

AN INTRODUCTION TO LANGUAGE CONTACT WITH SOCIOLINGUISTICS AND CAUSES THE LANGUAGE CHANGES OVER TIME

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Abstract

This research aims to study 1) To study background of language contact with sociolinguistics and causes the language change over time. 2) To investigate the development of language contact with sociolinguistics and causes the language change over time. Multilingualism and language contact had likely been common throughout much of human history, and today most people in the world are multilingual. In tribal hunter-gatherer societies, multilingualism was common, as tribes must communicate with neighboring peoples and there was often inter-marriage. In present-day areas such as Sub-Saharan Africa, where there was much variation in language over short distances, it was usual for anyone who had dealings outside their own town or village to know two or more languages. When speakers of different languages interacted closely. It is typical for their languages to influence each other. Languages normally developed by gradually accumulating dialectal differences until two dialects ceased to be mutually understandable, somewhat analogous to the species barrier in biology. Language contact could occur at language borders, between ad stratum languages, or as the result of migration, with a “disturbing” language acting as either a superstratum or a sub-stratum. Language contact occurred in a variety of phenomena, including language convergence and borrowing. The most common products were code-switching and mixed languages. Other hybrid languages, such as English, did not strictly fit into any of these categories.

Keywords: Language contact; ability; sociolinguistics; over the time; professional development; interest, thinking

Introduction

Language contact can also lead to the development of new languages when people without a common language closely interacted. Resulting from this contact a pidgin may develop, which may eventually become a full-fledged creole language through the process of creolization, which have vocabulary mainly from Portuguese, English and Dutch.

A much rarer but still observed process, according to some linguists, is the formation of mixed languages. Whereas creoles are formed by communities lacking a common language, mixed languages are formed by communities fluent in both languages. They tend to inherit much more of the complexity (grammatical, phonological, etc.) of their parent languages, whereas creoles begin as simple languages and then develop in complexity more independently. It is sometimes explained as bilingual communities that no longer identify with the cultures of either of the languages they speak, and seek to develop their own language as an expression of their own cultural uniqueness.

Language contact happened when two or more linguists or multi-dialoguers interacted and attempted to overshadow each other. The investigation of linguist contact known as contact linguistics; different linguistic conversers closely communicated. It was typical for their languages to overshadow each other. Language contact could occur at linguistic borders, between ad-stratum languages, or from immigrants with an inquisitive language acting as either a superstratum or a substratum (Dietrich & Christian 2008/2023).

Language contact occurred in a various phenomenon, including language convergence, borrowing and relaxification. The common products include pidgins, creoles, code-switching, and mixed linguistics. In most other cases, contact between commuters occurred but the lasting impacts on the language are less visible; they might, nevertheless, include loan words, calques or other types of borrowed material. Multilingualism had been common throughout much of human history, and today most people in the world are multilingual. (G. Richard Tucker (1999).) Methods from sociolinguistics (Gooden, (2019) (the study of language use in society), from corpus linguistics and from formal linguistics are used in the study of language contact.

In locus of diffusion, the borrowed vocabulary was a common process, also called lexical diffusion. This mirrored that the whole linguistic vocabularies yielded a lexicon, with personal vocabularies or words constituting being thesaurus item. To lexical diffusion, additionally, other features could diffuse, too, e.g. diffusion of phonological, morphological, syntactic, syntactic, or event pragmatic features was possible (Hoffer, 2002). The most common method that languages manipulating each other was the word exchange. Much was made about the contemporary English word borrow into other languages, but this phenomenon was not new. The large-scale importation of words from Latin, French and other languages into English in the 16th and the 17th centuries was more significant (Durkin, 2014).

Some languages had borrowed so much that they had become scarcely recognizable. Armenian borrowed so many words from Iranian languages, for example, that it was at first considered a divergent branch of the Indo-Iranian languages and was not recognized as an independent branch of the Indo-European languages for many decades (Waterman, 1976). The control and influences could go deeper, extending to the exchange of even basic characteristics of a language such as morphology (linguistic model and structure) and grammar. For example, Newar spoken in Nepal, has been a Sino-Tibetan distantly related to Chinese but had centuries of contact with neighboring Indo-Iranian languages that it had even developed noun inflection, a trait that was typical of the Indo-European family but rare in Sino-Tibetan. Newar has also absorbed grammatical features like verb tenses. Also, Romanian was influenced by the Slavic that were spoken by neighboring tribes in the centuries after the fall of the Roman Empire not only in vocabulary but also phonology. (Orel, 1998; Schulte, 2009) English had a few phrases, adapted from French, in which the adjective follows the noun: court-martial, attorney-general, Lake Superior (Risdianto, 2015).

Language contact occurred in a variety of phenomena, including language convergence and borrowing. The most common products were code-switching and mixed languages. Other hybrid languages, such as English, did not strictly fit into any of these categories. Multilingualism and language contact had likely been common throughout much of human history, and today most people in the world are multilingual. The researcher was attracted to question whether sociolinguistics deserved investigation and causes changing language over time; at the same time,

whether language contact development with sociolinguistics and causes the language change over time should deserve investigation.

Research Objectives

1. To study background of language contact with sociolinguistics and causes the language change over time.
2. To investigate the development of language contact with sociolinguistics and causes the language change over time.

Literature Reviews

We lived in technological era. It was very possible for us to come across with the speakers of other languages on the net. If we were not bilingual, if we did not know the language of the person whom we were talking to or the person did not know our language, then we should find another solution to be able to communicate. These solutions could be “using a third language that we and the other interlocutor both knew”, “mixing two languages’ vocabulary, morphology and syntax” and “using two languages for different set of purposes”. These language usages’ names were respectively “lingua franca”, “pidgin” and “code-switching”. *Lingua Franca*: *Lingua franca* was the language which was used between the interlocutors of two different languages to communicate. This term was used by Italians firstly. It means “Frankish tongue” which referred to languages of Western Europe (Çelik, 2009). It was used for trading purposes. English was *lingua franca* because wherever one went, whoever one wanted to speak, one could use English to communicate. English as an International Language has been spoken in a very large scope across continents. The speakers of English in these continents had different demographical characteristics, different purposes to use English and English had different developmental processes. When looking at these differences, English could be divided into three groups: Inner Circle was the first English for speakers (USA, UK, Canada, Australia, and New Zealand). Outer Circle was English was the second language of the colonial speakers (India, Pakistan, Nigeria, Singapore) and Expanding Circle where English was a foreign language to be learnt for speakers (Turkey, Japan, China, Germany).

Pidgin and Creole were the two terms used to define new languages that had been born as a result of two interlocutors of two different languages' effort to be able to communicate. Pidgin was “nobody’s native language; may arise when two speakers of different languages with no common language tried to have a makeshift conversation” In India, Hindi and other native languages had been influenced by English up to the extent that loan words from English were part of day-to-day vocabulary. In some cases, language contact might lead to mutual exchange, although this exchange might be confined to a particular geographic region. For example, in Switzerland, the local French had been influenced by German, and vice versa. In Scotland, the Scots language had been heavily influenced by English, and many Scots terms had been adopted into the regional English dialect.

Direction of Influence: A language's influence widened as its speakers grew in power. Chinese, Greek, Latin, Portuguese, French, Spanish, Arabic, Persian, Sanskrit, Russian, German and English had each seen periods of widespread importance and had had various degrees of overshadow on the native in the areas over which they had held sway. Since the 1990s, the internet, along with previous mandating such as every mass media and printed materials (Nazaryan, and Gridchin, 2006) had expanded and changed many ways in which languages could control each other by technology. Influences came through non-mutual and mutual ones. First, **Non-mutual Influence** - change as a result of contact was often one-sided. Chinese, for example, had had a deep effect on the Japanese, but Chinese remained relatively free of Japanese influence but Japanese re-borrowed Chinese characters. In India, Hindi and other native languages had been overshadowed by English, and the loanwords were part of everyday vocabulary. Second, **Mutual Influence** - in many cases, language contact might lead to mutual exchange, but confined to a particular geographic region. For example, in Switzerland, the local French had been influenced by German and vice versa. In Scotland, Scots had been heavily influenced by English, and many Scots terms have been adopted into the regional English dialect (Cole and Laker (2022)).

Outcomes of Language Contact: **Language shift** - the contact results of two language contact could be the replacement of one by the other. This was most common when one language had a higher social position (prestige). This sometimes led to language endangerment or extinction (Kandler; Unger and

Steele, 2012). **Stratal influence** - when language shift occurred, the language that was replaced (known as the substratum) could leave a deep impression on the replacing language (known as the superstratum) when people retained features of the substratum as they learned the new language and passed these features on to their children, which led to the development of a new variety. For example, the Latin that came to replace local languages in present-day France during Ancient Rome times was influenced by Gaulish and Germanic. The distinct pronunciation of the Hiberno-English dialect, spoken in Ireland, comes partially from the influence of the substratum of Irish. Outside the Indo-European family, Coptic, the last stage of ancient Egyptian, is a substratum of Egyptian Arabic (Nixon, 2022).

Creation of New Languages: Creolization and Mixed Languages: Language contact can also lead to the development of new languages when people without a common language interact closely. Resulting from this contact a pidgin may develop, which may eventually become a full-fledged creole language through the process of creolization (though some linguists assert that a creole need not emerge from a pidgin). Prime examples of this were Aukan and Saramaccan, spoken in Suriname, who had Portuguese, English and Dutch vocabularies.

A much rarer but still observed process, according to some linguists, was the formation of mixed languages. Whereas creoles were formed by communities lacking a common language, but mixed languages were formed by communities fluent in both languages. They tended to inherit much more of the complexity (grammatical, phonological, etc.) of their parental languages, whereas creoles began as simple languages and then developed in complexity more independently. It was sometimes explained as bilingual communities that no longer identified with the cultures of either of the languages they spoke, and sought to develop their own languages as an expression of their own cultural uniqueness.

Dialectal and Sub-Cultural Change: Some forms of language contact affected only a particular segment of a speech community. Consequently, change may be manifested only in particular dialects, jargons, or registers. South African English, for example, has been significantly affected by Afrikaans in terms of lexis and pronunciation, but the other dialects of English have remained almost totally unaffected by Afrikaans other than a few loanwords (Rajend Mesthrie, 2012). In some cases, a language develops an acrolect that contains elements of a

more prestigious language. For example, in England during the Middle Ages, upper-class speech was dramatically influenced by French. The broader study of contact varieties within a society is called linguistic ecology (Mufwene, 2001).

Sign Languages: Language contact could take place between two or more sign languages, and the expected contact phenomena occurred: lexical borrowing, foreign "accent", interference, code switching, pidgins, creoles, and mixed systems. Language contact was extremely common in most deaf communities, which were almost always located within a dominant oral language culture. However, between a sign language and an oral language, even if lexical borrowing and code switching also occurred. The interface between the oral and signed modes produced unique phenomena: fingerspelling, fingerspelling/sign combination, initialization, CODA talk, TDD conversation, mouthing and contact signing.

Research Methodology

The people who took up the hard, long-term work restored an ancestral language to the descendants of its original speakers were testifying to a fundamental truth that everyone already knew deep down: the ancestral language connects a people to its heritage in ways that there was simply no substitute for. There was something inexpressibly sad about watching the disappearance of a unique local language that will never again be heard flowing in its full magnificence from the tongue of a verbally gifted speaker. I talked with a number of speakers of East Sutherland Gaelic who had just such exceptional verbal gifts. The sadness lied in the realization that the great-grandchildren of those magnificent speakers will never have the chance to hear the like of what I heard. Some said that the current conservation efforts are too little and too late. This was probably true for some of them. But one thing was certain: the study of language contact was possible only because there were so many, and such diverse, language contact situations all over the world. So, unless speech communities, together with linguists, school officials, and others who were trying to help them, could manage to save their languages, the whole field of Language contact studies might end as abruptly as this book.

Results

In this part you should answer 2 objectives, which were 1) to study background of language contact with sociolinguistics and causes the language change over time and 2) to investigate the development of language contact with sociolinguistics and causes the language change over time.

According to the first objective, the results are the language isn't fixed; it was always evolving. The English language had changed dramatically over the last millennium. There were many different ways that this evolution happened as presented below:

1. Trade and migration as cultures interacted, mixed and traded, language shifted to accommodate these changes. English, for example, often borrowed from other languages. These were called loanwords. Avatar, tsunami and sudoku were good examples of more recent loanwords. None rarely quest loanwords. We frequently adopted new words from different languages and cultures. 'Email' was a portmanteau of 'electronic' and 'mail.' Portmanteaus were frequently used as words for new technologies and inventions.

2. Technology and inventions of new words and phrases were also invented to describe things that didn't exist before. A few years ago, we weren't lured by clickbait and didn't worry about our carbon footprint. It was only recently that we had taken selfies or listened to podcasts. Sometimes these invented words were the fusion of two words that existed before. These were known as portmanteau words. For example, blog came from the combination of web and log.

3. Old words acquiring new meanings “Nice” was often given as an example of a word shift. Over seven hundred years it had changed its meaning from 'foolish' to 'shy', then to 'dainty', from there to 'delightful' and to our modern meaning of 'giving pleasure or satisfaction'. Some shift! The internet had been responsible for a number of more recent work shifts: mouse, surf and web were obvious examples. Language change today, think about the English-speaking world today. We were experiencing an exceptional amount of international trade, migration and technological change. Just as the world was quickly changing around us, so was the language we used.

The result of the Second Objective, the contact of two languages could be the replacement of one by the other. This was most common when one language had a higher social position (prestige). This sometimes led to language endangerment or extinction. Language was constantly adapting and changing to reflect our changing lives, experiences and cultures. Language change enabled us to accommodate new ideas, inventions and technologies. It was not just the words themselves which change; the way in which we use them could shift too, which responded to the change over time.

Discussions

The study background of language contact with sociolin-guistics and causes the language change over time; over the past few decades, at the risk of some simplification, we can divide existing specializations in contact linguistics into the following areas like loanwords are from trade and migration as cultures interacted, mixed and traded, language shifted to accommodate these changes. Also, they are from technology and inventions of new words and phrases. Finally, change is the old words acquiring new meanings. As such the study of bilingual language acquisition and bilingual language processing, the study of conversational codeswitching, the study of contact-induced language change, the study of contact languages (pidgins, creoles and mixed languages), the study of the areal spread of structural features across language boundaries (areal linguistics), and the sociolinguistics of multilingual speech communities and language planning in multilingual settings. Only the latter area might be viewed as primarily a practical or applied field, while the former is mainly theoretical. Yet I will argue that the reality of global mobility, networking and communication opportunities, the blurring of distinctions between written and oral styles, as well as regionalization trends impact not just on the practicalities of understanding and catering to multilingualism at the societal and individual levels, but also on our theoretical appreciation of contact phenomena. Though loanwords from foreigner help understand trade-partners, immigrants, reducing cultural clashes and ways of working but one unlikely to totally understand their dialects which might create another greater clash and one cannot at least deeply grasp the UN-languages like English, Russian, French, Chinese, Arabic, and Spanish; therefore, language contact might serve so least global understanding and might cause other greater global clashes. Exits are trade-partners, immigrants and enterers should at least

know English and native colloquial to avoid cultural clashes and preliminary understandings.

Traditional models have tended to define languages as static systems as well as coherent emblems that help rally loyalty. By contrast, contemporary research into language use, and changes in language practices, now place us in a much more confident position to assert the dynamism of linguistic repertoires as adjustable and adaptable instruments of communication. As such, they are the property of individuals and the social networks that they form, rather than of institutions or states. Users are making ever more use of opportunities to manage their own multilingual repertoires in a manner that is de-coupled from debates about loyalty, control, and power. For our theoretical understanding of language contact, a thorough review of our notions of 'systems' and 'constraints' is called for.

Objectives II is to investigate the development of language contact with sociolinguistics and causes the language change over time. The view of multilingualism as cumulative monolingualism has a long tradition within descriptive linguistics. Early debates surrounding child bilingualism were pre-occupied with the age at which bilingual infants are able to distinguish between their linguistic systems, a question that dominated the discussion for a considerable period of time after it was launched in the late 1970's by Volterra & Taschner (1978); Redlinger & Park (1980) and Viman (1985). Practice-oriented attempts to describe the process of second language acquisition had viewed it as a sequence of events on the learner's path toward the ultimate goal of acquiring native-like competence in navigating the rules of the target language (Klein 1986). Intrigued by the fact that bilinguals suffering from language impairment may show differentiated loss or recovery patterns for their individual languages, researchers in psycholinguistics had until recently hypothesized about differentiated storage or accessibility of languages in the brain. Language change enabled us to accommodate new ideas, inventions and technologies. It was not just the words themselves which change; the way in which we use them could shift too, which responded to the change over time.

New Knowledges

The language of the Tuesday, she pointed out, has almost no loanwords from Sanskrit, Chinese, Spanish, or English, unlike other Philippine languages; and it has almost no words referring to agriculture, which also suggests lack of contact with the languages of their farmer neighbors over a considerable period of time. To achieve this result in an invented language, a hoaxer would have had to be extremely knowledgeable about modern linguistics, and the prime suspect had no such knowledge.

Conclusions

Language contact is usually seen as a result of social factors enabling, encouraging or for linguistic contact appears to be conditioned by these social factors, as well as the concomitant language ideologies. It is often forgotten that in addition to (and sometimes underlying) these social and linguistic factors, the pragmatics of language use also play an important role. These are the topics of this chapter. Throughout this manuscript, the effects of sociolinguistic variations on languages and dialects have been discussed. It is clear that these variations have great importance in language teaching and language learning processes. Using appropriate lexical items in contexts, knowing how to be polite while talking to people whose grammatical and phonological choices are different from us or knowing how to adopt our speech to the people who speak with standard dialect, being able to handle the problems that can result from speaking different languages from the people who we are talking to are really very important to be communicatively competent in a language. So as “prospective” teachers, “present” language learners, and linguistics should be aware of these facts and learn language by concerning them or teach language to our students by thinking about these variations.

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