
English	42	18.1	18.1	18.1
Urdu	6	2.6	2.6	20.7
Siraiki	12	5.2	5.2	25.9
Punjabi	13	5.6	5.6	31.5
Balochi	7	3.0	3.0	34.5
Others	6	2.6	2.6	37.1
(English&Urdu)	87	37.5	37.5	74.6
(English&Siraiki)	41	17.7	17.7	92.2
(English&Punjabi)	6	2.6	2.6	94.8
(English&Balochi)	6	2.6	2.6	97.4
(English&Others)	6	2.6	2.6	100.0
Total	232	100.0	100.0	

The above table with the statement 'language preferences on Twitter (X)' unveils that 18.1% (N=42) of respondents use English language on Twitter (X). 2.6% (N=6) use Urdu language on Twitter (X). 5.2% (N=12) of the respondents use Siraiki language on Twitter (X). 5.6% (N=13) of the research respondents use Punjabi language on Twitter (X). 3.0% (N=7) of the research respondents use Balochi language on Twitter (X). 2.6% (N=6) of the respondents use Other languages i.e. Rangri and Pushto on Twitter (X). Of the respondents, 37.5% (N=87) use mixed forms of English and Urdu on Twitter (X). 17.7% (N=41) of the respondents use mixed forms of English and Siraiki on Twitter (X). Of the respondents, 2.6% (N=6) use mixed forms of English and Punjabi on Twitter (X). 2.6% (N=6) of the respondents use mixed forms

of English and Balochi on Twitter (X). Of the respondents, 2.6% (N=6) use mixed forms of English and Other languages i.e. Rangri and Pushto on Twitter (X).

Table # 7 Language Preferences while interacting with teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
English	149	64.2	64.2	64.2
Urdu	7	3.0	3.0	67.2
Siraiki	6	2.6	2.6	69.8
Punjabi	7	3.0	3.0	72.8
Balochi	7	3.0	3.0	75.9
Others	6	2.6	2.6	78.4
(English&Urdu)	31	13.4	13.4	91.8
(English&Siraiki)	5	2.2	2.2	94.0
(English&Punjabi)	5	2.2	2.2	96.1
(English&Balochi)	4	1.7	1.7	97.8
(English&Others)	5	2.2	2.2	100.0
Total	232	100.0	100.0	

Table 7 with the statement 'language preferences while interacting with teachers' relates that 64.2% (N=149) of the research respondents use English while interacting with teachers. 3.0% (N=7) use Urdu language while interacting with teachers. 2.6% (N=6) of the respondents use Siraiki language while interacting with teachers. 3.0% (N=7) of the research respondents use Punjabi language while interacting with teachers. 3.0% (N=7) of the research respondents use Balochi language while interacting with teachers. 2.6% (N=6) of the respondents use Other languages i.e. Rangri and Pushto while interacting with teachers. Of the respondents, 13.4% (N=31) use mixed forms of English and Urdu while interacting with teachers. 2.2% (N=5) of the respondents use mixed forms of English and Siraiki while interacting with teachers. Of the respondents, 2.2% (N=5) use mixed forms of English and Punjabi while interacting with teachers. 1.7% (N=4) of the respondents use mixed forms of English and Balochi while interacting with teachers. Of the respondents, 2.2% (N=5) use mixed forms of English and Other languages i.e. Rangri and Pushto while interacting with teachers.

Table # 8 Language Preferences while interacting with the University administration

	Frequency	Percent	Valid Percent	Cumulative Percent
English	149	64.2	64.2	64.2
Urdu	7	3.0	3.0	67.2
Siraiki	11	4.7	4.7	72.0
Punjabi	6	2.6	2.6	74.6
Balochi	7	3.0	3.0	77.6

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		Frequency	Percent	Valid Percent	Cumulative Percent
	Others	5	2.2	2.2	79.7
	(English&Urdu)	30	12.9	12.9	92.7
	(English&Siraiki)	4	1.7	1.7	94.4
	(English&Punjabi)	5	2.2	2.2	96.6
	(English&Balochi)	4	1.7	1.7	98.3
	(English&Others)	4	1.7	1.7	100.0
	Total	232	100.0	100.0	

The above table with the statement 'language preferences while interacting with the University administration' exposes that 64.2% (N=149) of respondents use English while interacting with the University administration. 3.0% (N=7) use Urdu while interacting with the University administration. 4.7% (N=11) of the respondents use Siraiki language while interacting with the University administration. 2.6% (N=6) of the research respondents use Punjabi language while interacting with the University administration. 3.0% (N=7) of the research respondents use Balochi language while interacting with the University administration. 2.2% (N=5) of the respondents use Other languages i.e. Rangri and Pushto while interacting with the University administration, 12.9% (N=30) use mixed forms of English and Urdu while interacting with the University administration. 1.7% (N=4) of the respondents use mixed forms of English and Siraiki while interacting with the University administration. Of the respondents, 2.2% (N=5) use mixed forms of English and Punjabi while interacting with the University administration. 1.7% (N=4) of the respondents use mixed forms of English and Balochi while interacting with the University administration. Of the respondents, 1.7% (N=4) use mixed forms of English and Other languages i.e. Rangri and Pushto while interacting with the University administration.

Table # 9 Language Preferences while interacting with class-fellows

	Frequency	Percent	Valid Percent	Cumulative Percent
English	42	18.1	18.1	18.1
Urdu	7	3.0	3.0	21.1
Siraiki	15	6.5	6.5	27.6
Punjabi	12	5.2	5.2	32.8
Balochi	8	3.4	3.4	36.2
Others	6	2.6	2.6	38.8
(English&Urdu)	88	37.9	37.9	76.7
(English&Siraiki)	39	16.8	16.8	93.5
(English&Punjabi)	5	2.2	2.2	95.7
(English&Balochi)	5	2.2	2.2	97.8
(English&Others)	5	2.2	2.2	100.0
Total	232	100.0	100.0	

Table 9 with the statement 'language preferences while interacting with class-fellows' shows that 18.1% (N=42) of respondents use English while interacting with class-fellows. 3.0%

(N=7) use Urdu language while interacting with class-fellows. 6.5% (N=15) of the respondents use Siraiki language while interacting with class-fellows. 5.2% (N=12) of the research respondents use Punjabi language while interacting with class-fellows. 3.4% (N=8) of the research respondents use Balochi language while interacting with class-fellows. 2.6% (N=6) of the respondents use Other languages i.e. Rangri and Pushto while interacting with class fellows. Of the respondents, 37.9% (N=88) use mixed forms of English and Urdu while interacting with class-fellows. 16.8% (N=39) of the respondents use mixed forms of English and Siraiki while interacting with class fellows. Of the respondents, 2.2% (N=5) use mixed forms of English and Punjabi while interacting with class-fellows. 2.5% (N=5) of the respondents use mixed forms of English and Balochi while interacting with class fellows. Of the respondents, 2.5% (N=5) use mixed forms of English and Other languages i.e. Rangri and Pushto while interacting with class fellows.

Table # 10 Language Preferences while interacting with strangers

	Frequency	Percent	Valid Percent	Cumulative Percent
English	149	64.2	64.2	64.2
Urdu	6	2.6	2.6	66.8
Siraiki	6	2.6	2.6	69.4
Punjabi	7	3.0	3.0	72.4
Balochi	7	3.0	3.0	75.4
Others	6	2.6	2.6	78.0
(English&Urdu)	31	13.4	13.4	91.4
(English&Siraiki)	5	2.2	2.2	93.5
(English&Punjabi)	5	2.2	2.2	95.7
(English&Balochi)	5	2.2	2.2	97.8
(English&Others)	5	2.2	2.2	100.0
Total	232	100.0	100.0	

The table above with the statement 'language preferences while interacting with strangers' demonstrates that 64.2% (N=149) of respondents use English while interacting with strangers. 2.6% (N=6) use Urdu language while interacting with strangers. 2.6% (N=16) of the respondents use Siraiki language while interacting with strangers. 3.0% (N=7) of the research respondents use Punjabi language while interacting with strangers. 3.0% (N=7) of the research respondents use Balochi language while interacting with strangers. 2.6% (N=6) of the respondents use Other languages i.e. Rangri and Pushto while interacting with strangers. Of the respondents, 13.4% (N=31) use mixed forms of English and Urdu while interacting with strangers. 2.2% (N=5) of the respondents use mixed forms of English and Siraiki while interacting with strangers. Of the respondents, 2.2% (N=5) use mixed forms of English and Punjabi while interacting with strangers. 2.5% (N=5) of the respondents use mixed forms of English and Balochi while interacting with strangers. Of the respondents, 2.5% (N=5) use mixed forms of English and Other languages i.e. Rangri and Pushto while interacting with strangers.

Results and Findings of the Study

Q # 1 What are the circumstances of language preferences adopted by multilingual BS English students on social networking sites?

In the first section of the questionnaire, respondents were asked several questions to get data on the first research question. The results show that although most of the respondents only speak Saraiki at home, they don't utilise it at work or in the classroom. The replies indicate that Saraiki is not recognised as a national language in Pakistan. Consequently, when Saraiki speakers use it informally or outside the home, they experience inferiority complexes. However, Urdu and English are the two official languages of Pakistan and have been declared as such. For this reason, the Saraiki language is not being passed down to the next generation in the majority of the respondents of Dera Ghazi Khan. Being multilingual, respondents were asked which language was their preference. The majority of respondents stated that English is their second favourite language and Urdu their preferred language. Since English is not their first language, many of them are afraid to speak it for fear of making mistakes, but when they speak Urdu, they feel comfortable and secure. The results showed that respondents' preferences shifted from Urdu to English when asked which language they preferred on social media. The English language is now preferred when it comes to social networking. This is due to the fact that social media serves as a global communication tool and that English is the language of science and technology. On social media, it is a commonly used standard language. The majority of respondents on social media selected "English" to feel connected to the rest of the world, as per findings of the study. English is the preferred captioning language for social media comments, photographs and videos uploaded by Public sector college students, based on questionnaire data. They like to spell English and Urdu both when they comment on someone's post, update a status, or share a tale. Most respondents said that their favourite language to use on WhatsApp, Instagram, YouTube and Facebook for posting, commenting, and interacting with foreigners and even with locals was English and Urdu. In this study, the participants were also requested to provide answers to inquiries regarding their preferences for languages on social media platforms. Many social networking platforms are used for communication. For students of public sector colleges, the most popular platforms were Facebook, Instagram, WhatsApp Messenger, YouTube, and Twitter (X) when questioned about their preferred social media platform for communication. Students use these platforms for multiple purposes along with communication purposes and the majority of the respondents used English, English &urdu, English & siraiki respectively. Findings revealed that 'Facebook' is a platform that the majority of the respondents are using for entertainment as well as communication purposes and the preferences of languages used of the respondents on this networking site were English, English and Urdu both. According to the findings, WhatsApp Messenger is a helpful tool for academic and communication reasons and the preferences of languages used of the respondents on this networking site were English only, English & Urdu, English & Siraiki respectively. Likewise, language preferences on YouTube were English, English & Urdu. On the other hand, language preferences on Twitter (X) were reported as English & Urdu, English & Siraiki, English separately. A slight variation in language preferences while interacting with teachers on the above-mentioned networking sites remained as English, English & Urdu. Language preferences while interacting with the University administration were English, and English & Urdu. Results regarding language preferences indicated that majority of the respondents were in favour of using English & Uurdu, English, English & Siraiki while interacting with class-fellows on

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social networking sites. Results of the respondents also indicated that language preferences while interacting with strangers were preferably English, English & Urdu. Despite the reality that the majority of the respondents belong to Siraiki background, they prefer to use English and Urdu respectively as both languages are considered as lingua franca and national language respectively.

Q # 2 What are the causes and reasons for multilingual BS English students' language shift in diverse situations on social media?
To identify the primary causes of language shift, respondents were asked a series of questions in this section. Most of the participants reported that social media significantly influenced their language preferences. The language change is the result of the social networking site itself. English is the language of the internet, technology, and social media, thus people who use these platforms generally want to communicate in it. It's become common practice to post stylish and appealing English captions on social media. Most users of social media use English, which is the language that is used the most often. It now serves as a symbol of societal stratification. A person may acquire the authority and status that come with using the English language. Consequently, social media greatly impacts how we communicate. English gained popularity as people witnessed members of the upper class, politicians, and celebrities using it on social media. People have been indoctrinated with the idea that speaking English is a sign of ignorance or social inferiority. The study's findings showed that greeting habits among the young people in this group have been impacted by social media. Students and younger people typically say "Hello" or "Hi" when they greet or meet someone. Youth have been motivated by social media. Younger people, who use social media the most, are the ones who are most aware of this change. The results showed that most respondents used social media for several hours per day. Because of social media, students are encouraged to use and learn English. According to the survey's findings, most students learn English primarily through social media, which has helped them strengthen their language skills. The most popular language among Public sector colleges students is English, according to the majority of them, who also say that it has made it easier for them to make friends from all over the world and travel the world on social media. It has given them more self-assurance and helped their professions progress. The results showed that most students believed that English is widely utilised on social media because of its high status and prestige. They felt that speaking English raises one's standard of living because it is a status symbol. All other regional languages have been forced off social media due to the power and prestige of the English language, and students now only speak English. English is increasingly seen as a necessity and a topic that is necessary for further education.

Conclusion
The study's conclusions showed that most respondents on social media chose to use English to feel connected to the rest of the globe. According to survey results, Public-sector college students prefer to caption their social media posts in English. This includes their remarks, photos, and videos. When they leave a remark on someone's post, change their status, or tell a story, they like to spell both English and Urdu correctly. English and Urdu were cited by the majority of respondents as their preferred languages for posting, commenting, and connecting with both foreigners and locals on Facebook, Instagram, YouTube, and WhatsApp. The majority of respondents utilised "Facebook" for both communication and entertainment,

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according to the findings, and English, English, and Urdu were the languages they preferred to use on this social networking site. The results show that WhatsApp Messenger is a useful tool for communication and academic purposes and that the respondents' preferred languages to utilise on social networking sites were English solely, English & Urdu, and English & Siraiki, in that order. On YouTube, users preferred to watch in English, English, and Urdu. However, language choices were indicated as English & Siraiki, English & Urdu, and English simply on Twitter (X). When communicating with teachers on the aforementioned networking sites, there was only a minor difference in the languages that users preferred to use: English, English, and Urdu. When communicating with the university administration, English, English, and Urdu were the preferred languages. The majority of respondents supported utilising English and Urdu, English, English & Siraiki, and English while communicating with classmates on social networking sites, according to the results of language preferences. The respondents' responses also showed that they preferred to communicate with strangers in English, English, and Urdu.

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