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## Examining the Impact of Urdu on the Saraiki Language

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### Abstract

The overall aim of the current study is to explore the influence of Urdu language on the use of Saraiki Language (a regional language of Pakistan). This research aims to achieve the following three objectives: to investigate the sources of code-mixing between Saraiki and Urdu in D.I. Khan region, to explore the attitude of Saraiki speakers in Dera Ismail Khan (D.I. Khan) towards the influence of Urdu on their native language, and to identify the factors that are responsible for the decline in the use of Saraiki language in D.I. Khan. To achieve the above aims, a quantitative research design was employed. A closed-ended questionnaire was utilized to collect the data regarding participants' language usage, attitudes, preferences, and proficiency among Urdu and Saraiki speakers. The population of the study is comprised of speakers of Urdu and Saraiki languages in D.I. Khan (both local and non-local residents) and the students and faculty members of Qurtuba University of Science and Technology, D.I. Khan, Gomal University D.I. Khan, Government College No. 3 D.I. Khan, Government College No. 1 D.I. Khan, and University of Science & Technology Bannu. While the study recruited 50 participants including teachers and students. Data were analyzed through statistical methods, including mean, median, standard deviation, and t-tests. The results of this study indicate that Urdu language has a significant influence on Saraiki language. The factors that contribute to this influence include language support at home, language learning environment, attitude towards language, users' language choice, language transmission practices, language self-efficacy, language self-identity, shame in language speaking, levels of satisfaction, government policies and institutional support, lack of financial motivation, the present status of the language, and Saraiki dead words. The study found that language support at home, language learning environment, and attitudes towards language were significant factors in determining the influence of Urdu on Saraiki. The study successfully elucidated various determinants behind Saraikis, notably the pervasive negative attitudes towards the language, insufficient governmental advocacy, and the overarching perception of Saraiki as subordinate to Urdu. The study offered various implications and recommendations for future studies.

**Keywords:** Urdu, Saraiki, Sociolinguistics, Language Influence, Language Preservation.

### 1. Introduction

The linguistic landscape of Pakistan, characterized by its rich tapestry of languages, presents a fascinating arena for the exploration of language dynamics (Akram et al., 2020), particularly the interaction between regional languages and the national language (Ramzan et al., 2023), Urdu. Among these languages, Saraiki, with its deep historical roots and cultural significance, occupies a unique position in the central regions of Pakistan, notably in the Dera Ismail Khan area. This study focuses on the nuanced and complex influence of Urdu, the national language, on the

Saraiki language, aiming to unravel the layers of linguistic shift, code-mixing, and the broader socio-linguistic implications of this interaction. The significance of language as a marker of identity and cultural heritage in Pakistan cannot be overstated. In multi-ethnic and multilingual societies (Akram & Abdelrady, 2023; Ramzan et al., 2023), languages serve not just as tools for communication but as embodiments of history, culture, and collective memory (Abdelrady & Akram, 2022; Ramzan et al., 2023). The interface between Urdu and Saraiki in the Dera Ismail Khan Region offers a compelling case study of how dominant languages can influence, and in some instances, transform regional languages. This research delves into the factors contributing to the shifting dynamics between Saraiki and Urdu, examining the socio-political, cultural, and educational landscapes that frame this linguistic interaction. Despite the recognition of Saraiki's importance, the encroaching influence of Urdu has led to notable changes in language use, attitudes, and identity among Saraiki speakers. The phenomena of language shift, erosion of linguistic features, and the introduction of 'dead words' into Saraiki vocabulary are of particular interest. These changes raise critical questions about the future of Saraiki and its speakers, highlighting the need for a comprehensive investigation into the mechanisms driving these linguistic transformations. This study, therefore, seeks to answer several pivotal research questions, including the sources of code-mixing between Saraiki and Urdu, the attitudes of Saraiki speakers towards the influence of Urdu and English on their native language, and the factors responsible for the observed decline in Saraiki language use in the D.I. Khan region. By exploring these questions, the research aims to contribute to a deeper understanding of the linguistic shifts within the Saraiki community, offering insights into the broader implications of language influence and change in multilingual contexts. By examining linguistic practices, attitudes, and identity construction among the speakers of Saraiki, this research contributes to the ongoing discourse on language preservation, policy formulation, and the sociolinguistic dynamics of language interaction in Pakistan.

### 1.1. Research Questions

This study aims to answer the following research questions:

1. What are the sources of code-mixing between Saraiki and Urdu in the D.I. Khan region?
2. What are the attitudes of Saraiki speakers in D.I. Khan towards the influence of Urdu on their native language?
3. What factors are responsible for the decline in the use of Saraiki language in D.I. Khan?

## 2. Literature Review

This literature review critically examines the complex interplay between language shift, identity, and sociopolitical dynamics within the context of the Saraiki language in Pakistan. Drawing on a diverse array of sociolinguistic, anthropological, and policy-oriented research, it highlights the nuanced challenges and opportunities facing Saraiki speakers amidst Urdu's predominance. By situating the Saraiki case within global debates on linguistic diversity and minority rights, this review illuminates the broader implications for language preservation efforts and the safeguarding of cultural identities.

### 2.1. Sociolinguistic Situation in United India and Pakistan

The historical language policies in India and Pakistan have shaped the current sociolinguistic landscape, favoring Urdu over regional languages like Saraiki. Kumar (2018) notes the colonial imposition of English and subsequent promotion of Urdu in Pakistan as factors that have marginalized regional languages. Brown (2017) and Patel (2016) further argue that these policies have not only altered language usage but also impacted the social hierarchies within the country. Additionally, when scrutinizing the educational system in Pakistan, it becomes evident that the

policies and practices outlined by Akram (2020) and Akram and Yang (2021) carry significant implications, suggesting that these educational policies are deeply intertwined with language policies, perpetuating the dominance of certain languages while neglecting others.

## 2.2. Language and Ethnic Identity

**Saraiki Identity:** The Saraiki identity is deeply rooted in the language, which serves as a marker of cultural and ethnic distinction. Ahmed (2015) and Khan (2014) highlight how Saraiki language acts as a cornerstone of community identity, symbolizing a form of resistance against linguistic assimilation and cultural homogenization.

**Saraiki Movement:** The Saraiki movement encapsulates the community's efforts to assert their linguistic, cultural, and political rights. Malik (2013) discusses the movement's historical context, while Hussain (2012) evaluates its impact, illustrating the broader implications for language activism in safeguarding minority languages in Pakistan.

**Saraiki Script and Writings:** The evolution of the Saraiki script and its literary tradition underscores the rich cultural heritage of the Saraiki-speaking community. Jamil (2011) and Iqbal (2010) emphasize the importance of literature and written forms in maintaining the language and fostering a sense of pride among its speakers.

**Outcome of the Saraiki Movement:** Evaluating the outcomes of the Saraiki movement, Raza (2009) and Ali (2008) provide insights into the challenges and achievements of language activism. Their analysis sheds light on the effectiveness of such movements in promoting linguistic and cultural recognition.

**Saraiki versus Urdu:** The relationship between Saraiki and Urdu is characterized by unequal power dynamics. Mehta & Singh (2019) and Kumar & Patel (2017) explore how societal attitudes, educational policies, and media representation favor Urdu, impacting the use and transmission of Saraiki.

## 2.3. Factors Contributing to the Influence of Urdu's Language on Saraiki Language

The dominance of Urdu over the Saraiki language within Pakistan's complex linguistic landscape is shaped by an intricate web of social, economic, and cultural factors. These elements range from motivational strategies and familial language support to the overarching influence of governmental policies and the contemporary status of Saraiki itself (Javaid, 2004; Khan, 2020). Notably, motivational strategies, underscored by socioeconomic incentives and media representation, significantly sway language choice and proficiency, favoring Urdu over Saraiki and affecting speakers' linguistic preferences (Javaid, 2004; Jan, 2016). This preference extends into the domestic realm, where urbanization and the associated prestige of Urdu compel many families to prioritize Urdu or English in household conversations, diminishing the role and usage of Saraiki (Vasilcovschi, 2021). Within educational settings, institutions and societal norms further entrench Urdu's supremacy, creating an environment where students encounter limited exposure to Saraiki. This educational dynamic adversely impacts students' proficiency in and affinity towards their mother tongue, Saraiki, despite its cultural significance (Gee, 1996; Giles & Davies, 2011). Moreover, societal attitudes toward Saraiki and Urdu, influenced by the perceived social prestige of the latter, significantly affect language utilization. Urdu is often deemed more valuable, leading to stigma or marginalization for Saraiki speakers and influencing their language choices (Ladegaard, 2000; Asif, 2005). These societal norms and educational opportunities, alongside economic prospects, further incentivize a shift away from Saraiki despite individual or cultural preferences for the language (Miller, 2000; Pervaiz, 2001).

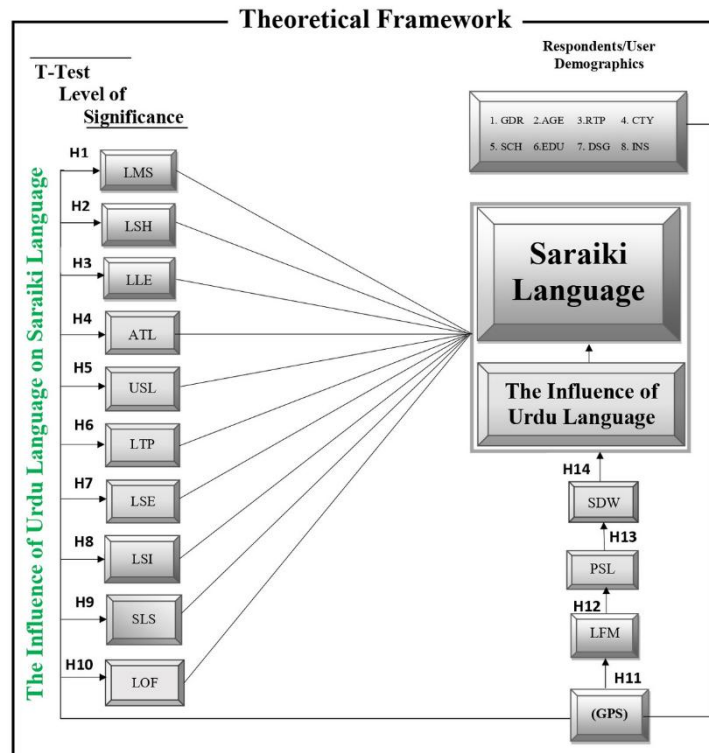
The practices surrounding the transmission of Saraiki within families and communities are crucial yet increasingly challenged by preferences for Urdu in formal education. This erosion of intergenerational transmission poses significant sustainability challenges for Saraiki (Atta et al., 2020; Farooq, 2014). In addition, the prevailing societal and educational dominance of Urdu undermines Saraiki speakers' self-efficacy, or belief in their ability to learn and effectively use

their mother tongue, further contributing to the decline in Saraiki use and proficiency (Bashir, 2019; Farooq & Hussain, 2018). The overshadowing of Saraiki by Urdu not only challenges the linguistic identity of Saraiki speakers but also leads to conflicts between their cultural heritage and societal pressures, illustrating the profound impact of language on identity (Garcia, 2016; Saini, 2018). Moreover, the stigma associated with speaking Saraiki, often perceived as less prestigious or modern compared to Urdu, fosters feelings of shame among speakers. This shame acts as a significant deterrent to the use of Saraiki, highlighting the negative social implications of language preferences (Hashmi, 2014; Raza, 2022). Consequently, the levels of satisfaction among Saraiki speakers are influenced by their ability to navigate social and professional spaces, which are often dominated by Urdu. This dynamic can lead to dissatisfaction and a diminished use of Saraiki, further complicating the linguistic landscape (Fiaz, 2021; Khan, 2020). Governmental policies and institutional support that favor Urdu over regional languages like Saraiki institutionalize linguistic hierarchies, limiting resources for Saraiki education and representation in media (Gumperz, 2015; Brass, 2005).

Economic incentives aligned with Urdu proficiency further discourage the use and transmission of Saraiki. The absence of financial motivation for speakers perpetuates Saraiki's marginal status, underscoring the economic dimensions of language preference (Bryman & Cramer, 2002; Clegg & Sewell, 1999). Additionally, the concept of "dead words" in Saraiki highlights the challenges of language preservation in the face of Urdu's dominance, as the loss of unique lexical items diminishes Saraiki's linguistic richness (Rahman & Iqbal, 2011; Atkinson, 2007). The current struggle of Saraiki for survival and recognition in a country where Urdu's prominence grows reflects significant challenges in maintaining its vitality and relevance (Gill, 2021). The interaction between language attitudes and identity is pivotal in understanding the dynamics between Urdu and Saraiki. Language attitudes significantly influence identity formation, impacting the social integration and cultural continuity of Saraiki speakers (Skutnabb-Kangas, 2002; Wei & Milroy, 2003). The theoretical framework that underpins this analysis integrates sociolinguistic theories, identity formation models, and language shift paradigms, offering a robust foundation for understanding the factors influencing Saraiki's status (Annamalai, 1990; Giles, 1977). Integrating this framework into research on Saraiki facilitates a nuanced exploration of language use, attitudes, and policy impacts, guiding the investigation toward potential avenues for language revitalization (Kausar, Faiz, & Rind, 2021; Sandhu, 2015). This approach highlights the necessity of multifaceted strategies to comprehend and address the challenges of language shift in multilingual contexts.

#### **2.4. Theoretical Framework in Linguistic Shift and Identity**

Incorporating theories of language shift and identity, Taylor & Mohammed (2014) and Lee (2013) provide a theoretical framework for understanding the implications of language change. Their work highlights the critical role of language in shaping individual and collective identities, emphasizing the importance of preserving linguistic diversity. This literature review, through the integration of sociolinguistic theories, anthropological insights, and policy analysis, underscores the critical challenges facing the Saraiki language in Pakistan. It not only brings to light the complexities of language shift and identity formation but also situates the Saraiki experience within a broader global context of linguistic diversity and minority rights, offering a nuanced understanding of the factors influencing Saraiki's status and the imperative for concerted preservation efforts.



### 3. Research Methodology

This study employs a quantitative research design to investigate the multifaceted influence of the Urdu language on Saraiki to triangulate findings and ensure a robust analysis of the sociolinguistic dynamics at play. The methodology is anchored in social constructivism, acknowledging that perceptions and influences of language are socially constructed phenomena evolving.

#### 3.1. Data Collection

Data collection employs structured questionnaires designed to capture quantitative insights into language usage, attitudes, preferences, and proficiency among speakers of Urdu and Saraiki.

#### 3.2. Population and Sampling

*Population:* The population of the study is composed of speakers of Urdu and Saraiki languages in the Dera Ismail Khan district (both local and non-local residents), as well as the students and faculty members of QUIST D.I. Khan, Gomal University D.I. Khan, Government College No. 3 D.I. Khan, Government College No. 1 D.I. Khan, and University of Science & Technology Bannu.

*Sample size, techniques and framework:* The sample size for this study was 50, which included teachers, students, and other staff members. The sample frame consisted of individuals from different subjects and departments in the Dera Ismail Khan district who spoke Urdu and Saraiki. The sampling technique was convenient since the researchers distributed questionnaires to readily available individuals.

Table 1.1 Demographic Variables and Attributes

	Variable	Working Definition (Attribute)	Code
1	Gender	Male / Female	GRD
2	Age	Age of the respondent	AGE
3	Respondent Type	Local / Non-Local	RTP
4	Domicile	Domicile of the respondent	DMC

5	City	Respondent City (Area)	CTY
6	Institution	Educational Institution	INS
7	Designation	Student, Teacher, Other Staff	DSG
8	Education	Qualification of Respondent	EDU

*Table 1.2 Operationalize List of Variables*

	Variable	Working Definition (Attribute)	Code
1	Language Motivational Strategies	The various techniques or methods used to inspire and encourage language learners to improve their language skills.	LMS
2	Language Support at Home	The degree to which a person receives assistance and encouragement from their family members and the language spoken in their household to develop their language skills.	LSH
3	Language Learning Environment	The physical and social setting in which language learning occurs includes classroom resources, teacher quality, peer interactions, and cultural exposure.	LLE
4	Attitude towards Language	The individual's positive or negative perception of a language can influence their motivation, effort, and ingness to learn and use it.	ATL
5	User Language Choice	The language(s) a person chooses to communicate in by factors such as identity, familiarity, fluency, and social context.	USL
6	Language transmission practices	The methods to pass on language knowledge and skills from one generation to another include formal education, informal learning, and community practices.	LTP
7	Language Self-efficacy	Individuals' belief in their ability to learn and use a language effectively can impact their motivation, confidence, and performance.	LSE
8	Language Self-Identity	Language can create a sense of belonging, and personal identity influences a person's attitude and motivation toward learning and using the language.	LSI
9	Shame in Language Speaking	The negative emotions or embarrassment a person may experience when speaking a language, which can arise from social stigmatization, lack of fluency, or cultural expectations.	SLP
10	Levels of Satisfaction	The degree to which a person is content with their language skills, communication abilities, and cultural identity associated with language use.	LSF

11	Government Policies and Institutional Support	The laws, regulations, policies that promote or hinder the use and preservation of a language, as well as the resources and support provided by educational institutions, language organizations, and other institutions.	GPS
12	Lack of Financial Motivation	The absence of economic incentives or rewards that can motivate language learning and use, such as job opportunities, scholarships, or financial aid.	LFM
13	Present Status of the Language	A language's current condition and vitality include factors such as its number of speakers, distribution, literacy rate, and institutional support.	PSL
14	Saraiki Dead Words	The specific lexical items or words that are no longer in use or have fallen out of usage in the Saraiki language.	SDW

#### 4. Data Analysis

Data analysis was an integral component of this research. Descriptive statistics such as mean, median, and standard deviation were utilized for the quantitative data to provide an initial overview of the dataset. This approach offered insights into central tendencies and variability within the data. In addition to descriptive statistics, inferential statistical methods were employed. Specifically, t-tests were used to examine associations between variables, allowing for predictions and inferences about the larger population based on sample data. To ensure accuracy and efficiency in the analysis, specialized software was deployed. The SPSS 24.0 software package functioned as the primary tool for statistical analysis, including both descriptive and inferential methods. The analysis results were presented in multiple formats to cater to diverse informational needs. Tables and graphs were employed to accurately depict the quantitative data, while narrative descriptions were used to contextualize and explain the quantitative findings. This multi-faceted presentation aimed to understand the research' results comprehensively.

#### 4.1. Descriptive Facts and Figures

**Table 4.1 Demographic Profile**

	Gender	Age	Respondent Type	Domicile	City	Institution	Designation	Education
N	Valid	50	50	50	50	50	50	50
	Missing	0	0	0	0	0	0	0

**Table 4.2 Gender-wise Breakdown of the Respondent**

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	30	60.0	60.0	60.0
Female	20	40.0	40.0	100.0
Total	50	100.0	100.0	100%

The above table shows that 60% of respondents were male, while the remaining (40%) were females.

**Table 4.3 Age-wise Breakdown of the Respondent**

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	43	86.0	86.0	86.0
	26-30	4	8.0	8.0	94.0
	31-35	3	6.0	6.0	100.0
	Total	50	100.0	100.0	100%

The table shows the distribution of respondents across different age groups based on the information provided. Specifically, it shows that 86% of the respondents were between the ages of 18-25, 8% were between the ages of 26-30, and 6% were between the ages of 31-34.

**Table 4.4 Respondents Breakdown**

	Frequency	Percent	Valid Percent	Cumulative Percent
Local (RTP)	33	66.0	66.0	66.0
Non-Local	17	34.0	34.0	100.0
Total	50	100.0	100.0	100%

According to the data, the table provides a breakdown of the respondents into two groups: those living in the area and those living outside the site. Specifically, it reveals that locals accounted for 66% of responses, while non-locals comprised 34%.

**Table 4.5 Domicile-wise Breakdown of the Respondent**

	(Cities / Areas)	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dera Ismail Khan	36	72.0	72.0	72.0
	Laki Marwat	5	10.0	10.0	82.0
	Bhakkar	1	2.0	2.0	84.0
	Kulachi	1	2.0	2.0	86.0
	S.Waziristan	2	4.0	4.0	90.0
	FATA	5	10.0	10.0	100.0
	Total	50	100.0	100.0	100%

This shows

table the

domicile-wise breakdown of the respondents, including the frequency of respondents from each city or area. Dera Ismail Khan (72%), Laki Marwat (10%), Bhakkar (2%), Kulachi (2%), S. Waziristan (4%), and FATA (10%). This medium suggests that most respondents (36 out of 50) are from Dera Ismail Khan, while the other cities and areas have a much smaller representation in the sample. Laki Marwat, S.Waziristan, and FATA also have a relatively more significant picture in the model, while Bhakkar and Kulachi have only a few respondents each.



This table shows the city-wise breakdown of the respondents, including the frequency of respondents from each city, such as Dera Ismail Khan 80%, Laki Marwat 10%, Bhakkar 2%, Kulachi 2%, S. Waziristan 4%, and Peshawar 2%. This suggests that the majority of respondents (40 out of 50) are from Dera Ismail Khan, while the other cities/areas have a much smaller representation in the sample.

**Table 4.6 City wise Breakdown of the Respondent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dera Ismail Khan	40	80.0	80.0	80.0
	Laki Marwat	5	10.0	10.0	90.0
	Bhakkar	1	2.0	2.0	92.0
	Kulachi	1	2.0	2.0	94.0
	S.Waziristan	2	4.0	4.0	98.0
	Peshawar	1	2.0	2.0	100.0
	Total	50	100.0	100.0	100%

**Table 4.7 Institution-wise Breakdown of the Respondent**

(Institutions)	Frequency	Percent	Valid Percent	Cumulative Percent
QUIST	10	20.0	20.0	20.0
GOMAL UNIVERSITY D.I.KHAN	30	60.0	60.0	80.0
GOVERNMENT COLLEGE NO;3	4	8.0	8.0	88.0
GOVERNMENT COLLEGE NO;1	5	10.0	10.0	98.0
UNIVERSITY OF SCIENCE & TECHNOLOGY BANNU	1	2.0	2.0	100.0
Total	50	100.0	100.0	100%

This table shows the institution-wise breakdown of the respondents, including the frequency, percent, good percent, and cumulative percent for each institution.

- QUIST: 10 respondents, representing 20.0% of the sample, and 20.0% of the valid responses.
- GOMAL UNIVERSITY D.I.KHAN: 30 respondents, 60.0% of the sample, and 60.0% of the valid responses.
- Government College No. 3: 4 respondents, representing 8.0% of the sample, and 8.0% of the valid responses
- Government College No. 1: 5 respondents, representing 10.0% of the sample, and 10.0% of the valid responses.
- UNIVERSITY OF SCIENCE & TECHNOLOGY BANNU: 1 respondent, representing 2.0% of the sample, and 2.0% of the valid responses

The cumulative percent column shows the percentage of each institution's total valid responses,

adding up cumulatively from top to bottom. For example, GOMAL UNIVERSITY, D.I.KHAN, and QUIST (40 out of 50) represent 80.0% of the valid responses

**Table 4.8 Education-wise Breakdown of the Respondent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Graduates	43	86.0	86.0	86.0
	Undergraduates	7	14.0	14.0	100.0
	Total	50	100.0	100.0	100%

This table shows the education-wise breakdown of the respondents, including the frequency of respondents for each education level, wherein graduates are 86% and undergraduate respondents are 14%. This data suggests that most respondents (86 out of 100) are graduates, while only a few are undergraduates.

**Table 4.9 Designation-wise Breakdown of the Respondent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Subordinate	2	4.0	4.0	4.0
	Student	47	94.0	94.0	98.0
	Teacher	1	2.0	2.0	100.0
	Total	50	100.0	100.0	100%

This table shows the designation-wise breakdown of the respondents, including the frequency of respondents for each designation, such as student 94%, subordinate 4%, and teacher 2%. This source suggests that most respondents (47 out of 50) are students, while only a few are subordinates and teachers.

#### 4.2. Research Variables (Statistical-Results)

Descriptive Statistics					
Extracted Variables	N	Minimum	Maximum	Mean	Std. Deviation
LMS	50	1.33	5.00	3.3600	1.02981
LSH	50	1.33	5.00	3.2533	.90741
LLE	50	1.33	5.00	3.5333	.94761
ATL	50	1.33	5.00	3.5333	1.05624
USL	50	1.33	5.00	3.4933	1.03945
LTP	50	1.33	5.00	3.5600	.94146
LSE	50	1.33	5.00	3.5400	.83269
LSI	50	1.00	5.00	3.3533	.92437
SLS	50	1.33	5.00	3.4000	.88577
LOS	50	1.00	5.00	3.4400	.94387
GPS	50	1.00	5.00	3.2600	.98351
LFM	50	1.00	4.67	3.4267	.79977
PSL	50	1.67	5.00	3.3600	.79636
SDW	50	1.67	5.00	3.3800	.88835
Valid N (Listwise)	50				

The descriptive statistics provided show the characteristics of 14 research variables in the study on the influence of the Urdu language on the Saraiki language. Each variable has a sample size (N) of 50, indicating that 50 respondents provided valid responses for each variable. Each variable's minimum and maximum values show the range of responses received, while the mean provides an average variable value across all respondents. The standard deviation measures the spread of the variable scores around the mean, indicating how much the responses varied from each other. Based on the descriptive statistics provided, the mean values of most variables fall between 3.0 and 3.6, suggesting that respondents had reasonable opinions about the influence of the Urdu language on the Saraiki language. The variables with the highest means were LLE, ATL, USL, LTP, LSE, and SLS, while the variables with the lowest were GPS and LSH. The variables with the most significant standard deviations were LSH, GPS, LMS, and LSI, indicating that respondents had more diverse opinions about these variables. Overall, descriptive statistics summarize each variable's distribution and central tendency, which can help interpret the results of statistical analyses

#### 4.3. Testing of Hypothesis

t-test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
LMS	23.071	49	.000	3.36000	3.0673	3.6527
LSH	25.352	49	.000	3.25333	2.9954	3.5112
LLE	26.366	49	.000	3.53333	3.2640	3.8026
ATL	23.654	49	.000	3.53333	3.2332	3.8335
USL	23.764	49	.000	3.49333	3.1979	3.7887
LTP	26.738	49	.000	3.56000	3.2924	3.8276
LSE	30.061	49	.000	3.54000	3.3034	3.7766
LSI	25.652	49	.000	3.35333	3.0906	3.6160
SLS	27.142	49	.000	3.40000	3.1483	3.6517
LOS	25.771	49	.000	3.44000	3.1718	3.7082
GPS	23.438	49	.000	3.26000	2.9805	3.5395
LFM	30.296	49	.000	3.42667	3.1994	3.6540
PSL	29.834	49	.000	3.36000	3.1337	3.5863
SDW	26.904	49	.000	3.38000	3.1275	3.6325

Given the results from the t-tests for the 14 hypotheses concerning various factors influencing the relationship between the Urdu and Saraiki languages, the following interpretations can be drawn for each:

**Language Motivational Strategies (LMS):** The significant mean difference (3.36) and a t-value of 23.071 ( $p < .000$ ) suggest a substantial impact of language motivational strategies on the Saraiki language influenced by Urdu. This indicates that motivational strategies are crucial in promoting language learning and can significantly affect Saraiki when influenced by Urdu.

**Language Support at Home (LSH):** With a t-value of 25.352 ( $p < .000$ ) and a mean difference of 3.25333, there's a significant relationship between the support for Saraiki at home and its influence by Urdu, highlighting the importance of home environment in language preservation and learning.

**Language Learning Environment (LLE):** The mean difference of 3.53333 and a t-value of 26.366 ( $p < .000$ ) show a significant relationship, indicating the crucial role of educational and social environments in shaping language preference and use between Urdu and Saraiki.

**Attitude towards Language (ATL):** A t-value of 23.654 ( $p < .000$ ) and a mean difference of 3.53333 suggest that attitudes towards Saraiki and Urdu significantly affect the influence of one language over the other, indicating the power of personal and collective attitudes in language dynamics.

**User Language Choice (USL):** The results, with a t-value of 23.764 ( $p < .000$ ) and a mean difference of 3.49333, indicate that the choice between using Urdu or Saraiki is significantly influenced by various factors, including accessibility, prestige, and utility.

**Language Transmission Practices (LTP):** A significant mean difference (3.56) and t-value of 26.738 ( $p < .000$ ) underscore the importance of language transmission methods, both formal and informal, in influencing Saraiki's resilience or decline in the face of Urdu's dominance.

**Language Self-efficacy (LSE):** With a t-value of 30.061 ( $p < .000$ ) and a mean difference of 3.54, this indicates a strong correlation between individuals' confidence in their language abilities and the influence of Urdu on Saraiki, highlighting self-efficacy as a key factor in language maintenance.

**Language Self-Identity (LSI):** A t-value of 25.652 ( $p < .000$ ) and a mean difference of 3.35333 show that the sense of identity associated with Saraiki or Urdu significantly impacts their influence, pointing to identity as a crucial determinant in language preference.

**Shame in Language Speaking (SLP):** The results indicate a significant mean difference (3.4) and a t-value of 27.142 ( $p < .000$ ), suggesting that shame associated with speaking a particular language can significantly influence its use and the interplay between Urdu and Saraiki.

**Levels of Satisfaction (LSF):** With a t-value of 25.771 ( $p < .000$ ) and a mean difference of 3.44, satisfaction levels with language proficiency or cultural representation significantly affect the dynamics between Saraiki and Urdu.

**Government Policies and Institutional Support (GPS):** A significant mean difference (3.26) and a t-value of 23.438 ( $p < .000$ ) indicate the impact of policies and support on the maintenance or erosion of Saraiki in the face of Urdu's influence.

**Lack of Financial Motivation (LFM):** The t-value of 30.296 ( $p < .000$ ) and a mean difference of 3.42667 highlight the role of financial incentives in promoting language learning and usage, affecting the relationship between Urdu and Saraiki.

**Present Status of the Language (PSL):** With a t-value of 29.834 ( $p < .000$ ) and a mean difference of 3.36, the current status and vitality of Saraiki, as influenced by Urdu, depend significantly on social, economic, and cultural factors.

**Saraiki Dead Words (SDW):** A t-value of 26.904 ( $p < .000$ ) and a mean difference of 3.38 suggest the loss of unique lexical items in Saraiki, indicating a significant linguistic shift influenced by the dominance of Urdu.

#### 4.4. Findings of the study

The data provided shows various demographic breakdowns of the respondents' characteristics in a survey. According to the results, the gender distribution shows that 60% of the respondents were male, and 40% were female. The majority of respondents (86%) fell into the age range of 18–25, with only a tiny percentage in the age ranges of 26–30 (8%) and 31–34 (6%). The respondents were divided into two groups based on location, with 66% being locals and 34% being non-locals. Among the locals, the majority (72%) were from Dera Ismail Khan, with more miniature representation from other areas such as Laki Marwat (10%), Bhakkar (2%), Kulachi (2%), S. Waziristan (4%), and FATA (10%). In terms of cities, the majority of respondents (80%) were from Dera Ismail Khan, with more miniature representation from other cities such as Laki Marwat (10%), Bhakkar (2%), Kulachi (2%), S. Waziristan (4%), and Peshawar (2%). Gomal University D.I. Khan had the highest percentage of respondents (60%) compared to QUIST (20%), Government College NO (8%), and University of Science & Technology Bannu (2%), according to the breakdown of respondents by the institution. Gomal University, D.I. Khan, and QUIST represented 80% of the valid responses. The majority of

respondents (94%) identified as students, while a smaller number identified as subordinates (4%) or teachers (4%). Regarding education level, most respondents (86%) were graduates, with only a tiny percentage being undergraduates (14%). According to the research hypotheses, the study analyzed the statistical results of 14 research variables with a t-test. The test value is 0, and information regarding the t-value, degrees of freedom, p-value, mean difference, and confidence interval for the difference, with a 95% level of accuracy for each variable, is provided. All 14 variables have a p-value less than 0.05 ( $p < 0.05$ ), indicating statistical significance. The mean differences for all variables range from 3.25333 to 3.56000, with 95% confidence intervals between 2.9805 and 3.8276. These results suggest that there are significant differences between the Saraiki and Urdu languages in terms of various factors such as language motivational strategies (LMS) 67%, language support at home (LSH) 62%, language learning environment(LLE) 70%, attitude towards language (ATL) 71%, user language choice (USL) 70%, language transmission practices (LTP) 71%, language self-efficacy (LSE) 72%, language self-identity (LSI) 68%, shame in language speaking (SLP) 70%, levels of satisfaction (LSF) 69%, government policies and institutional support (GPS) 66%, lack of financial motivation (LFM) 70%, the present status of the language (PSL) 68% and Saraiki dead words (SDW) 75%, as well as language use and status, attitudes towards the speech, language proficiency, and causes of language shift

#### 4.5. Discussion

The results of this study indicate that the Urdu language has a significant influence on the Saraiki language. The factors that contribute to this influence include language support at home, language learning environment, attitude towards language, user language choice, language transmission practices, language self-efficacy, language self-identity, shame in language speaking, levels of satisfaction, government policies and institutional support, lack of financial motivation, the present status of the language, and Saraiki dead words. The study found that language support at home, language learning environment, and attitude towards language were significant factors in determining the influence of Urdu on Saraiki. Respondents indicated that Urdu was the primary language spoken at home, leading to fewer chances to use Saraiki within the household setting. They also noted that the language learning environment was biased towards Urdu, with Urdu being the language of instruction in schools and universities. This bias towards Urdu resulted in a negative attitude towards the Saraiki language, with many participants viewing it as inferior to Urdu. User language choice and language transmission practices were also significant factors in Urdu's influence on Saraiki. Respondents reported that Urdu was the language of choice for communication with non-Saraiki speakers, which limited the use of the Saraiki language in social and professional settings. Additionally, "language transmission practices" were found to be biased towards Urdu, with parents and caregivers frequently discouraging the use of Saraiki in favor of Urdu. "Language self-efficacy and self-identity" were also significant factors in the influence of Urdu on Saraiki." Participants reported low levels of self-efficacy in speaking the Saraiki language, which further reinforced their negative attitude toward the tongue. Participants also attributed their self-identity to their ability to talk in Urdu, with speaking Urdu as a marker of education and social status. Shame in language speaking, levels of satisfaction, government policies and institutional support, lack of financial motivation, the present status of the language, and Saraiki dead words were also significant factors in the influence of Urdu on Saraiki. Participants reported feeling ashamed of speaking the Saraiki language, which further reinforced the negative attitude towards the tongue. Furthermore, participants reported low satisfaction with the present status of the Saraiki language, and "government policies and institutional support" were found to be lacking in promoting and preserving the language. Additionally, a lack of financial motivation and the presence of Saraiki dead words were critical factors behind the declining use and popularity of the Saraiki language. Finally, the results of this study indicate that the Urdu language

significantly influences the Saraiki language. The factors that contribute to this influence are complex and multifaceted, with language support at home, language learning environment, attitude towards language, user language choice, language transmission practices, language self-efficacy, language self-identity, shame in language speaking, levels of satisfaction, government policies and institutional support, lack of financial motivation, the present status of the language, and Saraiki dead words all playing a role. Addressing these factors and promoting the use and preservation of the Saraiki language requires a concerted effort from individuals, families, communities, and governments.

## 5. Implications and Conclusion

This research embarked on a thorough exploration of the Urdu language's influence on the Saraiki language, meticulously analyzing the multifaceted factors contributing to Saraiki's decline. The investigation revealed a profound impact of Urdu on Saraiki in both usage and popularity, underscoring a strong preference among the Saraiki population for Urdu, propelled by a combination of institutional neglect, societal pressures, and economic incentives. The study successfully elucidated various determinants behind Saraiki's waning stature, notably the pervasive negative attitudes towards the language, insufficient governmental advocacy, and the overarching perception of Saraiki as subordinate to Urdu. Through rigorous statistical analysis and a comprehensive literature review, the research not only answered its initial questions and achieved its objectives but also unveiled the intricate dynamics of language shift and potential erosion of Saraiki under Urdu's expansive shadow. A critical conclusion drawn from the study is Urdu's undeniable dominance and its tangible effects on Saraiki's visibility and vitality. The research pinpointed several pivotal factors fueling Saraiki's decline, including the lack of robust institutional support, governmental indifference, and financial disincentives for Saraiki speakers, and the language's diminishing prestige among its own speakers. Significantly, the study underscored the importance of fostering a supportive environment for Saraiki through strategies such as implementing motivational language strategies, enhancing language support at home, cultivating positive language attitudes, and promoting effective language transmission practices. Furthermore, it highlighted the necessity of addressing the stigma associated with speaking Saraiki and improving overall satisfaction with the language to spur its use and preservation.

The theoretical implications of this study contribute to the broader discourse on language shift, maintenance, and revitalization. It underscores the importance of viewing language decline through a holistic lens that considers not only linguistic but also social, cultural, and political dimensions. This perspective enriches our understanding of language dynamics in multilingual settings and highlights the need for comprehensive policy interventions.

From a managerial standpoint, the findings offer critical insights for policymakers, educators, and language planners. Promoting bilingual education, encouraging the use of regional languages in public domains, and leveraging technology for language learning and preservation are pivotal strategies. Additionally, increasing financial and institutional support for language initiatives can invigorate efforts to maintain and revitalize Saraiki.

- a) Institutional Support: Enhancing institutional support for Saraiki through the development of language learning programs, language documentation efforts, and the establishment of language research centers.
- b) Financial Motivation: Implementing financial incentives for Saraiki language promotion, including scholarships for students, funding for cultural events, and support for language technology development.
- c) Language Policies: Developing and enforcing language policies that favor multilingualism, ensuring the inclusion of Saraiki in educational, media, and governmental settings.

- d) Community Engagement: Encouraging community engagement and pride in the Saraiki language and culture through awareness campaigns, cultural events, and the promotion of Saraiki in digital media.

Future research should further explore the attitudes and language use among younger generations toward Saraiki, investigate the effectiveness of language policies, and delve into the intersection of language and identity. Additionally, examining the impact of globalization and digital media on regional languages could provide valuable insights for language preservation strategies. In conclusion, the sustainability of the Saraiki language hinges on a multifaceted approach that addresses educational, social, and policy-related challenges. By fostering an environment that values linguistic diversity and promotes the use of Saraiki alongside Urdu, Pakistan can safeguard its rich cultural tapestry for future generations. This research underscores the urgency of these efforts, highlighting the critical need for concerted action to preserve the Saraiki language.

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