Research Paper

Language Contact and Social Psychology

Ilyas Khan
Department of Linguistics
Aligarh Muslim University

ABSTRACT
This article deals with the aspect of language contact and mental aspects of language and speech. In this paper, description of language contact phenomenon and how the Psycholinguistic approach insists speaker to become bilingual has been explained briefly. Firstly, what it is, why it occurs and how, and then second step is to describe the psycholinguistic approach to language contact. This article covers thorough study of English language contact with the Indians particularly Northern India or Hindi -Urdu language speaker. After the generalisation of language contact, the aim will be to explain, what is the psychology of speakers about the use of English particularly in domains such as social media, communication, and education? In this article, an attempt has been made to understand language contact situation and its consequences on 21st century generation.
KEYWORDS- *Language Contact, Bilingualism, Psycholinguistics, Loanwords*

I.   INTRODUCTION

In 21st century, in every country linguistic minorities easily can be found everywhere, often, these have been arisen through the immigration, but not always, sometimes through the invasion, trade, imposition etc. Consequently this has led to the language death, language endangerment, language loss, and reduction in linguistic diversity. Language contact is the main subject which has been the everyday life processes of hundreds of people all over the world.

To prove this a large number of works historical or contemporary has been done in the light of language contact. The objective of this paper is to assess the language contact and psycholinguistic perspective with an overview of language contact situations. Bilingual speakers are often altered such changes than the monolingual speaker. Language contact results in many cases, in some cases only few words are borrowed, in other cases whole languages formed. Language contact differs according to several factors, including the length and intensity of contact between the groups; the types of social, economic, and political relationship between them.

The contact of the two languages may be virtual or real. The speaker of different languages need not be present in physical form they may have contact through the information and technology, literature of various types fiction non-fiction, religious non religious, Hollywood films, transportation, fashion and designing, products of all types, innovation and experiments, etc.

Advancements of science and technology has been the major area which continuously putting it in vibrated mode to the whole world, it has affected the most, and made addicted to the human of it. The brief introduction to the language contact, bilingualism and psycholinguistic effects, analysis of data followed by conclusion has been tried to best explain thoroughly.

II.   LANGUAGE CONTACT

Language contact phenomena, where almost every speaker possesses the quality of being bilingual or multilingual. Language contact is a situation where speakers of different languages come in contact and share each other's language by means of necessities. In every society, a speaker of any language is bilingual or he can speak more than one language, but sometimes he has to face a situation where he has to speak more than one language this situation would be the language contact situation. The speaker can come in contact because of his daily needs or necessities. Language contact manifestations are found in different domains, including language

acquisition, language processing, and production, conversation and discourse, social functions of language and language change, etc.

This makes it a special challenge to compile an overview of the subject. Most introductory works devoted to contact linguistics have hitherto chosen to specialize either in the individual-synchronic aspects of bilingualism or in structural-diachronic aspects of contact-induced language change. Since the launch of modern contact linguistics through the works of Weinreich (1953) and Haugen (1950), the study of individual bilingualism and of societal multilingualism has occupied a centre-stage position in the field.

Appel and Muysken's (1987) textbook was one of the first introductory works to take into account diachronic aspects of contact-induced language change. It was soon followed by Thomason and Kaufman's (1988) monograph, which remains one of the most influential and frequently cited works on language contact in the context of historical linguistics. Both these books put a spotlight on grammatical borrowing, and on the emergence of areal language clusters and of new 'contact' languages.

Weinreich suggests that further study might determine that there is a scale of borrowing difficulty going from "the most structurally and syntagmatically integrated inflectional endings, through such grammatical words' as prepositions, articles, or auxiliary verbs, to full-fledged words like nouns, verbs, and adjectives, and on to independent adverbs and completely unintegrated interjections" (Weinreich 1953, p. 35). Here he cited work in the 19th century and his debt to Haugen (1950).

Thomason (2001) stated, "Language contact is the use of more than one language in the same place at the same time". for instance, if two groups of young travellers are speaking two different languages while cooking their meals in the kitchen of a youth hostel, and if each group speaks only one language, and if there is no verbal interaction between the groups, then this is language contact only in the most trivial sense. Language contact in this substantive sense does not require fluent bilingualism or multilingualism, but some communication between speakers of different languages is necessary. If those two groups of travellers share a kitchen for two or three hours, they will almost surely try to say a few things to each other, and their efforts will be worth the attention of anyone interested in language contact. Later, he clarifies that speakers of two or more languages need not be in the same place for language contact to occur. For example, the language of sacred books and other writings connected with major world religions too results in language contact.

The most striking example in the modern world is the pervasiveness of English outside the traditionally English-speaking nations. Millions of non-English speakers have come into contact with English through radio, television, Hollywood films, Internet, social sites, and popular music (on CDs and cassettes as well as on the radio and television), and writings of all kinds. Of course, some English can be learned through these media, though the knowledge is likely to remain passive unless the listeners have opportunities to practice their speaking or writing skills. The internet offers more possibilities for active long-distance language learning, and English is the main language on the international internet- so much so that the French government has tried to ban its use in electronic mail (email) communications in France. But learning to write a language does not necessarily lead to an ability to speak it, so depending on how you define `bilingualism', a knowledge that is confined to the written language alone might not qualify. A functional definition of bilingualism, according to which anyone who uses two languages is a bilingual, would include this case; a definition that insisted on full fluency in all of the traditional four skills -speaking, listening, reading, and writing would not. The functional definition makes more sense: as Francois Grosjean points out, a person who uses two languages regularly, but is not fully fluent in both could hardly be labelled monolingual, but by the second definition of bilingualism, s/he would not qualify as bilingual either. English and Arabic and the few other languages with worldwide distribution can be considered as exceptions. Language contact most often involves face-to-face interactions among groups of speakers, at least some of whom speak more than one language in a particular geographical locality.

Bilingualism and multilingualism have strong connections with the external linguistic factors that contact linguistics deals with, such as language communities, language boundaries, migration, etc. Therefore, the type of multilingualism observed during language contact is highly relevant to the contact process itself. Whether the multilingualism observation falls into the category of individual bilingualism, institutional bilingualism, diglossia, dialect or social multilingualism, etc., it plays a crucial role in determining the reasons and ways behind the contact and its outcomes (Pütz, 1992, p.382). Appel and Muysken (2006) states, an undeniable fact is, language contact makes way for bilingualism to some degree, whether individual or social bilingualism, but social bilingualism leading to eventual multilingualism is seen far more commonly if there are contact based changes in the language. The political, religious, and educational state of the language community should be taken into consideration while conducting research on language contact in an area since these three domains have great effects on which language people use, or in some cases, are forced to use. Especially, minority groups within large linguistic communities are observed to experience language loss, shift, or even death across generations due to the unfortunate fact that educational services, job opportunities, and the political

environment of the country often force them to unify with the rest of the language community in order to be accepted among the majority they live with (Pütz, 1992).

There are other possibilities, especially in the modern world with novel means of worldwide travel and mass communication: many contacts now occur through the written language only by the means of transportation, television, video, media, books etc.

As Hickey quoting Thomason (2010) "Language contact is the norm, not the exception. We would have a right to be astonished if we found any language whose speakers had successfully avoided contacts with all other languages for periods longer than one or two hundred years" (Hickey, 2013).

"Minimally, in order to have something that we would recognize as 'language contact,' people must learn at least some part of two or more distinct linguistic codes. And, in practice, 'language contact' is really only acknowledged when one code becomes more similar to another code as a result of that interaction" (law, 2014). Now, we have to establish the relation between language contact and psycholinguistic effects. Borrowing induced by language contact leads toward the processes of borrowing. The processes of borrowing such as loanword, language shift, convergence, core borrowing, cultural borrowing, loan translation, loan blending and many more occur in the context of sociolinguistic, historical linguistics and psycholinguistic. Researchers in this field have given their point of views which briefly described.

III.   PSYCHOLINGUISTICS PERSPECTIVES

The psycholinguistic perspectives of language contact leads towards the use of English as foreign language. In India, Hindi- Urdu speaker usually speaks many varieties at a time; they use to speak Hindi-Urdu and English as well. The interference of English from the various channels makes Indians to adopt foreign words in their mother tongue. The contact of Indians with English has been since the colonial time. English has become the second official language in India. Today, there is a need to show or find out, how the mentally English or foreign language has acquired the place in India being a linguistics diversity country. Hindi-Urdu speaker's attitude towards the use of foreign language in multidisciplinary fields is growing rapidly. The advancements of science and technology: expansion of media print and electronic, social media use of English as globalised language, transportation, communication and education etc. In addition to it, Weinreich has stated in terms of descriptive linguistics, in a language contact situation, borrowing can be explained as need of borrowed words in one language culture; it is fulfilled by another in which the language contact occurs. He discussed some extra-linguistic factors in his work as attitude, accommodation and audience design are the concepts used by the psycholinguist. Towards the end of the eighties, borrowing and code-switching started to be studied from a psycholinguistic point of view. From this perspective, the focus is on language processing of bilingual speech in bilinguals.

Since the pioneering work done by Grosjean and associates (Soares and Grosjean 1984; Grosjean and Soares 1986; Grosjean 1988; 1995, 1997), it has become clear that important deep understanding of the characteristics of borrowing and the differences between borrowing and other language contact phenomena can be gained from psycholinguistic approaches. The concept of language modes, introduced by the Grosjean (1985 et seq), which has subsequently been shown to be a very powerful explanatory concept: "Bilinguals find themselves in their everyday lives at various points along a situational continuum that induces different language modes. At one end of the continuum, bilinguals are in a totally monolingual language mode, in that they are interacting with monolinguals of one – or the other – of the languages they know. At the other end of the continuum, bilinguals find themselves in a bilingual mode, in that they are communicating with bilinguals who share their two (or more) languages and with whom they normally mix languages (i.e., code-switch and borrow)" (Grosjean 1997, p. 228).

When researchers control for the language mode, they have a better chance of separating the different language contact phenomena found in the speech of bilinguals, and this may help to identify the (differences and similarities between) the constraints on the various phenomena.

"Whereas in a bilingual language mode, all bilingual language phenomena can occur (interferences, code-switches, borrowings of various types, etc.) this is not the case in a monolingual language mode. Here code-switches and borrowings are either inexistent or are usually kept to a strict minimum so as to ensure adequate communication" (Grosjean 1998: 228). Grosjean (1997) also discusses evidence for the fact that borrowing and code-switching are processed differently.

The concept of language modes is one of the most significant characteristics of Grosjean's interactive activation model of word recognition in bilinguals, named BIMOLA (Bilingual Mode of Lexical Access), developed over many years of experimental research (see Grosjean 1997).

Green's (1998) 'Inhibitory Control Model' is a model of bilingual speech processing which aims at explaining how bilinguals control their two languages, for example when translating from L1 to L2 without actually using L1 words. This is done by assuming that lemmas are specified in terms of a language tag. Thus, each lemma has an associated language tag and this tag is one of the factors which affect the activation of the

lemma. After lemmas have been linked to lexical concepts, the model allows for lemmas with the "wrong" tag to be inhibited, so that they cannot catch speech production during a translation task. Though the model was not developed to account for borrowing and code-switching, it may well have interesting implications for the analysis of language contact phenomena. Thus, native speakers of Urdu do not recognize loanwords as borrowing from English, even if they are fluent speakers of English. The loanwords that contain strong language phonetic cues, such as 'railgaadi', 'bus', in English, is probably still recognizable. On the other hand, Grosjean stressed that childhood bilingualism depends on the amount of bilingual language input and the actual need to use both languages. Children are said to possess a natural ability to perceive attitudes surrounding their languages, and they are usually highly aware of which language should be spoken to whom. What is more, any violations in this area may lead to confusion or even upset, as children expect to use particular languages with particular individuals. This accentuates the importance of a family, as family members have the power either to encourage or effectively discourage bilingual language use.

IV.   CONCLUSION

Borrowing of loanwords is growing in interest and utility over time. Nowadays, it has become a trend to use other languages. In India, wherever, we need to communicate either for business purposes, jobs, historical study, political benefit or another, English has become the main language. Trends are growing through the internet, social sites, literature, film industry, trade, immigration of the people for the job or education purposes, sports, and advancement of science and technology. Indians growing up without ever hearing the names of their mother tongue. In our best schools, they grow up with more knowledge of western culture and languages than our own. Modern Indians frequently speaking English indeed they are Urdu speaker but confined to the languages in which they studied or learned. It gives power, and passion that almost in all domains, English is being used. Urdu speaker must learn to speak English well but they must also learn their mother tongue.

REFERENCES

[1].   Annamalai, E. (2001). *Managing Multilingualism in India: Political and Linguistics Manifestations.* (Series on Language & Development) New Delhi: Sage.
[2].   Appel, R and Muysken, P. (1987). *Language Contact and Bilingualism*. London: Amsterdam Academic Archive: Amsterdam University Press.
[3].   Bahri, Hardev. (1960). *Persian influence on Hindi.* Allahabad: Bharti Press Publications.
[4].   Bell, A. (1995). Language and the Media. *Annual Review of Applied Linguistics*, 15, 23-41. doi:10.1017/S0267190500002592
[5].   Bloomfield, L. (1933). *Language*. London: George Allen & Unwin.
[6].   Bright, W. (ed.) (1992). *International Encyclopaedia of Linguistics*. New York: Oxford University Press.
[7].   Clyne, M. (2003). *Dynamics of Language Contact*. Cambridge: Cambridge University Press..
[8].   Law, Danny.*(* 2014). *Language Contact, Inherited Similarity and Social Difference*. John Benjamins.
[9].   Emaneau, M. B. (1980). *Language and Linguistics Area.* Stanford. Stanford University Press.
[10]. Fasold, R. & J. Connor-Linton. (2006). *An introduction to language and linguistics*. Cambridge: Cambridge University Press.
[11]. Grosjean, F. & C. Soares (1986) Processing mixed language: some preliminary findings. In J. Vaid (ed.) *Language processing in bilinguals: psycholinguistic and neuro-psychological perspectives*: 145–179. Lawrence Erlbaum.
[12]. _____. (2013). *English to Urdu Dictionary with Phonetics (English).* **Publisher:** Createspace
[13]. Haugen, Einar. (1950). "*The analysis of linguistic borrowings*". Language 26.210-231.
[14]. Hockett, C F. (1958). *A Course in Modern Linguistics*. New York: Macmillan.
[15]. Hudson, R.A. (1980). *Sociolinguistics.* Cambridge, Cambridge University Press.
[16]. Hussain, Intezar. (1997). *Aakhiri Aadmi.* Delhi: Educational publishing house
[17]. Kanungo, Gostha Behari. (1968). *The Language Controversy in Indian Education: Historical study.* Chicago: Univ. Of Chicago.
[18]. Khan, Ilyas. (2019). *A Socio-Descriptive Study of English Loanwords In Urdu With special Reference to Post Independence Period (Doctoral Thesis).* Department of Linguistics. Aligarh: Aligarh Muslim University.
[19]. Labov, William. (2001). *Principles of Language change. Vol.* (I, II). Oxford: Blackwell.
[20]. Myers-Scotton, Carol. (1993). *Duelling Languages*: *Grammatical structure in code-switching.* Oxford: Clarendon Press.
[21]. Meyers Scotton, Carole. (2006). *Multi voices: An introduction to bilingualism*. Oxford: Blackwell Publishing.
[22]. Poplack, Shana, Susan Wheeler & Anneli Westwood.(1989). *"Distinguishing language contact phenomena: Evidence from Finnish-English bilingualism".* The Nordic Languages and Modern Linguistics, ed. By Pirkko Lilius & Mirja Saari, 33-56. Helsinki: University of Helsinki Press.
[23]. Pŭtz, Martin ed. (1992). *Thirty Years of Linguistic Evolution.* Amsterdem; Philedelphia: John Benjamins.
[24]. Romaine, S. (1989). *Bilingualism.* Oxford: Blackwell.
[25]. Sapir, Edward. (1921). *Language.* New York: Harcourt, Brace and world.
[26]. Sarah G, Thomason. (2001). *Language contact. Edinburgh.* Edinburgh University Press.
[27]. Thomason, Sarah. (2013). "Contact Explanations in Linguistics.*" The Handbook of Language Contact, ed. by Raymond Hickey.* Publisher: Wiley-Blackwell.
[28].   Sara Naqvi , Salim Ur Rahman. (2001). *The Oxford Elementary Learner's English-Urdu Dictionary (English) 1st Edition.* **Publisher:** Oxford University Press.
[29]. Thomason, Sarah Grey & Terrence Kaufman. (1988). *Language Contact, Creolization, and Genetic Linguistics.* Berkeley: University of California Press.
[30]. Weinreich, U. (1953). *Languages in Contact.* New York: Mouton.
[31]. Weinreich, U. (1966). *Languages in Contact. Findings and Problems*. The Hague. Mouton.
[32]. _____. Roznama Rashtriya Sahara news paper.