

BRAC University



**LANGUAGE SHIFT: THE DIVERSE FACTORS RESPONSIBLE FOR THE
ACCELERATION PROCESS IN DIFFERENT COMMUNITIES**

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**This paper is dedicated to all my teachers for their valuable guidance throughout my
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Abstract

This research attempts to find out the diverse factors accelerating the process of language shift in different communities. There are some social, economic and political factors that lead a community to shift from using one language to another. The hypothesis of this paper is – Diverse factors and circumstances actively contribute to accelerate language shift in different communities, which need to be identified and recognized in order to explore the process of language shift. To test the hypothesis, a survey was conducted with different respondents, sociolinguists and sociologists at home and abroad. After analyzing the findings of the study, the hypothesis has been proven true. The paper concludes with some proposals on how such language shift can be reversed more effectively.

Chapter 1: Introduction

1.1 Introduction

The majority group influences the language maintenance in a society. In most of the cases, this dominant majority group is socially, economically and politically powerful. In such a society, as a result of such influences from the majority group; the languages, spoken by the minority groups are eventually worn away. Also, this robust existence of the majority language is carried out from one generation to another. Holmes (2001) defined this situation as language shift.

There are some social, economic and political factors that lead a community to shift from using one language to using another. For example, due to communicative needs, language shift can take place. There can be pressure from wider society in immigrant situation for language shift. Institutional power can play vital role in language shift. Political, economic and commercial changes are equally responsible for language shift. Colonial power is an important factor, which may work behind language shift. Intermarriages play a similar role in language shift in a community. Social valuations like, success and reward also work on a large scale for language shift. Last but not the least, lack of positive attitude towards the languages of ethnic minority groups is a momentous and noteworthy factor behind language shift. These factors should be identified and recognized in order to explore the process of language shift and also to maintain the minority languages

1.2 Hypothesis

The hypothesis of this paper is – Diverse factors and circumstances actively contribute to accelerate language shift in different communities, which need to be identified and recognized in order to explore the process of language shift.

1.3 Objective of the study

The objective of this study is exploring the process of language shift through identifying the diverse factors contributing to an accelerated shift and recognizing the circumstances favoring language shift. This study will also try to point out the reasons behind the disheartened feeling of people in the immigrant community, ethnic minority community and colonized community as their social aspirations have been disappointed and as a result they have to embrace the majority group languages.

1.4 Scopes

This study will work morally in favor of people of those minority groups, who claim that, their languages should be preserved and propped up. This study will also ideologically support the institutions which shore up the minority languages in the community.

Chapter 2: Literature Review

2.1 Language Shift in Immigrant Communities: Communicative Needs, Intermarriages, Pressure from Wider Societies and Major Institutions

Each language provides some purposes. These purposes should be served with the domains or, contexts; in which they need to function properly in order to ensure an effective language use. Family, friendship, religion, employment and education construct these domains, where the language is to be used. These domains or, contexts are determined by the time, place and the role; the language is expected to play in a particular society. The time, place and role of language naturally differ from one society to another. This is why there are functional differentiations in language use and in the language proficiency of bilingual speech community. These differentiations in the language proficiency of bilingual speech community occur mainly because; they develop their own pattern of speaking L2 by maintaining a complementary distributive relation with the domains, where they have to use the L2 necessarily and thus takes place progressive intergenerational language shift.

Such a very similar scenario is seen in different immigrant communities. Fishman (1964) and Valdés (2000) provided a model, where the heritage learners undergo a progressive language shift from one generation to another. Heritage learners are those learners, who usually face or experience such situations like, households; where besides their native language, a second language is frequently in use. According to Chevalier (2004), "Heritage language learners are born into households...and they are bilingual, "at least to some degree" (Valdés 2000: 375). This widely accepted definition reflects the

diversity of the heritage learner population.” (p. 1). Heritage learners mostly do not have the same proficiency level of the native speakers of L2 in their receptive and productive skills. However, some of them turn out to be excellently and fairly skilled later, who can use that L2 without necessary instructions. Mainly the immigrant students and workers are these heritage learners, because they are always under the pressure from the wider societies and major institutions where they work or, study. As Holmes (2001) said, “...but at school they are expected to interact in English. They have to use English because it is the only means of communicating with the teacher...There is a pressure from the wider society too. Immigrants who look and sound different are often regarded as threatening by majority group members. There is pressure to conform in all kinds of ways. Language shift to English, for instance, has often been expected of migrants in pre-dominantly monolingual countries such as England, the United States, Australia and New Zealand.” (p. 52). According to the above model, the first generation immigrants generally learn few English. They learn this English to communicate with people outside their home, but in a smaller domain, whose L1 is the L2 of the immigrants. According to Holmes (2001), “Migrant families provide an obvious example of this process of language shift in a monolingual culture. They learn a second language and start using two distinct codes in different domains mainly for communicative needs.” (p. 52). So, the immigrants’ purpose behind learning this much English is simply to convey the message effectively, regarding what essentials they need for their daily life and thus successfully meet up their needs. An example of this type of communication taking place may be, while an immigrant purchases products or, commodities from a chain shop, a super store or from a food shop.

Increasingly, the use of English starts to overlap with the use of immigrants' mother tongue.

In the next step, the use of the immigrants' native language starts becoming contracted and their use of English is accelerated as it is used in larger domain. For example, expressive conversation or, frequent discourse with neighbors in the community. This conversation or, discourse makes them borrowing and blending vocabulary from their neighbors' language and which interfere largely with their already learnt English language. This is why, the second generation immigrants learn the morphology, phonology, lexicon and syntax of the L2 imperfectly. This process is not linear and makes the use of immigrants' native language more unstable. This process can be termed as code switching. Unlike the style switching of monolinguals, this code switching takes place when the bilinguals shift from one code or, language to another. Bilingualism is simply the use of two languages for communicational purposes. Bilingualism was defined in a well-accepted manner by Hall in 1952. In today's world, we see the existence of different types of bilingualism like, co-ordinate bilingualism, compound bilingualism, sub-ordinate bilingualism etc. in different societies. When a person is well-known of at least some features of the structure and facts of the grammar of the second language, then s/he is considered to be a bilingual person. As Haugen (1987) said, "Let me rephrase these as native competence in more than one language. But this is only an ideal, theoretical model: few if any actually achieve this. Most later students have adopted a wide definition, e.g. Hall (1952:14) admitted as a bilingual one who had "at least some knowledge and control of the grammatical structure of the second language." (p. 14). Also s/he must be able to at least understand by listening or, can speak

or, read or, write in that second language in different situations also. By “different situations” it is meant the different contexts in which the two languages are used. For example, if a person uses Bangla while having conversations with the family members in his/her home and uses English while giving formal presentations in his/her office, then these two completely different contexts creates co-ordinate bilingualism. If a student uses Bangla while chatting with his/her Bangladeshi friends in university campus and uses English while presenting something in front of the class, then it creates compound bilingualism. Now, when a native speaker learns a foreign language, then s/he is expected to interpret different points by translating those points in that foreign language. Such contexts create sub-ordinate bilingualism. Names of some places of the modern world, where bilingualism are found given here: among the countries of Africa, Kenya has English and Swahili, Somalia has Somali and Arabic, Sudan has English and Arabic, Madagascar has French and Malagasy, Swaziland has English and Swati etc. Among the countries of America, Colombia has Spanish and Afro-Caribbean English, Paraguay has Spanish and Guarani, Honduras has Spanish and Afro-Caribbean English, Uruguay has Spanish and Portuguese, Venezuela has Spanish and Afro-Caribbean English etc. Among the countries of Asia, Cambodia has Khmer and French, Philippines has Filipino and English, Hong Kong has English and Chinese, Laos has Lao and French, Vietnam has Vietnamese and French etc. Among the countries of Europe, Czech Republic has Czech and Polish, Estonia has Estonian and Russian, Ireland has Irish and English, Latvia has Latvian and Russian, Romania has Romanian and Hungarian etc.

In the third and final step, much more advanced and native like accent of L2 is developed among the third generation immigrants and fewer or, almost no use of their

native language is noticeable even in their home and thus the quantitative change becomes categorical. This happens mainly because of the intermarriages. As Holmes (2001) said, "When a German-speaking man marries an English-speaking Australian woman, English is usually the dominant language of the home and the main language used to the children." (p. 61). So, finally it can be said that, language shift takes place out of language heterogeneity.

2.2 Language Shift in Ethnic Minority Communities: Lack of Positive Attitude, Role of Institutional Power, Few Social Valuation and Reward

When talking of an equal society friendly for different ethnic and minority groups; the very crucial points on which the socio-economically stronger and dominant majority groups drive their discriminatory policies towards different ethnic groups are the history and ethnicity of the community, cultural and religious features, economic status, sociopolitical and constitutional structures etc. Thus the discourse of the ethnic minority groups signifies examples of the way that language is structured as a system, to a concern with language of the majority group, mostly in use in the society. It provides an insight into how texts are structured beyond sentence level. Majority group of the society directs the mode of production of discourse in order to control people with the help of reason-madness binary on the basis of discourse as activities at the intersection of diversified disciplines.

Discourse is initially constructed and secondarily constricted by the majority group of the society. Society or, we should better say "the policy makers" of the society; that is "the majority group" always wants to rule over the common people of the minority

and ethnic groups of the society in order to sustain their authority over them without any chaos. In order not to face any kind of insurgency and to exercise its power systematically, the best option that the society has is manipulating the discourse of these ethnic minority people. With the help of the institutional power, society first starts constructing the discourse of ethnic minority people from bottom-line; then constrict the discourse gradually again upon them and finally in this way tries to shape the psychology of ethnic minority people in favor of the society. As Derhemi (2002) said, "Endangered Minority Languages or, EMLs are often stigmatised and communities of speakers are often marginalised and dominated populations. Matters of power and control of the speech communities are also discussed, as their role is important in accounting for language endangerment." (p. 150) Language shift, language loss and even language death occur while this process is in progress.

The dominating majority group always puts a pressure on the minority group, so that their language does not promote any disagreement in the society, which might go against them. So, it is clear that, the role of minority language is described and determined by the society and it differs from time to time, society to society. As Pandharipande (2002) said, "Minority languages are typically those which carry relatively less or marginal functional load and functional transparency. The concept of "functional load" in this context refers to the ability of languages to successfully function in one or more social domain. The load is considered to be higher or lower on the basis of the number of domains it covers. The higher the number of domains, the higher the load." (p. 213). The above destructive process has been accelerating consistently by society for

its own interest and not enough expert works are done in this field, which might contribute accurately and sincerely to solve this problem.

Now, state is a country with its own government. Government can be defined in different ways. Government can be the system used for controlling a country, it can be the activities involved in controlling a country or, it can be the group of people who officially control a country. Ideology is a theory or set of beliefs or principles, especially one on which a political system, party or organization is based. There is a close relation among state, government and ideological apparatuses like the major institutions of the society. A state needs a government to run all its business without any problem, a government needs the major institutions to control a country and the major institutions help both the state and the government to fulfill their wishes successfully, directly or indirectly under the cover of some ideology. However, the ultimate purpose of these major institutions is to support the state to sustain its authority over its subjects for the powerful class of people who mainly run the government, without any interruption from anyone. "Subjects" is the word which is mentioned here instead of the word "Citizens" because by the time the citizens, especially the less powerful minority group of people, here to be considered those who are minor on the basis of their race and ethnicity, would realize and go against this socio-economic discrimination; they are or forced to be subjected and they have almost no option left in front of them to be assimilated unwillingly or willingly by the government through the major institutions.

Abraham Lincoln, the 16th president of the United States of America defined government as an institution "of the people, by the people, for the people." This could be the best definition of government and this is the most widely accepted definition of

government to the people of all classes and all ages all over the world even today. However, the scenario is completely different and opposite in reality. With the rise of capitalism, a new powerful class evolved in the society. It was the ultimate effect of the inception of paper note as a medium of economical exchanges. Exchanges of goods with one another in order to meet each others' needs abolished from the society, the mode of economy changed and socio-economic inequality developed. Gradually, the new powerful class started grabbing more power as they became the owner of vast amount of lands and huge amount of money by exploiting a great number of people among them there was a good number of aboriginal people from different parts of the country. At a certain stage, they started looking for more as it is normal human nature not to be satisfied enough with what they have but to look for more. Under the cover of "social welfare" and in the name of contributing in the social development, these industrialists started capturing and holding very important and significant positions and ranks in the society. To exploit the citizens in a systematic way and to give a legalized form for an eye-wash, the next step that these powerful people took was that, with the help and support of their black money and power, they started taking part in politics actively. They tried to make a good political image in front of the public, by hook or by crook won the election and formed the government. Thus they became the policy makers of the state to look after and take care of its subjects!

Now, forming the government is not the last thing. This powerful class who is in the government, playing so called "important roles" for the welfare of the society; has to sustain their good impression to the minority society for their own self-interest. They have to control the ethnic minority groups, so that they can say nothing against them.

They have to sustain their authority over the already subjected people, as well as on the next generation who is not yet subjected but has to be subjected, because from time to time, there is always a strong possibility of a revolt from both the subjected and the “to be subjected” citizens against this system of a down. Besides, they also know that, the same repressive theory of subjecting indigenous people is not going to work properly, as with the change of the time, the mentality and the way of thinking of the people also change and they become more conscious about their social condition and the wrongs done with them. So, the next step they take is using their institutional power and the same goes not only for the ethnic minority community but also for the immigrant community.

Mosques, temples, churches, pagodas are all religious institutions, public and private schools, colleges, universities are all educational institutions, print and electronic medias like, newspaper, radio, television are all communicational institutions, literature, arts, sports are all cultural institutions, family, workplace, legal systems, political parties, trade unions are also different social and economic institutions. Holmes (2001) said, “...minority group moves to a predominantly mono-lingual society dominated by one majority group language in all the major institutional domains-school, TV, radio, newspapers, government administration, courts, work- language shift will be unavoidable unless the community takes active steps to prevent it.” (p. 59). Primarily these institutions are ideological, but secondarily they are repressive. When the ethnic minority especially the young ones find that, there is actually no benefit of going into a collision with the policies of the government and with the discrimination of the majority group in the society; in order to keep a pace with the modern state, before engaging themselves in those job sectors, where they find working is more profitable rather than engaging

themselves in their orthodox aboriginal professions, the very first step they have to take is to learn and communicate successfully in the official language adopted by the government as a mandatory requirement for those jobs. As Holmes (2001) said, "Rapid shift occurs when people are anxious to 'get on' in a society where knowledge of the second language is a prerequisite for success. Young upwardly mobile people are likely to shift fastest." (p. 59). Where ethnic languages are receiving few or, no reward, there majority languages are highly valued by the government. Also about such absence of positive attitude, Holmes (2001) said, "...consciously deciding to abandon their ethnic language, a community will lose it...without conscious maintenance it can and probably will disappear in as few as three generations." (p. 59) They start learning that language in schools and continue the process to the end of their graduation. As usually their native languages have rarely no printed books and no such text books are included in the national curriculum, so those are not taught in the class. Though government now a days is talking about CLSs (Community Language Schools) and thinking of preserving one or, two ethnic languages, Romaine (2002) described such scenario like this, "Looking to schools and declarations of official status to assist endangered languages is much like looking for one's lost keys under the lamp-post because that is where the most light appears to shine rather than because that is where they have been lost." (p. 195). Lack of practice and ultimately zero utility of those aboriginal languages in the modern job sectors hence lead to language shift in those ethnic minority communities over generations.

The new learnt Bangla of the ethnic minority people and the standard Bangla used by the plain landers however leads to a diglossic situation in our society. Diglossia is the

use of two languages by a particular speech community, where one language is used formally or officially and the other is used informally or unofficially. Charles Ferguson introduced diglossia in 1959. In the modern world, we see various features of diglossia like, function, prestige, literary heritage, acquisition, standardization, stability, grammar, lexicon, phonology etc. which play vital roles in creating diglossic situation and in stimulating the continuation of diglossia in different societies. Diglossia and bilingualism are the two most important functioning elements of socio-linguistics, which have significant effects on modern societies. In many of the countries of the modern world, we see, besides the standard languages used by the speakers of the local speech communities, there exist some other colloquial languages, which are also used frequently by some of those speakers of those speech communities on various occasions. Such a socio-linguistic arrangement, where with the existence of one standard language, there exists another colloquial language and both the languages have different functions to accomplish in the speech community and different roles to play in the society is called diglossia and such situation is called diglossic situation. As Wardhaugh said, "A diglossic situation exists in a society when it has two distinct codes which show clear functional separation; that is one code is employed in one set of circumstances and the other in an entirely different set." (p. 85). "Function" is the word, used here to differentiate the two languages, used in a speech community, because depending on their functions the status of the two languages are decided, which finally results in deciding the roles played by those languages in a society. Now, the point is that, it is the power, hold by a group of people and the prestige, owned by a group of people in a speech community, which decides that, which functioning language will possess the status of High variety or Low variety and

will play dominant role or weaker role in the society. For instances, a group of people, who is the native speakers of a certain language holds important positions and is politically-economically very powerful in the society, with major portion of the total population belongs to this group. So, their language might get the status of High variety in that particular speech community and the language of the weaker, less powerful and less number of people's group might get the status of Low variety. Thus, High variety can only replace Low variety if High variety is the mother tongue of the native elites. However, we cannot completely give up the possibility of vice-versa that, because of the enriched vocabulary, standard grammar, international status and world-wide acceptance of the language of the second group, the language of the first group might get the status of Low variety and the language of the second group might get the status of High variety. Occasionally, Low variety can achieve authority over High variety and can replace High variety. So, which is High variety to the first group might seem to be Low variety to the second group and vice-versa. Now, if anyone mixes these two varieties and use High variety in a Low domain or Low variety in High domain, then the native speakers will find it strange, and even ridiculous and disgraceful. Such activity will not be accepted easily and that simply. The prestige issue of these two varieties is very apparent and comprehensible. High variety is always considered to have great literary value and is used to write poetry, prose, religious texts, formal notes of public speaking and official papers etc. On the other hand, Low variety is considered to be less creditable, corrupted and broken in form and improper and undignified in function. High variety is often given the status of a national and sometimes even an international language. On the other hand, Low variety is considered to be spoken by illiterate people, ethnic minority people,

working class people etc. High variety usually has more complex tense systems, gender systems, agreements, syntax and grammars designed by traditional native grammarians, more enriched vocabulary and more special morphophonemics than those of Low variety. Still in this case also, we cannot completely give up the possibility of vice-versa. Names of some places of the modern world, where diglossia and diglossic situation are found given here: African American vernacular English, standard Arabic and local colloquial Arabic in all the Arab world, Shadhubhasha before 19th century and Cholitbhasha after 19th century in Bangladesh, standard Malay and Brunei Malay in Brunei, co-existing modern Spanish with 36 other native languages, all of them official and some widely spoken by the population like Aymara and Quechua in Bolivia, Catalan in Catalonia, classical Chinese before 19th century and modern Chinese during 19th and 20th century in China, standard French and Walloon in Belgium's Southern Region Walloon, French and Provençal (Occitan) in Provence and southern France, French and Alsatian in Alsace-Lorraine in mid-20th century, Spanish or Portuguese as High variety and Galician as Low variety in Galician society, Swiss-German and French-German in Switzerland, colloquial Dimotiki and standard Katharevousa in Greece until 1970, the Shuddh Hindi and the Hindustani Hindi in India, French in Valle d'Aosta of Italy, German in Bolzano-Bozen of Italy, Slovene in Trieste and Gorizia of Italy, Molise Croats in Arabesh communities of southern Italy, Slovene in Friulian Slovenia of Italy, Resian dialect in Friuli Venezia Giulia of Italy, Alemannic German in Valle d'Aosta of Italy, Jamaican standard English and Jamaican Patois in Jamaica, Leonese as Low variety and Mirandese as High variety in Spain and Portugal, standard English and Maltese in Malta, modern-day Spanish and Guaraní indigenous language in Paraguay, Polish as the official language and Latin as the

informal language after late 16th century in Poland, standard European Portuguese and European Portuguese in 19th century in Portugal, Church Slavonic as the official language and Russian as the colloquial language in Russia, Persianised/Arabicized Urdu and colloquial Urdu in Pakistan, Mandarin, Teochew, Hokkian and Hakka along with Malay and English in Chinese community of Riau Islands, literary Sinhala and spoken Sinhala in Sri Lanka, Singapore standard English and Singapore colloquial English in Singapore, Tagalog in Luzon of Philippines, Classic Senthamizh Tamil and colloquial Iyatramizh.Tamil in Tamil Nadu, a state in southern India and northern, eastern regions of Sri Lanka along with Kannada and Sinhalese, both standard Russian and standard Ukrainian as High varieties and non-standard dialects of these High varieties as Low varieties in Ukraine etc.

There is a close relation between bilingualism and diglossia. For example, a Bangladeshi immigrant to Chicago is capable to speak both in his/her mother tongue, Bangla and in the foreign language, English. However, while communicating with the native community s/he cannot use Bangla. This is an example of bilingualism without diglossia. To avoid contacting with the masses, while having conversation with his/her other European colleagues, a European manager can talk in a certain European language, which is unfamiliar to most of the Asian workers of a power plant in Asia. The manager can use an interpreter, if s/he needs to communicate with the Asian workers. This is an example of diglossia without bilingualism. Now, in Germany, the Germans know both the standard German and Swiss German, which shows the co-existence of diglossia and bilingualism in a society. Both diglossia and bilingualism are very important issues of sociolinguistics. Both of them play very essential role in the emergence and extinction of

a language. In a society, in a diglossic situation and in a bilingual context, we should never let a language get completely lost or vanished. We should be friendly towards the indigenous people, we should make them feel proud for their ethnic languages and we should encourage them to use their ethnic languages regularly. We have to be watchful of the changes and alterations in a society, caused by diglossia and bilingualism. We must be very careful that, such changes do not give rise to any unexpected situation.

The meaning of moral relativism should be same for all majority and minority cultures, but sadly it is seen to be different to different groups. One culture may have some similar aspects or, similarities matching with another culture, but even then they are not completely the same. It cannot be said that, there are complete similarities between two cultures and one culture usually does not vary from another culture. The majority group can neither detest the ethnic minority groups by disgracing their cultures, nor can they discriminate the ethnic people on the basis of their cultures. Culture may differ from group to group, but there is no question of denying the role of any culture behind the fabrication of society. Where even making a man forcefully or ignorantly deprived of his basic human right is immoral, than preventing someone from expressing his/her opinion and practicing his/her religious and cultural norms and beliefs in his native language can never be acceptable. This kind of cultural practice should be properly congested and told off. The majority group can never force, pressurize and insist the ethnic minority groups to shift from their native languages, which they have been carrying out from the very beginning of their social formation.

2.3 Language Shift in the Colonized Countries

For time being, colonization and exercise of colonial power by different colonizer countries have lead to language shift in different colonized countries. Unlike some colonies like, India, where both colonizers and colonized people borrowed and blended items from each other's languages; colonies like Africa was severely victimized of language shift and many of their rich, traditional native languages eroded because of the long term colonial rule. In some of the monolingual colonies, where just one indigenous language had been used before the arrival of the colonizers, there the native languages of the colonized people even died and lost. Now, If we look at some of the dominant features of the primary form of political and socio-economic exploitation in a mid eighteenth-century English colony, then it will become pretty observant that, such exploitation largely contributed to the emergence of language shift and hence lead to language erosion among the different native language speaking communities in those colonies. We should know the characters of such exploitation to discern how such exploitation derivated and formulated in other English colonies of that time and also how the primary form took an extreme form, when the English colonizers adopted it as a helpful weapon and started using it virtually on the ground level to exploit the colonized people and to bar their languages, with the help of which it would be much easier for the colonized people to raise their voice and to speak of their rights more effectively . These colonized people and their native languages, which were also a significant element of their culture were severely victimized of such political and socio-economic exploitation by the English colonizers and being constantly notified, the English rulers pretended to overlook the crisis. As Mufwene (2002) said, "Noteworthy in all such cases is the fact

that absorption of the indigenous population by the colonisers has generally led to the loss of indigenous languages, especially when the colonised are kept in a subordinate position. The critical factor is their involvement in an economic system in which they must use the language of the new ruler in order to compete in the labour force and function adaptively.” (p. 181). Time to time, different rulers were authorized by the English administration to rule the colonies. Being empowered, those rulers took the charge and those colonies went under the decree of the English King. At first, some of the colonies were treated as sister- kingdoms to England, but later they also were treated as virtual colonies of England. There was no worst possible option left, which they did not use to sustain their authority over the colonized people and carried on being profited by exploiting them not only politically but also socio-economically. Now, if we talk about a colony, majority of whose people were native speakers of a non-English language and which was populated with vast amount of people whose mother tongue was that non-English language besides a small number of English speaking colonizers, then we will see that most of those few colonizers were responsible to make the situation worse for the colonized people. They convinced the English parliament to pass some laws and force those laws to be implied in those colonies. Those laws were very bigoted and discriminatory, like the law regarding the legacy and ownership of property. The big amount of lands, which were owned by the native residents were split into smaller pieces and went under the direct surveillance of colonizer landowners. Also, they were outlawed from purchasing lands. Even, they were not allowed to hold the lease of valuable lands. Moreover, they were bound by an act to pay certain amount of vat to the government and as a result, in 1703 the amount of land, held by the native populace in an English colony

reduced to only fourteen percent, whereas it was fifty nine percent in 1641. CIROs (Community Identified Religious Organizations) stopped working properly as the chain of command and the power to command were taken away from the native churches and the priests could claim for the powerful positions no more. Their license of practicing law was taken away from them and they were not even allowed to cast their votes and practice their voting rights. At the time of Henry VII, during 1485-1509 another law called "Poyning's Law" made the powerless parliaments of these colonized states weaker. By this act, those parliaments could not hold even any session without the permission of the English King. Also that permission must be obtained through the proper authority and the proper authority was the King's lord lieutenant. Those parliaments did neither have the authority to pass any law, nor did they have the power to delete, add and rewrite any law. Only the King and his Privy Council held that supreme power and those parliaments had no other option but to accept the bills, edited by the King and the council. As Kelly (2011) said, "The King and English Privy Council sent back a license to hold Parliament at a specified time with the approved bills." (p. 1). If any bill was returned and rejected, they could do nothing with them. The parliament members along with some native bourgeoisie parliament members were responsible to turn those parliaments into toothless paper tigers. Those inactive parliaments could do nothing for the development of the colonized people.

Previously, these colonies were very prosperous and flourishing nations. They had promising and powerful agricultural, industrial and commercial sectors. Their well-off animal husbandry and thriving farming business were the key role players in their social development and contributed largely in the growth of their economy. These socio-

economic factors made some of those nations strong contenders against England and England was feeling a huge threat to their socio-economic fostering from them. To win the race and to sustain their authority over those nations, England adopted the most cowardly approach to exploit them socio-economically. They choose the most shameful means and followed certain disgraceful procedures like, passing some biased acts to destroy those societies and economy completely. Some of such acts were The Navigation Acts, The Cattle Acts, The Woolen Acts etc. At the time of Charles II, during 1660-1685, The Navigation Acts were passed. According to these acts, no country could export any goods to any of the English colonies if they were not loaded in English ships, at English ports and mandatorily carrying English crews, who were born in England and spoke English as their native language. At first, the ships of a very few nations were considered not to do so while exporting their goods to America, but later they were also put in the same category and they had to follow those procedures also. Thus the free flow and open market of goods from those nations were blocked and on paying certain amount of tolls for loading goods in English ships at English ports by other countries, English shipping industry became heavily profited. As Radonjic (2011) said, "The mercantilist theory behind the Navigation Acts assumed that world trade was fixed and the colonies existed for the parent country." (p. 1). In 1666 and 1680, The Cattle Acts were passed. According to these acts, the exportation of cattle, sheep, pigs and related processed items from those countries to England was banned. They could not export their livestock to other foreign markets because of the outlawed export duties on consignments to non-English ports. As a result of these acts, those colonized people, who's one and only means of living was raising livelihood were ruined. As it is said in the article "History of Cork", "Following

an outcry from British breeders, Parliament passed the Cattle Acts of 1663 and 1666. The first prohibited the import of cattle from Ireland into England from 1 July to 20 December each year and the second prohibited absolutely the import of cattle, sheep, swine, bacon and pork into England from Ireland.” (p. 1).

Besides, the Woolen Act, passed by the English Parliament in 1699 forced colonies to export her woolen products to only some few restricted English ports. As it is said in the article “Acts and Legislation”, “Woolen Act: (1699) passed by Parliament to prohibit the export and inter-colonial sale of certain textiles in an attempt to protect the British textile industry from forming colonial manufacturers. Colonists were to only supply raw material.” (p. 1) This not only destroyed the domestic and foreign woolen market for the colonies, but also broke down the spine of their economy. They were thrown out of the competition; moreover the English woolen industries were burgeoned by getting raw materials of wool on very cheap rate from those colonies. As a result, thousands of local weavers in those colonies emigrated to other countries and the rest few survived starving as beggars or criminals. The saddest thing was that, some of the moneyed Parliament members of the local government and some bourgeoisie local landlords were also responsible for such devastating condition of these colonies. The consequence of such ignorance was never good and posed a threat to the continuation of the theme of society and leads an ingrained social system with all its valuable elements like language, folklore, culture and tradition to an extinct. As Holmes (2001) said, “When colonial powers invade other countries their languages often become dominant. Countries such as Portugal, Spain, France and the United Kingdom have generally imposed their languages along with their rule.” (p. 55). The native speakers of those colonized nations

saw that the politicians were playing inactive or, actually no role; besides the colonizers and their selected representatives were not coming and talking to them in their native languages to understand their miseries and no insurrection was possible against the large size of disciplined and well-armed army of the colonizers. So, an other option left for them was to learn English, to communicate more and more in English, to educate themselves in English and hence by shifting from their native languages to English, a status aspiration could have been more effectively possible to place at least some of their sayings in front of the colonizers. The mother tongues of the colonizers and the colonized people were not the same. So, shifting from their native languages when they came in contact with each other; in order to facilitate communication, the language the local population and workers in plantations or, factories used habitually with the foreign traders and the bosses was the Lingua Franca. There are different ways in which Lingua Franca are spoken. For example, Swahili is spoken as a “trade language” in East Africa. In ancient time, Greek *koine* was spoken as a “contact language”. Esperanto or, Basic English is spoken as an “Auxiliary language” and English is spoken as an “International language” throughout the world.

Gradually some pidgins developed from/as some Lingua Franca or, local Lingua Franca through the process of pidginization. Pidginization plays a significant role in language shift of a community. According to Hudson (1996), “...by far the most important manifestation is the process of pidginisation, whereby PIDGIN LANGUAGES, or PIDGINS, are created. These are created for very practical and immediate purposes of communication between people who otherwise would have no common language whatsoever, and learned by one person from another within the communities concerned

as the accepted way of communicating with members of the other community.” (p. 60). Pidginization takes place due to some important factors. For example, reduction in morphology or, word structure, syntax or, grammatical structure and in the number of functions like, it is not used to write a novel, tolerance of phonological variation or, pronunciation and extensive borrowing from the languages of the colonizers or, vice versa etc. As pidgins had no native speakers so they were generally considered to have a low prestige and attracted negative attitudes from outsiders. Pidgins simplify the grammar and vocabularies of the normal languages into considerable phonological variations and an admixture of local vocabularies. Besides, many linguistic features like standard grammar, articles, copula etc. lack in pidgins. So, compared to the source languages, pidgins have simplified structures. As a result, those pidgins functioned in restricted domains and were used in spoken form only between the colonizers and the colonized people. Though pidgins grew and developed to meet the special needs of the contact group, because of the above characteristics pidgins and creoles were viewed as an uninteresting linguistic feature. The linguists largely ignored pidgins and creoles in the 1930's. For years, they regarded them as reduced or, marginal languages and considered that they had less value. They treated the speakers of these varieties with derision and disrespect.

Later as a part of such ongoing language shift, not every but some pidgins became creoles through the process of creolization. Other pidgins remained as local *Lingua Franca*. Where pidginization can occur almost overnight, it takes at least two generations for the creolization to take place. The process which develops a pidgin language into a fully fledged language is called creolization. As Hudson (1996) said, “A pidgin which

has acquired native speakers is called a CREOLE LANGUAGE or, CREOLE, and the process whereby a pidgin turns into a creole is called 'creolisation'." (p. 63). This creolization process progresses when the morphology and syntax are expanded, phonology is regularized, the number of functions in which the language is used is deliberately increased, a stable and rational system of increasing vocabulary is developed etc. Creoles became the mother tongue of the next generation of the colonized people, as they almost shifted from the native languages of their parents completely. This new generation not only shifted from their native languages, but also fully developed those creoles and gave it an accepted national/formal status for politics, administration, law courts, literature etc. According to the languages from which most of their vocabulary comes, creoles are classified, like English-based, French-based, Portuguese-based and Swahili-based creoles. Unlike pidgins, creoles function as fully fledged language systems with better written forms including simple and uncomplicated sentence and clausal structures (developed embedded clauses). Creoles have some identical characteristics of pidgins, like less phonemes than the original language they are based on, lacking inflection or, adding prefix or suffix without changing meaning, frequent use of articles, borrowing vocabulary from different sources as well as the standard languages from which they have originated etc. Though pidginization and creolization are two different processes, sometimes it becomes difficult to distinguish between a pidgin and a creole. For example, Tok Pisin is sometimes called a pidgin and sometimes a creole in Papua New Guinea.

2.4 Globalization: Commercial and Economic Factors behind Language Shift

Globalization largely contributes to language shift. Globalization is an international integration process which increases human connectivity through interchange of various aspects of different cultures, ideas, worldviews and products. Major driving factors in globalization which particularly precipitate further interdependence of economic and cultural activities are advances in transportation and telecommunications infrastructure including the rise of the Internet. Scholars situate the long history of its origin in the European voyages to the new world. While talking about one of the significant aspects of globalization Holmes (2001) said, "It has also been noticed that the shift to another language may be led by women or by men depending on where the new job lie. Young women in Obertwart, for example, are leading the shift to German there, because they are the ones taking most advantage of the new jobs offered by the industrial changes. (p. 59). Now a days, globalization has made competition among business greater than any other time. By focusing on quality, some companies have found a competitive edge in the business world. Now, both high-quality products and outstanding service at competitive prices or, value have to be offered by the companies. Globalization has changed business forms and market competition from the traditional model to a new, world class model. Manufacturers and service organizations throughout the world have learnt that, today's customers are very demanding and this they have learned by competing and by exceeding customer expectations. The expectations have been such that, they not only want good quality at low prices, but also want great service as well. A sign, telling its workers "the customer is kind", should be over the doors of every manufacturing and service organization in the world today. Unlike the management-

driven business in the past, business is becoming customer-driven now, which means that customers' wants and needs must come first. This is why, though there are few companies who run their business in local lingua franca, when giving job circulations in Internet and newspapers, all the renowned and prominent international manufacturing and service organizations of the developed countries look for and appoint people, who must have good control over English and can communicate effectively with the customers. So, people are shifting from their native languages and practicing more and more English to be fluent in such dominating language of the modern world. As Mufwene (2002) said, "The changes in these socio-economic ecologies have often included the emergence of new languages in which both the indigenous people and immigrants are expected to develop some competence in order to compete for jobs. Despite their attachment to their pre-globalisation traditions, the pressures of the new socio-economic systems have made it increasingly difficult to practise their ancestral languages and cultures. Lack of practice has stealthily led to attrition and eventually death of the languages. In other words, the loss of ancestral traditions is a consequence of changes in the socio-economic ecologies of speakers." (p. 190).

Frontline workers, office clerks, front-desk people at hotels and sales people must be given the responsibility, authority, freedom, training and equipment they need to respond quickly to customer requests and to make other decisions essential to produce quality goods and provide good service in order to meet the needs of customers by the firms. This is called empowerment and managers must train frontline people to make decisions without they need to consult managers to implement a policy of empowerment. To meet the changing needs of customers and employees, empowering employees must

lead to develop an entirely new organization structures. It is discovered by many companies that, it sometimes takes years to restructure an organization so that managers are willing to give up some of their authority and employees are willing to assume more responsibility. This happens because the employees are expert in their native languages but not yet expert in the dominating international languages of the competitive corporate world and the famous and popular organizations never want such employees to cause the least harm to their organizations' reputation. So, the trend of shifting from their native languages to the dominating languages of the corporate world is largely seen among the employees from different under-developed and developing countries.

Tendency of language shift is largely seen among the immigrant communities from the under-developed and developing countries of the world including some current and former communist and socialist countries towards different participant countries in free market economy looking for better living standard, better living and working conditions, better job opportunities, better salary and hence a better life style. For example, after communism failed in 1992 in Albania, many jobless Albanian people migrated to different free market economic countries and severe language shift is seen among those Albanian immigrants and consequently in their next generation.

Socialism takes away some of business people's incentives to start work early and leave work late, though it may create more equality than capitalism. For example, tax rates in some nations once reached 85 percent. It is quite visible; workers in such countries will not work as hard or as well if they all get the same benefits regardless of how hard they work. Today doctors, lawyers, business owners, and others who earn a lot

of money have to pay very high rates of tax. Many of these professionals leave socialist countries for free market economic countries with lower taxes, such as the United States as a consequence. This loss of the best and brightest people to other countries is called a brain drain. Language shift takes place with this process of brain drain when these people shift from their native languages, educate themselves in the dominant languages of those free market economic countries and lack of practice gradually lead to erosion of their native languages. Over the past decade or so, severe language shift is seen among these major portions of the nation's workforce, who are migrating from these socialist countries to the free market economic countries.

Communism may be considered as another version of socialism. An economic and political system in which the state (the government) makes almost all economic decisions and owns almost all the major factors of production is known as communism, which intrudes further into the lives of people than socialism does. For example, citizens are not allowed to practice certain religions, change jobs or move to the town of their choice in some communist countries. Now a days, most communist countries are suffering severe economic depression. For example, some people are starving in North Korea. People are suffering from the lack of goods and service readily available in most other countries but not in Cuba; people are even afraid of the government in some of these countries. Another problem with communism is that it doesn't inspire businesspeople to work hard because the government takes most of their earnings. Therefore, communism is slowly disappearing as an economic form, though communists once held power in many nations around the world. For these socialist and communist countries Mufwene (2002) said, "As there are countries such as Taiwan which have

succeeded in appropriating the Western capitalist economic system without losing much of the Chinese culture and language, it is obviously clear that other countries could have taken that path.” (p. 178). In Vietnam and in parts of China, the trend away from communism toward free markets is now appearing. When the market largely determines what goods and services get produced, who gets them and how the economy grows only then free market economics exist in a society. The popular term used to describe this economic system is capitalism. In this economic system all or most of the factors of production and distribution like, land factories, railroads and stores are not owned by the government but are privately owned. The private owners decide how much to pay workers, how much to charge for goods and services; whether to produce certain goods in their own countries, import those goods or, have them made in other countries and so on. Capitalism is the foundation of the U.S. economic system and similarly, capitalism is the foundation for the economics of England, Australia, Canada, and most other developed nations. The regions in China that are most free have prospered greatly while the rest of the country has grown relatively slowly. The spotlight on small business has some interesting stories about entrepreneurship growth in China. This is why; we see lesser number of immigrants is migrating from these parts. Besides educating themselves in the dominating languages, which are required to get jobs or, to communicate effectively in order to run their business successfully in those developed countries; they are also maintaining their native language for different socio-economic purposes with different domestic and international communities. Not only language shift is resisted in those parts, but also people from different corners of the world are knowing and learning different features of this Chinese language.

2.5 Political Changes behind Language Shift: Political Force behind a Failed Language Shift in East Pakistan and the Significant Language Movement of 1952

Language shift in a community occurs also because of the political changes. Like Holmes (2001) said, “Before the First World War the town of Oberwart (known then by its Hungarian name, Felsoor) was part of Hungary and most of the towns-people used Hungarian most of the time. However, because the town had been surrounded by German-speaking villages for over 400 years, many people also knew some German. At the end of the war, Oberwart became part of Austria and German became the official language. Hungarian was banned in schools. This marked the beginning of a period of language shift.” (p. 53). We can see an almost similar incident took place in our history. The Pakistan central government tried to ruin the separate culture entity of East Pakistan after the birth of Pakistan, which naturally led to the Language Movement. In the history of Bangladesh, the Language Movement was a unique event. In the month of September 1947, the Language Movement was first initiated. In September 1947, a cultural organization, known as “Tamuddun Majlis” was formed. The argument of this association was strongly in favor of Bangla as a medium of instruction and as a language for the court. In the month of October 1947, at the initiative of the Tamuddun Majlis, first “Rastro Bhasha Sangram Parishad” (State Language Movement Committee) was formed.

An unanimous decision was taken to make Urdu as the state language of Pakistan in an Educational Conference at the central level held in Karachi in the month of December 1947. A meeting was held at the Dhaka University Campus on December 6 in a protest against this decision. A resolution was adopted to make Bangla one of the state

languages and to make it the language of the government and also the medium of instruction in all educational institutions in this meeting.

The first session of the Assembly was held on February 23, 1948. A demand was raised in this session to use Bangla along with other languages in all state matters. Dharendra Nath Datta of Comilla, a representative from East Pakistan made the proposal. This proposal was opposed by Liaquat Ali Khan, Nazimuddin and others. The students boycotted their classes and raised slogans in favor of Bangla on February 26, 1948 as a protest. On March 2, 1948, an all-party organization known as "Rastro Bhasha Sangram Parishad" was formed in order to conduct the Language Movement in a systematic way. The proposal of this "Parishad" was to make Bangla as one of the two state languages of Pakistan. On March 11, 1948, in protest against the omission of Bangla from the list of state language, a general strike was called in East Pakistan. A total strike was observed every where in East Pakistan. Many of the participants of the strike were wounded and arrested as the police engaged itself in "Lathi (Stick) Charge".

In protest against police oppression of March 11 and to demand Bangla as the state language, a decision was taken that all the educational institutions including the Dhaka University will go on strike from March 13 to March 15. Full strike was observed in all the districts of the country. A special proposal was decided to be raised in the Assembly to make Bangla as one of the state languages. Muhammad Ali Jinnah, the Governor General of Pakistan, unequivocally declared that, Urdu alone would be the state language of Pakistan on March 21, 1948 in the Ramna Race Course (Suhrawardy Uddyan) and on March 24 in Curzon Hall Campus. The student community vigorously protested against this utterance on that very movement.

Liakat Ali Khan, the Prime Minister of Pakistan also declared that, only Urdu would be the national language of Pakistan in 1950. Besides, Khwaja Nazimuddin also declared the same in a general meeting on January 26, 1952. The students and the intellectuals of East Pakistan felt frustrated and grew furious. The "Parishad" called on January 30, a taken strike. Members of all parties protested against Nazimuddin's action and condemned his declaration in a meeting held on January 31. In a meeting on February 4, the all party state language movement committee decided to declare February 21 as the day for strike throughout the province terming the day as the language day. It was decided by the committee that the movement would be continued until the demand for language was materialized. The District Magistrate of Dhaka declared section 144 for 30 days from February 20 and prohibited all processions and meetings, realizing the victory gravity of the situation. Public sentiment grew very strong against this act. It was decided by most members of the committee that the 144 section would be violated.

The students of Dhaka University assembled in the University Campus at 10 A.M. on February 21. It was decided by majority of the students that they would disobey the 144 section. The first batch of students, who disobeyed the section 144, went out of the university gate and started walking on the road in a procession. There was exchange of brickbats between the students and the police when the students broke section 144. The police shot tear gas shells and arrested some students. Exchange of brickbats began once again when the unruly students defied the police barricade and proceeded towards the Medical College and Hostel at noon. The police threw tear gas shells on the students at one stage. The clash between the students and the police began to multiply and ultimately the situation grew very tense in this way. Top police officials and government

bureaucrats were present at the scene. The students grew very turbulent when they prohibited the students to go near the Assembly House. The police fired several bullets at them and Barkat, Rafique, Salam, Jabbar, Shafiur were killed and many others were injured. This event worked like a wild fire and the movement spread throughout East Bengal. Strike was observed in different parts of the country from February 22 to February 27.

The consequence of this language movement was great. Through the language movement from 1948-1952, the spirit of liberation was inspired in the minds of the Bengalis. The decade of the fifty was the one of struggle and inspiration of East Pakistan after the language movement of 1952. The decade of Ayub Khan was one of the preparations for liberation of East Pakistan.

All the later political movements were inspired by this Language Movement. This movement made the people of this country conscious about their rights. It gave the East Pakistan the spirit of unity and independence. The spirit of 21st February infused in us the sense of self-establishment and enkindled the fire of liberation movement. It was the first movement of the Bengalis for liberation. Its spirit instilled great impetus to revolt against all the autocratic governments. All classes of people, students, teachers, intellectuals, cultivators and workers were encouraged by this Language Movement to rise against the Pakistan in 1971. This ultimately led to the birth of independent and sovereign Bangladesh.

The Awami League, the Krishak Party, Nezam-e- Islam and the Leftist Democratic Party, all the four opposition political parties united together and formed the Jukta Front (Joint Front) on December 4, 1954. The election campaign of the Joint Front

was conducted on the basis of 21 point programme. The first point of the 21 points was the full regional autonomy. Other important points were the recognition of Bangla as state language, conversion of the Burdhwaman House into Bangla Academy, establishment of Shahid Minar for the martyrs of the Language Movement, declaration of Shahid Minar for the martyrs of the Language Movement, declaration of 21st February as government holiday, conversion of the universities into semi-autonomous bodies, makings of mother tongue as medium of instruction etc.

For time being, language has always been severely victimized by politics. As Fishman (2002) said, “A language is simultaneously indexical of both the material and the non-material realia of its traditionally associated culture, symbolic of that culture (and of membership in that culture) and, therefore, like all symbols, easily politicised...” (p. 273). If the resistance was not put up in 1952, our Bangla language and many of its rich elements would have been lost by now.

Chapter: 3-Research Methodology

3.1 Research design

This research is a small-scale, qualitative survey of the impact of different social, political and economic factors on the process of language shift.

3.2 Data collection procedure:

The methodology used in this research includes-

1. Respondents' survey
2. Sociolinguists' survey
3. Sociologists' survey

One of the most useful methods of collecting data is using questionnaire. There are a number of advantages of questionnaires and they are designed to make the result reliable and interpretable. It is also easy for the interviewer to conduct an interview using a questionnaire properly within a short time. The answers are relatively subjective and easy to analyze. A number of advantages of using a questionnaire for data collection are stated by Seliger (1989), "...Since the same questionnaire is given to all subjects, the data are more uniform and standard. Since they can usually be given to all subjects at exactly the same time or within the short period of time, the data are more accurate..." (p. 173).

3.3 Instrument Principles for designing

Printed forms for data collection, which include questions or statements to which the respondents are expected to respond is known as questionnaire. A number of ways are there to design questionnaire. Using a set of questionnaire with several subsets and ten to twelve questions in each subset is one of the common ways. Therefore, attitudes or, responses have been assigned in this research.

3.4 Description of the questionnaire for students and teachers

The following aspects are taken into consideration in designing the questionnaire to ensure validity and reliability of it-

- Literature review of this paper.
- Literature on research method.
- The interview with the questionnaire.
- Consultation with the supervisor.

The questionnaire comprises three subsets. For each subset, there are ten to eleven open-ended questions. The interviewees are required to answer the items from the subsets assigned for them. Each item deals with a single idea. They are worded as simple and as clear as possible.

3.5 Participants

The surveys are conducted among the respondents, sociolinguists and sociologists of renowned public and private organizations of Dhaka. The participants staying home and abroad are chosen very carefully to make the result more reliable and representative.

Chapter 4: Analysis

4.1 Discussion of respondents' survey result

The collected data is arranged in a table given below:

Table 1

Decisive Factors	Comments	
	Interviewee 1 Mrs. Sabera Khanam	Interviewee 2 Mrs. Ambia Khatun
The Major Linguistic Problem the First Generation Immigrants Face	When they have to speak in the dominant languages of the host countries	Initiating conversation in a L2 situation
Improvement of Their Inadequate Knowledge of the Dominant Languages of the Host Countries	When they find that it can only fulfill their basic communicative needs in a small domain.	Small domain like, neighbor next door.
Overlapping Processes	Use of two distinct codes overlap more or less	Use of two distinct codes usually overlap with each other
Contraction of Immigrants'	Contracts with the increased	Contracts with the increased

Native Languages	use of the dominant languages	use of the dominant languages
Acceleration of the Use of the L2	As they start communicating in larger domains	Larger domains like, wider neighborhood, colleges, work places etc.
Borrowing and Blending of Vocabulary by the Second Generation	Borrowing and blending of vocabulary from neighbors' languages	Borrowing and blending of vocabulary often takes place
Interference with Their Already Learnt L2	Interfere largely with their already learnt L2	Already learnt L2 from their parents
Learning of morphology, phonology, lexicon and syntax of L2	Imperfect learning during such code switching	Imperfect learning during such code switching
Effect of Intermarriages	Significant effect on language shift	Initiates language shift among third generation immigrants
Language Shift Among Third Generation Immigrants	Very few or, almost no use of Bangla by the parents at home	Leads to a severe language shift among the third generation children
Development of a Positive	Very important to develop a	Very important to develop a

Orientation to Homeland	positive orientation to homeland among the immigrants	positive orientation to homeland among the immigrants, especially among the second and third generation immigrants
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For item number 1, according to both Mrs. Khanam and Mrs. Khatun, the major linguistic problem the first generation immigrants have to face is when they have to speak in the dominant languages of the host countries in order to initiate conversation in a L2 situation.

For item number 2, both Mrs. Khanam and Mrs. Khatun agree that, the first generation immigrants realize that they need to improve their inadequate knowledge of the dominant languages when they find that it can only fulfill their basic communicative needs in a small domain like, neighbor next door.

For item number 3, according to both Mrs. Khanam and Mrs. Khatun, the newly initiated use of L2 more or less starts overlapping with the use of first generation immigrants' native languages.

For item number 4, both Mrs. Khanam and Mrs. Khatun agree that, the use of the first generation immigrants' native languages starts becoming contracted with the increased use of L2.

For item number 5, both Mrs. Khanam and Mrs. Khatun strongly agree that, the first generation's use of L2 is accelerated as they start communicating in larger domains like, wider neighborhood, colleges, work places etc.

For item number 6, both Mrs. Khanam And Mrs. Khatun strongly agree that, the second generation immigrants borrow and blend vocabulary from their neighbors' language.

For item number 7, according to both Mrs. Khanam and Mrs. Khatun, this borrowing and blending of vocabulary interfere largely with their already learnt L2 from their parents.

For item number 8, both Mrs. Khanam and Mrs. Khatun have agreed that, there is a probability of the second generation immigrants to learn the morphology, phonology, lexicon and syntax of the L2 imperfectly while this code switching takes place.

For item number 9, both Mrs. Khanam and Mrs. Khatun strongly agree that, intermarriages like, a second generation Bangladeshi marrying an English person, accelerates language shift from Bangla to English as English is the more dominant one of the two.

For item number 10, both Mrs. Khanam and Mrs. Khatun strongly agree that, very few or, almost no use of Bangla by the parents at home leads to a severe language shift among the third generation children.

For item number 11, both Mrs. Khanam and Mrs. Khatun strongly agree that, it is very important to develop a positive orientation to homeland among the immigrants, especially among the second and third generation immigrants.

4.2 Discussion of sociolinguists' survey result

The collected data is arranged in a table given below:

Table 2

Decisive Factors	Comments	
	Interviewee 1 Mr. Babul D. Nokrek	Interviewee 2 Mr. Peter Michael Tripura
Valuation of Ethnic Minority Languages in Bangladesh	Not even valued properly	Not highly valued
Role and Mentality of the Government	Always inactive and insincere	Though promised, no such initiative is taken yet
Government's Lack of Positive Attitude	Harshly noticed	Harshly noticed
Institutional Power Used by Government	Almost always	Very often
No Reward	No reward arranged for the speakers of ethnic minority languages	No reward arranged for the speakers of ethnic minority languages

Ethnic Minority Languages Being Abandoned by Their Own Native Speakers	Frustration works	Abandoned by second and especially by third generation
Significance of the Ethnic Minority Languages to their speakers	Place given after their mother	Significant symbol of their identity
Role of CLSs	Quite active	Need more fundings and sponsors
Role of CIROs	Quite active	Need more fundings and sponsors
Change in Government's Attitude	Immediate change needed	Effective change needed

For item number 1, according to Mr. Tripura, ethnic minority languages are not highly valued in Bangladesh. According to Mr. Nokrek, ethnic minority languages are not even valued properly in Bangladesh.

For item number 2, according to Mr. Tripura, though government has been saying that, they will take necessary initiatives to save and upgrade the status of the ethnic minority languages, still no such initiative is taken. According to Mr. Nokrek, government has always played an inactive role and they have never been sincere enough to maintain the ethnic minority languages.

For item number 3, both Mr. Nokrek and Mr. Tripura strongly agree that, there is a lack of positive attitude of government towards ethnic minority communities and to their languages and cultures. Their existence is even worsely diminished, when a label of “Khudro Jati Goshti” is put on them by the government.

For item number 4, both Mr. Nokrek and Mr. Tripura strongly agree that, very often government uses its institutional power in the major educational, communicational, cultural and legilative institutions to increase the pressure on the ethnic minority communities. For example, they talked about how the feelings of the parents of ethnic minority communities are disheartened when they have to send their children to a school where they are taught through a medium of another dominating language but not of their own native languages, as they do not have any textbooks written in their native languages.

For item number 5 and 6, both Mr. Nokrek and Mr. Tripura strongly agree that, not only the ethnic minority languages are devaluated by the government, but also almost no reward is arranged for the speakers of those languages for any of their successes. So being frustrated, second and especially third generation ethnic minority people are abandoning their native cultures and languages and hence embracing those dominant ones of the wider societies.

For item number 7, both Mr. Nokrek and Mr. Tripura say that, like any other speech community, their language is very significant to them and they give it the place just after their mother, as it is the symbol of their identity.

For item number 8 and 9, according to both Mr. Nokrek and Mr. Tripura, the CLSs and the CIROs have been playing very important role to continue the practice of

speaking the ethnic minority languages among the ethnic minority communities. However, if they receive more fundings or, sponsors, then it will be easier for them to carry out their activities smoothly.

For item number 10, both Mr. Nokrek and Mr. Tripura strongly agree that, an effective and immediate change should be brought in the mentality of the government before any of the ethnic minority languages are lost ill-timed.

4.3 Discussion of sociologists' survey result

The collected data is arranged in a table given below:

Table 3

Decisive Factors	Comments	
	Interviewee 1 Dr. Piash Karim	Interviewee 2 Dr. Shahidur Rahman
Dominance of Colonizers' Languages in the Colonies	Strong dominance in some sister colonies of the Western colonizers and in different African nations	Not so strong in colonies like India
Different Acts and Policies of the Colonizers	Were imposed almost inevitably	Many rich cultures and traditional languages of the colonized countries were lost because of such

		imposition
Migration from Economically Weak Countries to Economically Thriving Countries	A good number of people from different underdeveloped and developing countries including some of those socialist and communist countries in 90's	Looking for better jobs and salaries
Globalization and Dominant Languages of the Global Community	Many private job sectors are created globally	Eligible candidates have to be skilled in written and communicative dominant languages of those global business communities
Host Countries Feel Threatened from the Immigrant Communities	Very often, where quite a good number of immigrants contribute actively in the socio-economic activities of that particular locality	Even a little possibility of labor unrest in such situation
Host Countries Control the Discourse of the Immigrants	Very often	Very often

Role of Major Institutions	Schools, colleges and universities assist the wider societies of the host countries to increase the pressure on the immigrants	There the different generations of immigrants have to educate themselves in the dominant languages of the host countries
Attitude of Different Governments from Time to Time	Worsened in some parts of the modern world	No significant changes is noticed
Significance of 1952's Language Movement	Established the status of Bangla and resisted a language shift	Saved many important features of the rich Bangla culture and language from extinction
Government's Role in Maintaining the Status of Its Languages	Active and effective role should be played	Active and effective role should be played

For item number 1, according to Dr. Karim, the languages of the colonizer countries became dominant in the colonized countries and besides some sister colonies of the Western colonizers, the different African nations were the worst victims of this process. According to Dr. Rahman, though colonies like India borrowed and blended items from the colonizers' languages, the colonizers also did the same in a small scale from the colonized Indians' languages.

For item number 2, according to Dr. Karim, it was almost inevitable that, the colonizers would have imposed different acts and policies to compel their languages on the people of those colonies. According to Dr. Rahman, many rich cultures and traditional languages of the colonized countries were lost when this imposition took place.

For item number 3, according to Dr. Karim, in 90's a good number of people from different economically weak countries including some of those socialist and communist countries migrated to different economically thriving countries including those capitalistic and industrialist countries. According to Dr. Rahman, these immigrants underwent a massive pressure from the wider societies of those countries to use the majority languages in order to get better jobs, salaries etc.

For item number 4, according to Dr. Karim, globalization and other factors of globalization like, internet, have created many private job sectors globally. According to Dr. Rahman, eligible candidates have to be skilled in written and communicative dominant languages of those global business communities to cope up with the new form of industries, where customer service, customer care and customer satisfaction have to be assured.

For item number 5, according to Dr. Karim, host countries often feel threatened from the immigrant communities, especially where quite a good number of immigrants contribute actively in the socio-economic activities of that particular locality. Dr. Rahman even talked about a little possibility of labor unrest in such situation.

For item number 6, both Dr. Karim and Dr. Rahman strongly agree that, because of the above possibilities, the host countries always try to control the discourse of the immigrants.

For item number 7, both Dr. Karim and Dr. Rahman admit the role of major institutions like schools, colleges and universities in assisting the wider societies of the host countries to increase the pressure on the immigrants, as there the different generations of immigrants have to educate themselves in the dominant languages of the host countries and had to leave their native languages behind.

For item number 8, according to Dr. Rahman, barely any difference is seen between the attitude of an 18th century colonizer nation towards the languages of a colonized nation and the 20th century modern government towards the languages of the different minority groups. According to Dr. Karim, the situation is even worse in some parts of the modern world.

For item number 9, both Dr. Karim and Dr. Rahman agree that, the Language Movement of 1952 has played a significant role in establishing the status of Bangla, the mother language of the vast populace of the then East Pakistan and hence saved many important features of the rich Bangla culture and language from extinction.

For item number 10, both Dr. Karim and Dr. Rahman strongly agree that, government has to play active and effective role in maintaining the status of its national language and also the other traditional languages of its different localities.

Chapter 5: Research Findings

The findings of this research are:

- Every particular country has its own constitution and laws regarding its state language and other language issues of the country. If a minority language is not encoded in those laws, then it becomes very difficult to maintain that minority language.
- Being able to interact with the people of majority group successfully by speaking the majority language is the only reward that the speakers of minority language get.
- The hosting role of developed countries is contributing shift among immigrant communities.
- There are always some social, economic and political factors that lead a society to shift from using one language to using another. However, if the people of a minority group are conscious enough of the importance of their language and believe that, their language is an imperative symbol of their group's identity, it is likely to resist the language shift.
- In a variety of institutionalized contexts, it is very important for people of minority language group to use their native language continuously in the home as well as outside the home.
- Constant exchange of handwritten letters, typed mails to the birthland with friends, relatives and family members, alongside going to short trips to the homeland, provide further support for the use of the native language.

- Extended exposure should be given to the language of a minor or immigrant community.
- Positive attitude should be shown to the language of people with distinctive ethnic identity.
- To let them play their part independently, positive attitude should also be shown to the ideas of language maintenance.
- To slow down language shift relatively successfully, not one but all the dynamics should work in an integrated cohesive way.

Chapter 6: Conclusion and Recommendations

6.1 Conclusion

Different socio-economic and political factors are accelerating language shift in different communities. However, this shift can be reversed and minority languages can be preserved. Language shift can be reversed in an immigrant community, if the parents normally interact with their children using more and more of their native languages in their daily life. The use of both native and minority languages at home is supported by many immigrant and ethnic families. However this becomes the most difficult job for the parents of such families to continue with, when the children of these families start going to school, where education is provided in the majority group languages and those children are expected to be proficient in those dominant languages. So, in order to counteract this effect of language shift, a well-developed and strong role should be played by different institutions of those communities like, the CLSs (Community Language Schools) in New Zealand, which initially taught ancient literature but later on they took more responsibility for teaching the spoken language too. If an immigrant community members live near each other and see each other very often, then regular and frequent social events and social gatherings like weddings, ceremonies, celebrations, festivals, sports events by different cultural and sports clubs will help the young people to hear and practice their native language naturally and hence the strong sense of their identity can be preserved. For example, in CIROs (Community Identified Religious Organizations) like Greek Orthodox Church at Wellington, Greek community people meet and speak in Greek with each other frequently. Besides, young people should be encouraged to choose intra-ethnic

marriage instead of inter-ethnic marriage like, those people of the Greek and Tongan communities. A positive orientation to homeland can be developed and further support for the use of the native languages can be provided through constant exchange of handwritten letters, typed mails to the birthland with friends, relatives and family members, alongside going to short trips to the homeland. A positive attitude should be developed towards the ethnic minority groups and their languages and they should get equal chance of getting jobs and other benefits as reward. Thus language shift can be reversed in a community.

6.2 Recommendations

- Both the government of the host country and the home country should be made aware by the immigrant community and the ethnic minority community respectively that, they would not sustain any discrimination in getting jobs or, getting admission in educational institutions for their minority languages.
- Beside the Non Government Organizations, Government Organizations should play sincere and active role in conducting more quality research works on various undiscovered but valuable features of different ethnic minority languages.
- Effective and swift steps must be taken from the Ministry of Minority Affairs to save different EMLs (Endangered Minority Languages) before they are lost.

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Appendix

BRAC University

Department of English and Humanities

ENG 466: Dissertation

Questionnaire

➤ Set 1

- What is the major linguistic problem that the first generation immigrants face when they first migrate from their homeland to another country?
- When do they realize that they need to improve their inadequate knowledge of the dominant languages of the host countries?
- Does it overlap with the use of first generation immigrants' native languages?
- Do you think that the use of the first generation immigrants' native languages starts becoming contracted gradually?
- When their use of L2 is accelerated?
- Do the second generation immigrants borrow and blend vocabulary from their neighbors' languages?
- Does it interfere largely with their already learnt L2 from their parents?
- How much is the possibility of the second generation immigrants to learn the morphology, phonology, lexicon and syntax of the L2 imperfectly while this code switching takes place?
- Do intermarriages affect the process of language shift?
- What mainly lead to a severe language shift among the third generation children?

- What is the importance of developing a positive orientation to homeland among the immigrants, especially among the second and third generation?

➤ **Set 2**

- Are ethnic minority languages properly valued in Bangladesh?
- How will you evaluate the role and the mentality of the government towards the ethnic minority languages?
- Do you think that the government lacks a positive attitude towards ethnic minority languages?
- Does the government use its institutional power to create a pressure on the ethnic minority communities to shift from their native languages?
- Are the ethnic minority people abandoning their native languages now a days?
- What might be the reasons of the ethnic minority people abandoning their native languages now a days?
- How significant are the ethnic minority languages to their speakers?
- Do you think that the CLSs can play active role in resisting language shift in minority community?
- Do you think that the CIROs can play active role in resisting language shift in minority community?
- Do you think that the government's lack of positive attitude towards minority languages should be changed immediately?

➤ **Set 3**

- Does the language of a colonizer country become dominant in a colonized country?
- What is the inevitability of the different acts and policies through which the colonizers impose their languages on the invaded nations?
- How will you evaluate the fact that people from underdeveloped countries are migrating to developed countries for a better living?
- How globalization and other factors of globalization force a community to shift from their native language to the language of the dominant global community?
- How will you evaluate the role of different major institutions in this process?
- Does the government of the host country feel threatened from the immigrants?
- Does the government of the host country control the discourse of the immigrants?
- Do you see any difference between the attitude of the 18th century colonizer nations towards the languages of the colonized nations and the 20th century governments towards the languages of the minority groups?
- What is the significance of 1952's Language Movement in failing a language shift in the then East Pakistan forced politically by the West Pakistan?
- What should be the role of the government in maintaining the status of our rich Bangla language and other traditional languages so that they do not erode or die in future?

Thank You