Volume: 5
Issue: 5 (Sep-Oct 2026)
Pages: 27 – 36
ISSN (Online): 3006-6646
DOI: 10.62843/jrsr/v.v.246

JRSR
JOURNAL OF REGIONAL STUDIES REVIEW

Cite this Article: Ahmad, S., Mahmood, A., & Badshah, I. (2026). Contact-Induced Language Change (CILC): A Quantitative Analysis of the Relexification of Pashto under the Influence of Urdu in Khyber Pakhtunkhwa, Pakistan. *Journal of Regional Studies Review, 5*(5), 27-36. https://doi.org/10.62843/jrsr/v.v.246

RESEARCH ARTICLE

JOURNAL OF REGIONAL STUDIES REVIEW (JRSR)

Contact-Induced Language Change (CILC): A Quantitative Analysis of the Relexification of Pashto under the Influence of Urdu in Khyber Pakhtunkhwa, Pakistan

Sulaiman Ahmad [a] Sulaiman Ahmad [b] Islam Badshah [c]

Corresponding Author: Sulaiman Ahmad; sulaimanahmad@numl.edu.pk

Abstract: The aim of this study was to explore the influence of Urdu on Pashto, with special attention to the relexification of Pashto. To achieve this aim, the study was conducted in two phases. The first phase aimed at measuring the proficiency of the participants in Urdu and Pashto, and data were collected through a questionnaire. The second phase focused on exploring contact-induced language change and the relexification of Pashto due to the influence of Urdu. Data for this phase were collected through a translation test consisting of 200 tokens presented in English sentences for translation into Pashto. Data were collected from 546 undergraduate students enrolled in BS English programs at various public sector universities across four districts of Khyber Pakhtunkhwa, including Dir, Malakand, Mardan, and Peshawar. The collected data were analyzed quantitatively using SPSS statistical software. The results revealed that young, educated Pashto-speaking individuals were highly proficient in Urdu alongside Pashto; however, they lacked proficiency in the written skills of Pashto, particularly reading and writing. Furthermore, the findings indicated that the Pashto language had undergone considerable relexification due to the influence of Urdu, with a large number of Pashto words being replaced by Urdu equivalents. The study highlights the growing influence of Urdu on the vocabulary of Pashto among educated young speakers. The researchers recommend that language planners, policymakers, education policymakers, curriculum designers, educational institutions, and parents take serious measures to revitalize Pashto, with particular attention to preserving and restoring Pashto words that have been replaced through relexification.

Keywords: Contact-Induced Language Change, Urdu-Pashto Language Contact, Language Influence, Relexification, Lexical Replacement/Loss

Introduction

Background of the Study

Language contact is a sociolinguistic situation in which two or more languages co-exist, typically within a single bi/multilingual speech community (Bussmann, 1996), and the plurilingual speakers of those languages use each language according to the appropriateness of the situation. Although many scholars consider language contact as a source of bilingual competence and language development (Ansaldo, 2009; Filppula, 2010; Salmons & Purnell, 2010), generally, it brings about certain changes in a language with the passage of time (Poedjosoedarmo, 1982). However, the changes adopted by a language from other languages depend upon the frequency and nature of its contact with other languages. Trudgill (2004) holds that small and isolated speech communities, the members of which have strong social connections with one another and

[a] Lecturer in English/PhD Scholar, Faculty of Arts and Humanities, National University of Modern Languages, Peshawar Campus, Khyber Pakhtunkhwa, Pakistan.
[b] Dean Faculty of Arts and Humanities, National University of Modern Languages, Islamabad, Pakistan.
[c] Assistant Professor in English, National University of Modern Languages, Islamabad, Pakistan.

Copyright © 2026 The Author(s). This is an open-access article that permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

limited contact with other linguistic groups, are more likely to retain their linguistic norms and transfer complex language structures to their younger generations. These communities are more linguistically conservative and, as a result, have more linguistic complexities and irregularities and slower rates of linguistic change. In contrast, communities that are frequently in contact with other languages are more likely to experience linguistic simplification and thus lead to changes in and loss of linguistic items (Ahmad, 2026; Trudgill, 2004). The same is true of the Yousafzai variety of Pashto, which is the concern of the present research study. Out of all the dialects of Pashto, the Qandahari Pashto (also known as the Western dialect, Henderson, 1993) has been the most isolated one and "it therefore seems likely that it is the most conservative variety" (Henderson, 1998, p.596). Conversely, the Yousafzai variety (also known as the Eastern Dialect, Peshawari or Nangarhari) has been more closely in contact with Urdu (the official language of Pakistan) and thus has been influenced by Urdu more than the other varieties of Pashto.

According to Millar and Trash (2015) and Ahmad (2026), contact-induced language change and the influence of one language on another may be of three types: (i) in substrate contact, a subordinate language influences a dominant one, (ii) in adstrate contact, languages of the same status influence each other, and (iii) in superstrate contact, a dominant language influences a subordinate language. The last type of language contact is the most common one, and as stated earlier, it involves the modification of a language of a minority group brought by the language of a powerful group. In addition, Grant (2019) suggests that the depth of the historical relations of two languages with each other and typological and genealogical factors may influence the linguistic ecology of a language. Furthermore, the intensity of contact in terms of the comparative size of two speech communities, the length of the duration of contact between them and the consistency of prestige and dominance of the speakers of one language over another may further influence the linguistic ecology of a language. Gracia (2003, as cited in Nyaigoti, 2019, p.9) adds another significant aspect and holds that "when coupled with schooling that pays no attention to teaching reading and writing in the ethnic home language", the speakers of the ethnic home language find very limited opportunities to receive and interact in their mother tongue, and consequently, the productive skills of the speakers in their mother tongue may decrease.

Kikelomo (2011) argues that the contact between two languages, particularly a superstrate language and a substrate language, results in various sociolinguistic phenomena, including language convergence, borrowing, phonemic loss, code-switching, lexical change, lexical loss, attrition and relexification. phonemic loss, lexical change, lexical attrition, and relexification, to name a few. Relexification is a type of language change (Kwon, 2020) that refers to "the process of vocabulary substitution" (Muysken, 1981, p.61) in a situation where the language of a subordinate community stays with a dominant language and the speakers of that language keep using the dominant language for decades (Edwards, 2013). Among the sociolinguistic phenomena mentioned above, relexification is said to be the most serious phenomenon with reference to the maintenance and survival of a language (Ahmad, 2026). Usually, it is loan-translation which is regarded as a threat to the linguistic purity of a language; however, Wexler (2002) holds that relexification is different and more serious than loan-translation because, in contrast with loan-translation, in relexification, the existing words of a subordinate language are "replaced" [my emphasis] by those of the superstrate language. According to Wexler (2002), "loan translations tend to be atomistic and quantitatively limited; in relexification, there is an attempt to lift almost the entire lexicon from the lexifier language" (p.22). In addition, relexification is more serious than another seemingly identical phenomenon which Putnam et al. (2019) refer to as lexical attrition. Lexical attrition takes place when, because of the decrease in the use of a person's L1 (Cook, 2003), the person partially or completely loses his/her language, and this phenomenon is often individual and requires psycholinguistic exploration. Relexification, on the other hand, is a kind of language change which takes place as a consequence of collective subtractive bilingualism (Lefebvre, 1986, 2001).

It has been observed that the speakers of Pashto in Khyber Pakhtunkhwa have remained in longstanding contact with the speakers of Urdu, and since Urdu belongs to a socio-politically, economically and culturally dominant community, this contact has brought a number of changes in the linguistic structures of the Pashto

language. Pashto is one of the four provincial languages of Pakistan and the mother tongue of the majority of people living in Khyber Pakhtunkhwa (Abbas & Bidin, 2022; Rahman, 2006). According to Pakistan Bureau of Statistics (2024), Pashto is spoken by 43.6 million speakers in Pakistan, which makes up 18.14% of the total population of the country. Similarly, it is spoken by 32.92 million people in Khyber Pakhtunkhwa, which is 81% of the province's total population. Ahmad (2018) adds that it is the mother tongue of a well-known nation called Pashtuns (or Pathans), and it serves as a source of Pashtun identity (Rahman, 2006, 2007). In contrast, Urdu, the national language of Pakistan, is used as an official language and lingua franca in the country (Khanum & Erum, 2021; Mahmood & Gondal, 2017; Kamran, 2017; Bari, Ahmad & Tabassum, 2020; Roistika, 2019; Aslam & Dar, 2022; Mansoor, 2004; Raja, 2014; Abbas & Bidin, 2022). Naqvi (2017) is of the view that, as compared to the regional languages of Pakistan, Urdu is considered a more prestigious and civilized language. Being the national language of the country and a mutually intelligible language, Urdu serves as the main medium of instruction and is taught as a compulsory subject in all private and public sector schools and colleges in the country. Naqvi (2017) further holds that that because Urdu the language of print and electronic media and is the language of magazines, newspapers, radio and television, and the majority of Pakistani children get exposed to it in their early childhood, that is why, they acquire some basic listening and speaking proficiency in it before they start going to school. Thus, "it is not a completely new language for the students before going to school and beginning to learn it as a second language" (Naqvi, 2017, p.389). In the urban areas of the country, almost every Pakistani can also speak Urdu along with their mother language, and it is "so extensively widespread that it is like the first language of all Pakistanis" (Naqvi, 2017, p.387).

Although Urdu is the mother tongue of not more than eight percent (Kamran, 2017; Mahmood & Gondal, 2017; Abbas & Bidin, 2022), to be specific, the mother tongue of "7.57% of the urban population" of Pakistan (Bari et al., 2020, p.324), yet it is still the national language of Pakistan. Being a national lingua franca and a source of cohesion and unity among the various sociolinguistic groups in Pakistan, Urdu has been promoted excessively, which has "led to downplaying indigenous languages' roles" (Abbas & Bidin, 2022, p.90). Rahman (2007) also criticizes the undue importance given to Urdu and holds that it has been promoted at the cost of the other languages of the country. As a result, the speakers of the local and regional languages, and particularly those of the provincial languages, i.e., Punjabi, Balochi, Sindhi, and Pashto, "feel deprived because their languages have not been provided equal growth opportunities" (Abbas & Bidin, 2022, p.91). Due to the excessive importance and growth of Urdu and the lack of equal growth opportunities, many substrate languages have been influenced by Urdu. This is particularly true of Pashto. Because of the dominance of Urdu over Pashto and the longstanding contact between these two languages, the Pashto language has undergone relexification, and a large number of Pashto words have been replaced by Urdu words. This research study explores the influence of Urdu on the Pashto lexicon and the extent to which Pashto has been relexified by Urdu.

Research Questions

1. How has the Pashto language spoken in Khyber Pakhtunkhwa been influenced by the Urdu language?
2. To what extent has the Pashto language been relexified due to the influence of Urdu?

Research Methodology

Grounded in post-positivist philosophical paradigm, this research study adopts a quantitative survey design for exploring the relexification of Pashto due to the influence of Urdu. In this research study, the researchers collected data from 546 Pashtun undergraduate students enrolled in the Department of English at various public sector higher education institutes of the four districts of Khyber Pakhtunkhwa, namely Dir, Malakand, Mardan and Peshawar. The students from the said institutes were selected based on "convenience and availability" (Creswell & Creswell, 2018, p.212) using convenience sampling technique, also called "availability sampling" (Saunders et al., 2023, p.325).

This study was conducted in two phases, and the data were collected through two research tools. In the first phase of the study, which served as a prerequisite for the second phase and aimed at exploring the proficiency of the participants in the four skills of Urdu and Pashto, the data were collected through a self-administered questionnaire consisting of various proficiency levels for each skill. The participants were asked to rate their proficiency level in each skill of the said two languages on a 5-point Likert scale. In the second phase, which aimed at exploring the actual contact-induced language change of Pashto, the data from the participants were collected through a self-administered translation test (also called translational questionnaire; Dash et al., 2023). According to Dash et al. (2023), a "translational questionnaire usually consists of lists of words, multiword units, and phrases whose translation into an indigenous language is supposed to reveal various lexical, morphological, and semantic properties of the language" (p.22). So, two hundred tokens (Pashto words potentially relexified by Urdu) for the translation test were selected on the basis of categories in "questionnaire for lexical data" proposed by Dash et al. (2023, pp.29-30) and each token was presented in a short and easy English sentence. The participants were asked to translate the given two hundred sentences from English into Pashto. In doing so, they were very categorically instructed, both verbally and in written form, to use only Pashto words in their writing, and the rationale behind these instructions was to delimit this study to the relexification of Pashto and distinguish it from other forms of language influence, including borrowing and code-switching. In addition, they were also instructed to use Pashto script for writing, preferably; however, Urdu and English scripts were also allowed to be used, so as to ensure the participation of those who also could not write in Pashto script. In the next step, the collected data was first cleaned and then analysed statistically using the statistical tool SPSS software (version 25).

Theoretical Framework

The theoretical framework for this study comes from the combination of two theories, namely (i) Contact-Induced Language Change by Lucas (2015) and (ii) the Relexification Hypothesis (Wexler, 2002). These theories are briefly discussed below:

Contact-Induced Language Change (Lucas, 2015)

The underlying theory which serves as the primary roadmap of this research study is Contact-Induced Language Change proposed by Lucas (2015). According to Lucas (2015, p.520), "a contact-induced change has occurred whenever the whole or some subgroup of a speech community has adopted a speech habit which owes its existence, again, to the presence of some form of bilingualism in that community." Taking the terminology of 'transfer' from Van Coetsem (2000), Lucas (2015) opines that one language, particularly a superstrate language, may have a certain influence on the linguistic structure and form of another, typically a substrate language. The language which influences another language is referred to as 'source language' (SL), whereas the language which gets influenced by the source language is called the 'recipient language' (RL). Lucas (2015) divides transfer into two types, and this division is based on the dominance and proficiency of the agents of transfer; it is called 'imposition' if the agents have higher command over the SL, whereas it is called 'borrowing' if they are more proficient in the TL (Lucas, 2015, p.522).

Relexification Hypothesis (Wexler, 2002)

The analytical framework for exploring the Pashto words relexified by the Urdu lexical items comes from the Relexification Hypothesis proposed by Wexler (2002). The term "relexification", first coined in the 1950s in Creole studies, holds "the process of vocabulary substitution in which the only information adopted from the target language in the lexical entry is the phonological representation" (Muysken, 1981, as cited in Wexler, 2002, p.10). Lefebvre (1981, as cited in Wexler, 2002) argues that "relexification is the process by means of which phonetic strings of the vocabulary of the superstratum language are substituted into the existing lexical entries of the substratum language" (p.12). Matras (2009) puts it as "the insertion of a word form of one language (Urdu here) into the syntactic blueprint of another language (Pashto here). Muysken (1981) comes up with a simpler definition of relexification and holds that it is "the process of vocabulary borrowing in

which the borrowed element adopts the meaning and use of the element in the receptor language for which it is substituted" (p.55). Lucas (2015) argues that though the phenomenon of relexification has traditionally been associated with creole formation, it is the same phenomenon found in non-creole languages also. It is important to note that "for relexification to occur, the only requirement is that source and target language lexical entries share some semantic features; other common features are not required, although they will often be present" (Muysken, 1981, p.65). It is further argued that "the process should not affect the definition of a lexical entry but only its phonetic representation: thus, it would not be expected to involve the creation of new syntactic categories, or any other drastic changes in the grammar of the substratum language being relexified" (Lefebvre, 1986, as cited in Wexler, 2002, p.13).

Data Presentation and Analysis

The data collected from the participants was first coded into SPSS software, then cleaned and finally analyzed using descriptive statistics. The results of the analysis are first presented and then discussed in detail below.

A. Phase 1: Establishing the Contact between Urdu and Pashto

The first phase of the study aimed at exploring the contact between Urdu and Pashto. The results of phase are presented and discussed below.

Phase 1: Analysis of the Questionnaires

In the first phase of the study, data was collected from the participants to check their proficiency in the four skills of Urdu and Pashto. The results of the analysis are as follows:

Table 1

The Proficiency of Participants in Urdu

Urdu Proficiency	Least Proficient	Less Proficient	Average Proficiency	Very Proficient	Most Proficient	Total
Listening Skill	2.2%	1.5%	2.8%	17.8%	75.7%	100.0%
Reading Skill	2.4%	1.7%	2.4%	24.3%	69.3%	100.0%
Speaking Skill	2.2%	2.0%	7.5%	29.2%	59.0%	100.0%
Writing Skill	2.8%	1.3%	5.9%	23.7%	66.4%	100.0%

The results presented in Table 1 demonstrate the proficiency of the research participants in the four skills of Urdu. The results illustrate that the participants were highly proficient in the receptive skills of Urdu, i.e. listening and reading, and comparatively less proficient in the productive skills of Urdu, i.e. speaking and writing. The overall analysis shows that they were significantly proficient in Urdu, and it implies the high level of Urdu-Pashto bilingualism of the participants and the high level of contact between these two languages. Lucas (2015) proposes that these two factors (bilingualism and language contact) are compulsory requirements for contact-induced language to take place. Lucas (2015) further adds that the level of contact-induced language change depends upon the level of these two factors, typically within a single state (Busman, 1996). The contact-induced language change of Pashto due to the influence of Urdu is discussed later in this study.

Table 2

The Proficiency of Participants in Pashto

Pashto Proficiency	Least Proficient	Less Proficient	Average Proficiency	Very Proficient	Most Proficient	Total
Listening Skill	1.3%	0.9%	0.7%	5.3%	91.7%	100.0%
Reading Skill	19.3%	22.4%	13.2%	10.8%	34.2%	100.0%
Speaking Skill	1.3%	0.9%	0.4%	5.0%	92.5%	100.0%
Writing Skill	29.2%	19.3%	14.0%	14.2%	23.3%	100.0%

Table 2 represents the proficiency of the participants in the four skills of Pashto, and the results emphasize that they were highly proficient in the oral skills of Pashto; however, their proficiency in the written skills (reading and writing) was found to be surprisingly low. These results imply the preferences and tendency of the Pashto-speaking people towards the use of their mother tongue (L1). Rauf, Shakeel and Qaisar (2024) argue that "Pashto language competence among generations that have been schooled in Urdu or English-language schools is noticeably lower" (p.218). These results emphasize high level of contact between Urdu and Pashto, and potential influence of Urdu over Pashto may be anticipated from these results.

Phase 2: Analysis of the Influence of Urdu on Pashto

The aim of this phase was to explore the contact-induced language change of Pashto due to the influence of Urdu. The following is the analysis of the data collected from the participants using the translation test.

The Script Used for Translation

During the collection of the data, the research participants were instructed to use Pashto script primarily for writing the translation of the given sentences; however, they were given three options: Pashto, Urdu and English (Romanized Pashto). The frequencies of the scripts used by the participants are given below:

Table 3

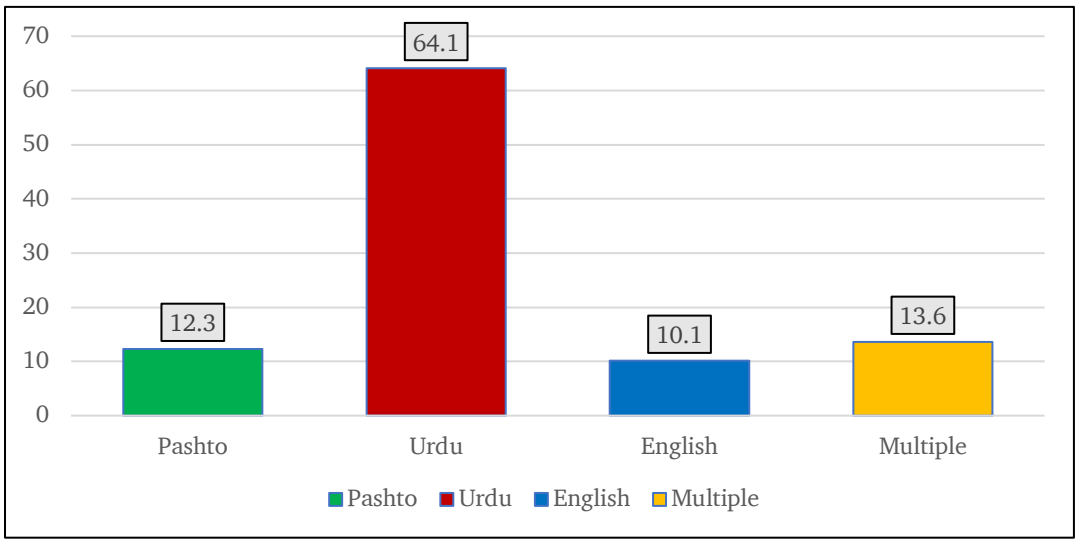
Script Used for Translation

Script	Frequency	Percent	Valid Percent	Cumulative Percent
Pashto	67	12.3	12.3	86.4
Urdu	350	64.1	64.1	74.2
English	55	10.1	10.1	10.1
Multiple	74	13.6	13.6	100.0
Total	546	100.0	100.0	

Table 3 demonstrates the frequency of each script used by the participants for writing the Pashto translation of the given sentences. It is evident from the table that out of the total participants, 12.3% used Pashto, 64.1% Urdu, 10.1% used English (Romanized Pashto) and 13.6% of participants used multiple scripts (Pashto and Urdu) in their writing. These results emphasize the influence of Urdu on the linguistic repertoire of the Pashto speakers in their L1, as the majority of them could not write in their L1 and instead used Urdu script for writing in their L1. The frequencies of the use of these scripts by the participants are graphically represented in figure 01 below.

Figure 1

Analysis of Script Used for Translation



The Relexification of Pashto by Urdu

In the translation test, the participants were required to translate the given 200 sentences into Pashto and it aimed at exploring the relexification of Pashto words. The results are given as follows:

Table 4

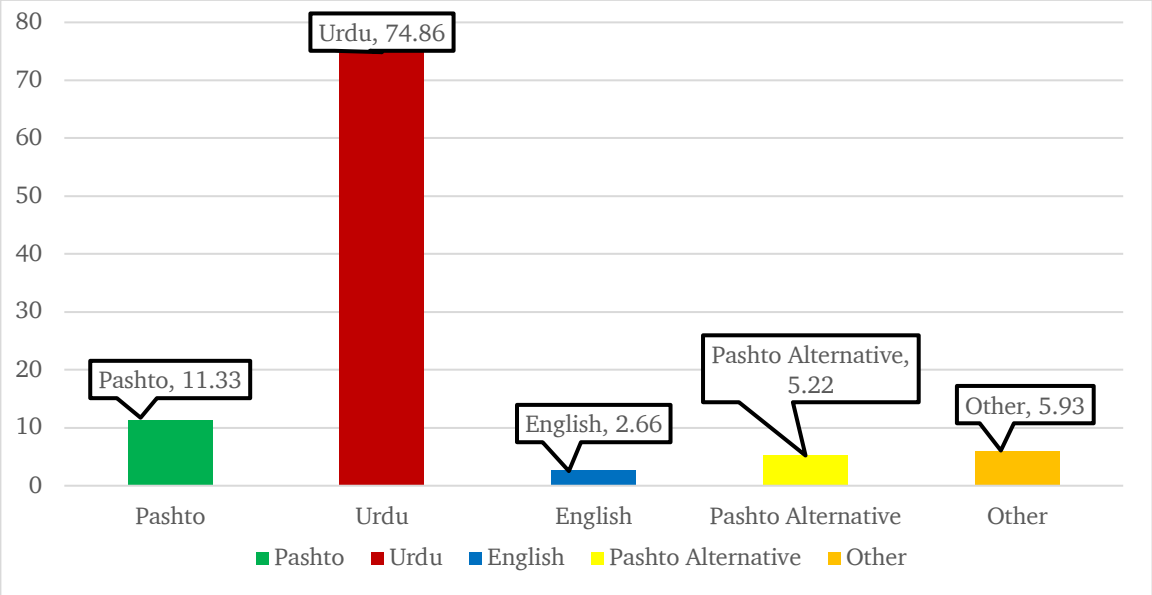
Frequency of the Relexification of Pashto

Language Used	Pashto	Urdu	English	Pashto Alternative	Other	Total
Percentage	11.33%	77.86%	2.66%	5.22%	5.93%	100%

Table 4 exhibits the relexification of the 200 Pashto words under the influence of Urdu. The statistics illustrate that while translating the 200 tokens from English into Pashto, 11.33% participants used Pashto words, 77.86% participants used Urdu words, 2.66% used English words, 5.22% used some Pashto alternative expressions, whereas 5.93% participants provided irrelevant responses. The following is the graphical representation of these statistics.

Figure 2

Frequency of the Relexification of Pashto by Urdu



Discussion

The statistical results presented above prove the influence of Urdu over Pashto. They emphasize that because of the influence of Urdu over Pashto and their high exposure to Urdu, Pashto-speaking people are unable to write in their L1. This finding of the study is supported by the study carried out by Rauf, Shakeel and Qaisar (2024) who hold that the "Pashto language competence among generations that have been schooled in Urdu or English-language schools is noticeably lower" (p.218).

In addition, the results also highlight the influence of Urdu over the Pashto lexicon and prove that the Pashto language has undergone a great level of relexification due to the influence of Urdu and a large number of Pashto words have been replaced by those of Urdu. As the statistics presented above exhibit, only 11.33% participant could use Pashto words for the 200 tokens given to them, despite having been categorically instructed, both verbally and in written form, to use Pashto words in their writing. It signifies that these words have been replaced by Urdu words. For instance, the majority of participants used the Urdu word دکان instead of the Pashto word اټئی /əˈʈəɪ/, the Urdu word طرف instead of the Pashto word اړخ /əˈʈʌx/, the Urdu words ازمائش and/or امتحان instead of the Pashto word ازمینښت /əzˈmiːxt/, and the Urdu word بہادر in place of

the Pashto word باتور /bɑːˈtʊr/. Similarly, they replaced the Pashto words ډالی /ɖɑːˈləɪ/ and برخه /ˈbʌrxə/ by the Urdu words تحفہ and حصہ, the Pashto words چنغلا /tʃənɣəˈlʌ/ and چنغول /tʃənˈɣoːl/ by the Urdu equivalents منگیتر and منگیترہ, the words بریالیتوب /bərjɑːlɪˈtɔːb/ and پرمختګ /pərməxˈtʌg/ by their Urdu alternatives کامیابی and ترقی, and the Pashto words لمر پریواته /lmər preːwɑːˈtʌ/ and لمر خاته /lmər xɑːˈtʌ/ by the Urdu words مغرب and مشرق. These words, along with a large number of other such words, are not known to the young educated Pashto-speaking people.

Above are a few examples quoted from the data, and the analysis of the entire data proves that the Pashto language has undergone relexification due to the influence of Urdu. The Pashto-speaking people are very frequently in contact with Urdu; even since their very childhood, the Pashto-speaking children get exposed to Urdu through electronic media, textbooks and classroom instructions. Naqvi (2017) argues that "it is not a completely new language for the students before going to school and beginning to learn it as a second language" (p.389). In the urban areas of the country, almost every Pakistani can also speak Urdu along with their mother language, and it is "so extensively widespread that it is like the first language of all Pakistanis" (Naqvi, 2017, p.387). The exposure of the Pashto-speaking children from rural areas of Khyber Pakhtunkhwa is also very high, and this high exposure has a significant effect on the Pashto-speaking children's proficiency in their L1, as Mohiuddin (2011, p.6) claims, "if children are forced to switch abruptly or transition too soon from learning in their mother tongue to schooling in a second language, their first language acquisition may be weakened or even lost".

These findings justify the basic assumptions of the theoretical orientation of the study, i.e. contact-induced language change. Stapert (2013) holds that contact-induced language change occurs in a situation in which speakers from different speech communities come into contact with one another and their languages affect each other, remain in longstanding contact with one another, and consequently influence one another's languages. Similarly, according to Lucas (2015), "a contact-induced change has occurred whenever the whole or some subgroup of a speech community has adopted a speech habit which owes its existence, again, to the presence of some form of bilingualism in that community" (p.520). These assumptions are true of Pashto: as the results discussed above suggest, the Pashto language has remained in prolonged contact with the superstrate language, Urdu, and consequently, has undergone relexification and a considerable number of Pashto lexical items have been replaced by those of Urdu. Its manifestation can be seen in the young Pashto speakers' inability to read and write in their L1 and in their use of Urdu words instead of Pashto words.

Conclusion

The Pashto language has been in longstanding contact with the superstrate language, Urdu, and resultantly, has undergone a significant level of relexification, and a large number of Pashto lexical items have been replaced by those of Urdu. Keeping in view the current influence of Urdu on Pashto and the possible endangerment which Pashto may face in the coming decades, it is recommended that various stakeholders should play their role to revitalize the relexified words of Pashto. Firstly, the language planners, policy makers and education policy makers of the province of KP owe the primary responsibility: they should implement Pashto as a compulsory subject at primary and secondary levels in all private and public sector educational institutes of the areas in KP where Pashto is used as L1. In addition, the language planners and policy makers should declare Pashto as one of the official languages of the province and should implement it in various official correspondences. Secondly, the curriculum designers should include lessons in the Pashto books which focus on the revitalization of Pashto with special attention to the relexified words, and the educational institutes should also play their role in this regard. Lastly, the Pashtun parents and other elder members of the society should also play their role in the revitalization and transmission of the indigenous Pashto to the young Pashto speakers.

References

Ansaldo, U. (2009). *Contact languages: Ecology and evolution in Asia*. Cambridge University Press. https://doi.org/10.1017/CBO9780511642203

Nyaigoti, B. W. (2019). Language shift or maintenance? A sociolinguistic analysis of the Ilwana language of Tana River County. *Les Cahiers d'Afrique de l'Est / The East African Review, 53*. https://doi.org/10.4000/eastafrica.839

Trudgill, P. (2004). Linguistic and social typology: The Austronesian migrations and phoneme inventories. *Linguistic Typology* 8(3), 305-320. https://doi.org/10.1515/lity.2004.8.3.305

Henderson, M. M. (1998). *The phonology of Pashtu.* Retrieved December 25, 2023, from Scribd: https://www.scribd.com/document/238929114/The-phonology-of-Pashtu-Henderson-1998

Henderson, M. (1983). Four varieties of Pashtu. *Journal of the American Oriental Society* 103 (3):595-597.

Millar, R., & Trask, R. (2015). *Trask's historical linguistics* (3rd ed.). London: Routledge.

Grant, A. (2019). Contact-induced linguistic change: An introduction. In A. Grant (Eds.), *The Oxford Handbook of Language Contact* (pp. 1-47). New York: Oxford University Press.

Poedjosoedarmo, S. (1982). *Javanese influence on Indonesian* (Materials in Languages of Indonesia No. 7; Pacific Linguistics Series D No. 38). Department of Linguistics, Australian National University. https://doi.org/10.15144/PL-D38.cover

Kikelomo, K. K. (2011). *The influence of English language on our Nigerian indigenous languages: Examples of borrowing from English into Yoruba by UNILORIN undergraduates* [Unpublished bachelor's essay]. Department of English Language, University of Ilorin.

Muysken, P. (1981). Halfway between Quechua and Spanish: The case for relexification. In A. R. Highfield and A. Valdman (eds.), *Historicity and variation in creole studies*, 57-78. Ann Arbor: Karoma Publishers. URL: https://hdl.handle.net/2066/14531

Stapert, E. (2013). Contact-induced change in Dolgan: an investigation into the role of linguistic data for the reconstruction of a people's (pre)history. Utrecht: LOT. https://hdl.handle.net/11858/00-001M-0000-0014-6007-4

Edwards, J. (2013). Bilingualism and multilingualism: Some central concepts. In T. K. Bhatia & W. C. Ritchie (Eds.), *The handbook of bilingualism and multilingualism* (2nd ed., pp. 5-25). Wiley-Blackwell. https://doi.org/10.1002/9781118332382.ch1

Wexler, P. (2002). *Two-tiered Relexification in Yiddish*. New York: Walter de Gruyter.

Lefebvre, C. (1986). Relexification in creole Genesis revisited: The case of Hiatian creole. In P. Muysken & N. Smith (Ed.), *Substrata versus Universals in Creole Genesis: Papers from the Amsterdam Creole Workshop, April 1985* (pp. 279-300). John Benjamins Publishing Company. https://doi.org/10.1075/cll.1.13lef

Abbas, F. & Bidin, S. J. (2022). A critical analysis of the language planning and policy (LPP) in Pakistan and its impact on indigenous languages of Pakistan. *Eurasian Journal of Applied Linguistics*, *8*(1), 85-96. doi: http://dx.doi.org/10.32601/ejal.911521

Rahman, T. (2006). Language policy, multilingualism and language vitality in Pakistan. In A. Saxena & L. Borin (Ed.), *Lesser-Known Languages of South Asia: Status and Policies, Case Studies and Applications of Information Technology* (pp. 73-106). Berlin, New York: De Gruyter Mouton. doi: https://doi.org/10.1515/9783110197785.1.73

Rahman, T. (2007). [Review of *Language Planning in Higher Education: A Case Study of Pakistan*, by S. Mansoor]. *TESOL Quarterly*, *41*(2), 433–436. http://www.jstor.org/stable/40264373

Khanum, R. E., & Khanum, M. (2021). Socio-political challenges of 21st century and cultural barriers of Pakistani society. Pakistan Journal of International Affairs, 4(2). https://doi.org/10.52337/pjia.v4i2.142

Mahmood, T., & Gondal, M. B. (2017). Effect of school environment on students' achievement: cross comparison of Urdu and English medium classes in Punjab province. Pakistan *Journal of Education*, 34(1). doi: https://doi.org/10.30971/pje.v34i1.191

Kamran, S. (2017). Globalization and language use on social media in Pakistan. *European Journal of Language and Literature*, 3(2), 79-84. doi: https://doi.org/10.26417/ejls.v8i1.p79-84

Bari, S., Ahmed, S., & Tabassum, S. (2020). Diminishing local languages in the era of globalization: A case study of Pakistan. *Pakistan Journal of International Affairs*, 3(2), 316-338. doi: https://doi.org/10.52337/pjia.v3i2.10

Roistika, N. (2019). Language policy and planning in multilingual countries: A case in India, Pakistan, and Bangladesh. *Advances in Social Science, Education and Humanities Research*, 254, 559-563. https://doi.org/10.2991/conaplin-18.2019.117

Aslam, F. A., Dar, A. R., & Ahmed, V. (2022). Globalization, Islam and culture: Lessons from Pakistan's occluded histories. In J. Hippler (Ed.), *Global Pakistan: Pakistan's Role in the International System* (pp. 93–124)., Friedrich-Ebert-Stiftung. Retrieved from https://pakistan.fes.de/e/global-pakistan-pakistan%CA%BFs-role-in-the-international-system

Mansoor, S. (2004). The status and role of regional languages in higher education in Pakistan. *Journal of Multilingual and Multicultural Development*, 25(4), 333-353. doi: https://doi.org/10.1080/01434630408666536

Saunders, M. N. K., Lewis, P., & Thornhill, A. (2023). *Research methods for business students* (9th ed.). Pearson Education.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications, Inc.

Dash, N. S., Das, S., & Arulmozi, S. (2023). Revisiting the concept of "questionnaire" used in linguistic field surveys. *Indian Journal of Applied Linguistics*, *49*(1–2), 7–39.

Matras, Y. (2009). *Language Contact*. New York: Cambridge University Press.

Lucas, C. (2015). Contact-induced language change. In C. Bowern & B. Evans (Eds.), *The Routledge Handbook of Historical Linguistics* (1st ed., pp. 519-536). New York: Routledge.

Mohiuddin, S. (2011). Urdu: A language, a culture (an Indian perspective). In Küçükler, A (Eds.), *International symposium on Asian languages and literatures-1* (pp. 349-356). Erciyes Üniversitesi Edebiyat Fakültesi. URL: https://ades.erciyes.edu.tr/wp-content/uploads/2016/06/ADES-I_BildirilerKitabi.pdf

Putnam, M. T., Perez-Cortes, S., & Sánchez, L. (2019). Language attrition and the Feature Reassembly Hypothesis. In M. S. Schmid & B. Köpke (Eds.), *The Oxford handbook of language attrition* (pp. 18-24). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198793595.013.3

Cook, V. (2003). Chapter 1. Introduction: The Changing L1 in the L2 User's Mind. In V. Cook (Ed.), *Effects of the Second Language on the First* (pp. 1-18). Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/9781853596346-003

Lefebvre, C. (2004). The interplay of relexification and levelling in creole genesis and development. In *Issues in the Study of Pidgin and Creole Languages* (pp. 231-258). John Benjamins Publishing Company. https://doi.org/10.1075/slcs.70.12the

Coetsem, F. v. (2000). *A general and unified theory of the transmission process in language contact*. Winter.

Bussmann, H. (1996). Routledge Dictionary of Language and Linguistics (K. Kazzazi, & G. Trauth, Eds.) (1st ed.). Routledge. https://doi.org/10.4324/9780203980057

Muhammad Rauf, Muhammad Shakeel, & Muhammad Zohaib Qaisar. (2024). Restrictions, bans, and cultural resistance: A study of Pashto language and cultural movements in Pakistan. *Advance Social Science Archive Journal*, *2*(4), 205–221. Retrieved from https://assajournal.com/index.php/36/article/view/5