



Social Sciences Spectrum

A Double-Blind, Peer-Reviewed, HEC recognized [Y-category](#) Research Journal

E-ISSN: [3006-0427](#) P-ISSN: [3006-0419](#)

Volume 04, Issue 03, 2025

Web link: <https://sss.org.pk/index.php/sss>



The Role of L2 in L1 Lexical Attrition among Undergraduate ESL Students in a High-Prestige L1-Dominant Context

Abida Akram

PhD English (Applied Linguistics) Scholar, Department of English, University of Education, Lahore, Pakistan

Correspondence Author: abidaakram12@yahoo.com

Dr. Humaira Irfan

Associate Professor of English, Department of English, University of Education, Lahore, Pakistan

Email: humaira.irfan@ue.edu.pk

Syed Rizwan Shah

PhD English (Applied Linguistics) Scholar, Department of English, University of Education, Lahore, Pakistan

Email: syedrizwan.phd@gmail.com

Article Information [YY-MM-DD]

Received 2025-07-09

Revised 2025-09-11

Accepted

2025-09-27

Citation (APA):

Akram, A., Irfan, H & Shah, S, R. (2025). The role of L2 in L1 lexical attrition among undergraduate ESL students in a high-prestige l1-dominant context. *Social Sciences Spectrum*, 4(3), 649-660. <https://doi.org/10.71085/sss.04.03.429>

Abstract

This setting, which is marked by strong L2 esteem and L1 dominance, offers an important case study in an uneven bilingualism and language change. A statistically significant, quantifiable reduction in L1 lexical competency, especially with regard to standard, little-used, and educational vocabulary, was empirically confirmed by quantitative analysis based on scores from a self-designed Language Proficiency Test (LPT) given to 80 undergraduates. Four interrelated sociocultural factors were found to be active triggers for this attrition through subsequent thematic analysis of semi-structured interviews: (1) widespread and ingrained social pressure to use English for advancement; (2) standardized marginalization of L1 and the elevated practical significance attached to L2 proficiency; (3) L2 saturation due to demanding academic requirements and widespread use of digital media; and (4) internalization of negative stereotypes that contribute to the self-censorship of "pure" Urdu usage. By confirming that the decline in L1 is an integrated consequence of sociolinguistic hierarchy in an L1-dominant environment and that immediate policy actions are required to protect additive bilingualism and linguistic legacy, this study makes a substantial contribution to the body of literature.

Keywords: Language Attrition, First Language Loss, Lexical Competence, English as a Second Language (ESL), Urdu, Language Prestige, Socio-Cultural Factors, Asymmetrical Bilingualism, Pakistan.



Content from this work may be used under the terms of the [Creative Commons Attribution-Share-Alike 4.0 International License](#) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.

Introduction

1.1. Language Attrition

Previously acquired language is a complex, dynamic, and essential feature of the bilingual experience (de Bot, 2004). It was once thought that first languages (L1s) were structurally indestructible; Modern psycholinguistic research has consistently demonstrated its weakness, particularly in case of widely used second language (L2) (Montrul, 2020; Schmitt, Sorokina, 2024). This practise is known as experience-dependent and often manifests itself, primarily as a difficulty in lexical retrieval before affecting basic morphosyntax (Paradis, 2004).

Reduced L1 input was an unavoidable consequence of immigrant populations undergoing a fundamental spatial transition to an L2-dominant society, according to the bulk of L1 attrition research conducted in the past (Montrul, 2008). However, this study addresses an important yet understudied L1 phenomenon. Attrition occurs in natural environment where L1 is dominant (Sultana et al., 2021). This context shows that Pakistani universities are characterized by rich exposure to L1 and inter-university tensions. Establish and mandate the intensive use of L2 (English) in educational institutions and aspirational domain. While L1 remains numerically central, but L2 has overpowering symbolic and practical importance (Rahman, 2021).

1.2. Supremacy of English Language

Sociolinguistic system of Pakistan is a thru heirloom of colonial language policies where English is considered as a language of government, law, and elite education (Durrani, 2012; Syed, 2024). While Urdu despite its official status as a national language does not have the same practical importance. English as a language adulates unprecedented prestige and utilitarian superiority, serving as the main guardian of socio-economic development, mobility, higher education, and access to worldwide knowledge (Rahman, 2020).

Higher education system of Pakistan is built strictly around English as the de facto language of instructions in all major areas. Therefore, the target population is ESL undergraduate students, who effectively immerse themselves in the L2 environment within the walls of their universities.

Asymmetrical diglossia results from this systematic priority of English, where the low variety (Urdu) is mainly limited to informal, familial, or domestic realms and the high variety (English) is linked to power and modernity. Even in the absence of physical migration, this operational inequity creates the environmental conditions required for L1 attrition through functional omission.

1.3 Statement of the problem

The fundamental supposition of this research is that, there is a convergence of academic and social demands for the use of English. Among undergraduate students, ESL significantly reduces formal proficiency in Urdu. It becomes clearer at the vocabulary level. Lexical units are very sensitive to frequency. Efficacy and domain restriction are usually the first language domains to show signs of hypoactivation (Paradise, 2004).

This occurrence is manifested in widespread practices of code-switching and lexical borrowing. Among educated Pakistanis (Rahman, 2020). This is a natural bilingual strategy,

but once this habit is conditioned, vocabulary gaps and an apparent desire for prestige actively reduce the functional space of L1 vocabulary (Zaki, 2019). The regular use of the term L2 to replace the low-frequency equivalent L1 creates a self-reinforcing effect, a cycle of neglect, difficulty in retrieval, and consequent attrition (Montrul, 2008). Therefore, this study aimed to provide objective empirical support for the proposed L1 attrition. More importantly, it reveals the complex interplay of social and cultural forces that drive students to engross in language practices that eventually endanger their L1.

1.4 Research Objectives

- To quantify the prevalence and patterns of L1 (Urdu) attrition at the lexical level among undergraduate ESL students in L1 settings.
- To Identify and qualitatively investigate the social and cultural factors that modulate L1 vocabulary decline in this unique but stratified L1-dominated sociolinguistic environment.

1.5 Research Questions

- To what extent is L1 vocabulary decline obvious and quantifiable among ESL undergraduates in universities of Pakistan, specifically in formal and infrequently used vocabulary?
- How do undergraduate ESL students perceive the role of institutional practices, cultural norms, and social influences on the maintenance or decline of their L1 lexical proficiency?

1.6 Significance of the study

This research significantly advances the fields of language planning and bilingualism. Directing attention to the interaction of sociolinguistics and psycholinguistics suggests that systematic sociocultural studies pressure may be adequate to cause L1 reduction in the absence of physical move (Sultana et al., 2021). For Pakistani policy makers, the results provide important evidence on clarifying the impact of English-centered educational policies and emphasizing the threat of subtractive bilingualism, the resulting disaffection from cultural identity (Qureshi & Farooq, 2024). The results play an important role in recommending necessary measures for the development of a model of additive multilingualism. Here, L2 learning is accomplished without sacrificing L1.

Theoretical Framework and Literature Review

2.1 Psycholinguistic Mechanisms: Competition and Activation

The Competition Model (MacWhinney, 1997), which holds that language availability is controlled by the intensity of signals connected to a specific language, is the psycholinguistic foundation for L1 attrition. The two spoken languages are actively fighting for acceptance in a bilingual mind.

The activation weight for the L2 lexicon is continuously reinforced when a person works mostly in the L2 (like students do in their academic environment), which lowers the rate of activation for L2 words. On the other hand, the L1 lexicon, which is limited to low-value categories, has persistent decreased activation and consequently much more challenging to retrieve (Montrul, 2020). Therefore, rather than the complete loss of knowledge, attrition is

understood as a retrieval deficiency, a decrease in the rapidity and dependability of retrieving L1 concepts (Paradis, 2004). The conceptual framework of the LPT employed in this work was directly influenced by this retrieval problem, which is most readily apparent in tasks demanding impulsive, laborious creation or retrieval (Schmitt & Sorokina, 2024).

2.2 Sociolinguistic Determinants: Prestige and Identity Conflict

The sociolinguistic context provides the incentive for the unequal usage of L1 and L2, hence cognitive reasons alone cannot account for the magnitude of attrition. Selection of language is an identity representation that is intricately linked to social, political, and economic hierarchy; it is never an impartial act (Cavanaugh, 2020).

2.3 The Utilitarian Value of English

English's prestige in Pakistan is purely functional rather than just ornamental. It is presented ideologically as the language that describes worldwide interdependence, enlightenment, and sophistication. Since fluency is closely linked to socioeconomic capital and advancement, this strong ideological structuring generates a potent extrinsic motivator for L2 immersion (Syed, 2024). As a result, learning English becomes an essential tactic for success, and languages like Urdu that are thought to lack this key asset are minimized (Rahman, 2020).

2.4 The Role of Attitudes and Self-Censorship

The ensuing change in speakers' attitudes is possibly the most potent sociolinguistic factor. Speakers are less inclined to preserve a native language's formal patterns when it is thought to have little economic or social value in high-value domains (Köpke, 2004a). An imposed degradation of the L1 is shown by the results of social pressure and the feeling of discomfort when trying to utilize "pure" Urdu (Sultana et al., 2021). This phenomenon results from the user's deliberate preference for the L2 or an L1/L2 mixture rather than the L1, hence preventing frequent usage of the formal L1 lexicon and hastening its functional degradation (Zaki, 2019). Therefore, it is evident that the attrition process is the outcome of linguistic identity negotiation influenced by a desire to adopt a socioeconomically advantageous L2-speaking identity.

Research Methodology

3.1 Research Design

A sequential explanatory mixed-methods design (QUAN, QUAL) was used in this investigation. The presence and degree of L1 lexical attrition were thoroughly determined by the quantitative phase (QUAN). The qualitative phase (QUAL), which came next, offered a comprehensive, contextualized knowledge of the social and cultural elements that accounted for the numerical patterns that were seen. By connecting quantifiable decrease with the participants' lived experiences, this strong mixed method guaranteed triangulation, improving the validity and thoroughness of the findings (Creswell, 2014).

3.2 Research Setting and Participants

This investigation was carried out in Lahore, Punjab, Pakistan. Participants were chosen via criterion sampling in accordance with stringent inclusion criteria:

- **L1:** Urdu native speakers (acquired as the first language).

- **Context:** Continuous residence in Pakistan for the majority of their lives.
- **Age:** Between 18 and 24 years old, representing the peak age of academic L2 immersion.

The rigorous controls on the age and residence history were essential to ensure that the measured attrition was attributable to the local, L2-intensive educational environment and not due to the factors associated with geographical migration (Montrul, 2008).

3.3 Sample Size

Language Proficiency Test (Quantitative Round)

N = 80 undergraduate students were chosen from three public universities in Lahore for the Quantitative Round (LPT).

Semi-Structured Interviews (Qualitative Round): Purposive sampling was used to choose a subsample of n = 15 students from the main group. In order to guarantee that the qualitative data incorporated the whole range of experiences relating to L1 maintenance and attrition, this sub-sample comprised students with the highest, moderate, and lowest LPT scores.

3.4 Data Collection Instruments

Language Ability Test (LPT): Specifically created to evaluate L1 (Urdu) lexical ability, the LPT consisted of 20 items worth 20 marks, with an emphasis on academic and low-frequency lexical items that were deemed to be most vulnerable to neglect. The test format was:

Part A: Receptive Lexical Recognition (4 marks): Participants must choose the appropriate formal Urdu equivalent for an English definition in multiple-choice questions (e.g., zā'ir for "pilgrim," takhfif for "reduction").

Part B: Productive Lexical Recall (6 marks): Participants must actively recall and link formal Urdu terms (such as fasīh for "Eloquent" and nawisht for "Writing") from a list to English words. Retrieval deficiencies have a significant impact on this task (Paradis, 2004).

Part C: Concrete/Visual Lexical Naming (10 marks): Participants must label common objects using both formal Urdu and English terminology in image-based naming problems. This section looked at the struggle between L1 and L2 for even common, basic words.

Interviews: The interviews lasted for thirty and forty-five minutes, were guided by a method, designed to gather rich, narratives of undergraduate ESL learners regarding language attitudes and behaviour. Self-evaluation of L1 competence during the course work; considered social benefits and penalties associated with L1 vs. L2 use; and comprehensive patterns of language use across many social domains (academic, home, and digital) were among the important themes explored. After being thoroughly transcribed and audio recorded, the interviews were translated into English for theme analysis.

3.5 Data Analysis Procedures

Numerical Analysis: MS Excel was first used to process the quantitative data from the LPT scores for data organization, cleaning, and basic summary statistics. For further statistical analysis, the data was then loaded into SPSS (Statistical Package for the Social Sciences, version 26). To measure the level of L1 lexical competency, descriptive statistics (mean, standard deviation, and range) were computed. The specific vocabulary categories most vulnerable to attrition (formal vs. concrete) were then determined using specific item analysis

(% of accurate answers per item). The primary objective of this step was to determine the declining prevalence (RQ1).

Thematic Analysis: A thorough Thematic Analysis was performed on the interview transcripts (Braun & Clarke, 2006). The iterative procedure comprised the following steps: (1) reading extensively to gain deep familiarity; (2) systematically generating initial codes (e.g., "career anxiety," "social embarrassment," "father's advice"); (3) organizing and synthesizing codes into possible themes that reflected patterns of shared meaning; (4) evaluating and enhancing the themes that were identified against the complete dataset; and (5) defining, naming, and producing coherent narrative accounts of the themes. Because of this thorough procedure, the researchers were able to go beyond merely describing the experiences of the students to a more advanced theoretical explanation of the underlying socio-cultural dynamics (RQ2).

Results

4.1 Quantitative Findings

Substantial quantitative evidence of L1 lexical attrition throughout the undergraduate study population can be seen from the statistical evaluation of the language proficiency test results.

Language Proficiency Test Performance Summary: The overall LPT score range was significant, with the lowest score of 3 (out of 20) and the highest score of 19. The mean score for the entire sample (N = 80) was $M = 11.85$ ($SD = 3.21$). Even while the standard deviation indicates significant variation in individual performance, the fact that the mean score is significantly lower than the highest score suggests a widespread deficiency in the standard Urdu lexicon for many individuals, which is consistent with L1 attrition. A significant percentage of students (45%) had scores in the intermediate range (8–14), indicating a general trend of quantifiable lexical weakening as opposed to total attrition.

Domain-Specific Attrition Analysis: The domain-restriction hypothesis was directly supported by item analysis, which identified particular areas of deficit:

Lexicon, Formal/Abstract: Part A (receptive recognition) and Part B (productive recall) tasks that focused on academic or abstract concepts (such as *takhfif*, "reduction"; *lisāniyāt*, "linguistics") showed the least rate of accuracy, frequently dipping below 50%. This demonstrates that the educational and high-register domains, which English has practically supplanted, have the most fragile vocabulary (Montrul, 2008).

Productive Retrieval Difficulty: All participants repeatedly and substantially performed worse on Part B (productive recall) than on Part A (receptive recognition). This distinction lends credence to the psycholinguistic idea that a decrease in lexical accessibility and retrieval rate is the most obvious sign of attrition (Paradis, 2004). Higher latency and difficulty recovering the term were noted by students, which are common indicators of reduced activation level (MacWhinney, 1997).

4.2 Qualitative Findings

Social and Cultural Factors Affecting Attrition (RQ2): Four extremely prominent, connected themes that explain the sociolinguistic forces causing the observed L1 attrition were identified through thematic analysis of the semi-structured interviews.

Theme 1: English: Social and Intellectual Capital

The institutionalized view that using English is necessary for conveying intellect, gaining societal acceptance, and indicating higher social standing was predominantly voiced by respondents. *“People take you seriously right away if you speak English well in a meeting or even at a casual social gathering. Even if you are correct, speaking “pure” Urdu makes you sound uneducated or like a villager. The ‘intellectual’ class speaks this language. You use English to demonstrate your success”* (Female participant 7, high attriter).

This demonstrates how ubiquitous the colonial imprint is, with the L2 serving as an elite sign (Syed, 2024). Extrinsic pressure is strong: students pick L2 for better interpersonal and professional achievements rather than for more understanding, which directly encourages L2 use in all desired areas.

Theme 2: Institutional and Familial Enforcement of L2 Dominance

Students emphasized the highly structured character of the preference by reporting clear compulsion to favor English from both the educational environment and, more importantly, their close relatives. *“Even outside of class, speaking English is tacitly expected in the university environment. It is an unwritten networking law. However, I was truly taken aback by my own father. Never speak Urdu with your friends; English will get you an excellent career abroad,” he tells my younger brother often. He is deliberately compromising our L1 in order to advance our professional development.”* (Male participant 12, moderate attriter).

This theme is consistent with research demonstrating that parents aggressively enforce the use of English to ensure their children's success due to its practical significance, which unintentionally contributes to L1 attrition (Sultana et al., 2021). The institutional basis for this demand at the home level is provided by the educational system, which requires English (Durrani, 2012).

Theme 3: Digital and Academic Saturation by the L2 Lexicon

Large L1 lexical domains are functionally inert due to the extensive and dominant activation of the L2 lexicon required by the modern environment, especially the severe academic burden and widespread use of digital media. *“I’m a software engineer. I am only familiar with every technical phrase in English, from ‘cloud computing’ to ‘data structure’. I genuinely don’t know the Urdu word for most of my coursework terms. Even when texting friends, we use English words for everything modern because the Urdu words feel clumsy or take too long to retrieve.”* (Participant 4, male, high attriter)

This illustrates the domain-specific replacement of the L1 lexicon (Montrul, 2008). The constant, high frequency exposure to English through academic resources, social media, and technology leads to high L2 activation, strengthening the L2 lexical pathways and weakening the L1 pathways, which directly supports the core tenets of the Competition Model (MacWhinney, 1997).

Theme 4: Internalized Devaluation and Self-Censorship of L1

The first three themes culminate psychologically in this one. When attempting to speak formal Urdu with classmates, pupils reported feeling embarrassed, uneasy, or ashamed. Active self-censorship and an excessive dependence on code-mixing result from this. *“My*

classmates find it amusing when I try to use a formal Urdu word, as if I'm bragging or being too complicated. They frequently laugh or reply in English. I now just utilize words from English in my Urdu statements. It's safer. It's smarter. It's a means of feeling contemporary and acceptable." (Female, intermediate attriter, participant 9)

Led by an urge to escape social punishment, this protective language behavior directly results in a decrease in L1 use for productive reasons, which actively speeds up the L1 lexicon's functional attrition (Zaki, 2019). Formal Urdu's apparent social "clumsiness" becomes a major psychological barrier.

Discussion

5.1 L1 Attrition as a Socio-Cognitive Phenomenon

The findings of this research show that L1 attrition among Pakistani undergraduate English learners is an intricate phenomenon brought on by the interplay of strong sociolinguistic conditions and psycholinguistic weaknesses. The reason (socio-cultural pressure) is explained by the qualitative findings, while the quantitative evidence validates the impact (lexical degradation).

5.2 The Dominant Role of Reduced Functional Use

The idea of decreased operational usage, which is determined by social and cultural factors, provides the most compelling rationale for the observed lexical attrition (de Bot, 2004). While they are not completely giving up on Urdu, they are consistently avoiding it in extremely valuable, prevalent areas such as educational discourse, professional communication, and contemporary internet usage. The frequency effect that the Competition Model predicts is directly impacted by this domain constraint (MacWhinney, 1997). A typical sign of an elevated lexical activation barrier is difficulties with productive recall (Part B of the LPT): The L1 word is still there in the mental lexicon, but the routes for retrieving it have been severely and readily obstructed by the highly activated L2 rival (Montrul, 2020).

5.3 Sociolinguistic Stratification and Subtractive Bilingualism

According to the qualitative findings, L1 attrition in this situation is essentially a product of sociolinguistic inequality (Rahman, 2021). English has been elevated to the rank of symbolic significance by institutional policies and transmitted linguistic ideologies (Cavanaugh, 2020), making it a crucial instrument for the reproduction of social order. Compared to any innate desire for L1 upkeep, the threat of social isolation or professional immobility (Themes 1 and 2) serves as a significantly stronger stimulus for L2 use. Subtractive bilingualism, in which the L2 is added at the expense of the L1 rather than alongside it, is encouraged in this setting. The stigma attached to "pure" Urdu (Theme 4) demonstrates a conscious decision to distance oneself from an identity linked to an inferior social standing. English usage or discourse with strong English influences has become a technique for creating a contemporary, idealistic persona. This psychological bargaining demonstrates that a person's feeling of affiliation is closely linked to L1 attrition, which frequently results in a projected resistance to L1 customs (Zaki, 2019).

5.4 The Specificity of Lexical Attrition

The conclusions about the specific fragility of the academic and formal vocabulary are crucial

to understanding the Urdu-English language combination. Due to its abundance of Perso-Arabic technical derivatives, Urdu offers a challenging setting for morphological rivalry. The L1 lexical framework is not only reduced by neglect but also operationally overtaken by the L2 word when the formal L1 term (e.g., *lisāniyāt*, 'linguistics') is consistently taken over by the L2 expression ('linguistics') in the university classroom (Theme 3).

Moreover, the L1 lexicon suffers greatly from the social dependence on code-mixing (Theme 4). The L1's inadequacy for high-value conversation is implicitly acknowledged at the community level, practically enabling the L2 to cover every lexical gap. As a result, there are no longer any possibilities for L1 lexical retrieval practice, which could hasten a more extensive language change at the community level over the course of future generations (Fasold, 1991, as cited in Zaki, 2019).

Conclusion and Recommendations

6.1 Conclusion

L1 lexical attrition is a common and quantifiable effect for undergraduate ESL students in Pakistan's L1-dominant but L2-imposed setting, as this mixed-methods study firmly reveals. Strong, external sociocultural influences that designate English as the language of social mobility, intelligence, and career success substantially justify the experimentally observed fall in formal L1 proficiency. The functional decline of the native language vocabulary is accelerated by this controlled setting, which deliberately pushes pupils into a pattern of L1 functional neglect and L2 prioritizing. Thus, language segregation and the underlying tension between maintaining cultural belonging and attaining professional success are shown to be the direct, systemic causes of attrition.

6.2 Pedagogical and Policy Recommendations

The results clearly call for an evolution from a potentially subtractive model to an additive bilingual structure in language governance and practice in Pakistani higher education. **Essential L1 Formal Maintenance:** Universities must provide required, credit-bearing programs that concentrate on Urdu's formal and educational register. In order to actively challenge L2 domain hegemony and reestablish the practical significance of the L1 lexicon, these courses should place a strong emphasis on complex lexical items, formal syntax, and the creation of high-level educational materials in Urdu.

Bilingual Teaching Techniques: Teachers in all fields should receive instruction and motivation to use bilingual teaching techniques, such as translanguaging, which clearly discusses and reinforces tricky ideas using both Urdu and English vocabulary (Queshi & Farooq, 2024). This confirms that the L1 lexicon is not a hindrance to learning L2, but rather a mental and intellectual resource.

L1 in the fields of administration and research: In order to elevate the L1's standing in the highly esteemed field of research, institutional policies should actively support the dissemination of academic abstracts and summaries in Urdu as well as the usage of Urdu in internal communications (Rahman, 2020).

Challenging Language Ideology: The widespread notion of language that solely associates intellect with English competence must be vigorously contested by campaigns for public awareness and instructional efforts (Syed, 2024). Students' inhibitions and shame (Theme 4)

must be eliminated by clearly promoting the scholarly and cultural benefits of preserving a rich L1.

6.3 Limitations and Future Research

The lexical domain of undergraduate ESL students in a single large city was the exclusive focus of this research. Future studies ought to take into account:

Longitudinal Design: Monitoring the same group from the time they enrol in college until they graduate would reveal a more distinct attrition developmental pattern, linking policy stimulus to a particular lexical deterioration as time goes by.

Cross-Linguistic Component Analysis: To ascertain whether social and cultural influence is now strong enough to get into fundamental grammatical structures, going beyond the lexicon, future LPTs should include measurements of L1 structural and phonological change.

Integration of Regional Languages: To evaluate how the stratified linguistic order (L2-English, L1-Urdu, L3-Regional) affects declines in proficiency at several levels, comparative analyses should include speakers of regional languages (such as Punjabi and Pashto) (Sultana et al., 2021).

This study offers an urgent call for intervention for preserving the linguistic legacy of a generation navigating an ever more complicated and fragmented educational system by offering statistical evidence for the link between L2 dominance and L1 decline.

Conflict of Interest

The authors showed no conflict of interest.

Funding

The authors did not mention any funding for this research.

References

- Akintayo, D. I., Atobatele, A. I., & Mouboua, J. F. (2024). Examining the sociolinguistics factors influencing language shift and language maintenance among immigrant communities in English. *Remittances Review*, 9(2), 2354-2370.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Cavanaugh, J. (2020). Language ideologies. In J. L. Hyland & C. D. Smith (Eds.), *The Cambridge handbook of sociolinguistics* (pp. 57-76). Cambridge University Press.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage publications.
- de Bot, K. (2004). The psycholinguistics of language attrition: The long and short of it. *Studies in Second Language Acquisition*, 26(1), 17-31.
- Durrani, Z. (2012). Language policies in education in Pakistan. *International Journal of Social Sciences & Education*, 2(2), 175-184.
- Köpke, B. (2004a). Language attrition and its causes: An overview of the functional hypothesis approach. *Studies in Second Language Acquisition*, 26(1), 5-18.
- MacWhinney, B. (1997). The competition model. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 108-132). Cambridge University Press.
- Montrul, S. (2008). *Incomplete acquisition in bilingualism: Re-examining the age factor*. John Benjamins Publishing.
- Montrul, S. (2020). First language attrition: What it is, what it isn't, and what it can be. *Language Learning*, 70(Suppl. 1), 101–151.
- Paradis, M. (2004). *A neurolinguistic theory of bilingualism* (Vol. 50). John Benjamins Publishing.
- Qeshi, F., & Farooq, M. (2024). Reorienting English language education in Pakistan: From linguistic hegemony to inclusive multilingualism. *Advances in Biomedical Engineering and Biosciences*, 7(2), 1-8.
- Rahman, T. (2020). *The status and functioning of English in Pakistan*. Oxford University Press.
- Rahman, T. (2021). A sociolinguistic analysis of language variation in private and government schools of Pakistan. *Pakistan Language and Humanities Review*, 5(1), 1-14.
- Schmitt, B., & Sorokina, T. (2024). L1 attrition vis-à-vis L2 acquisition: Lexicon, syntax–pragmatics interface, and prosody in L1-English L2-Italian late bilinguals. *Languages*, 10(9), 224.
- Sultana, M., Bashir, U., & Iqbal, J. (2021). The effects of English on the indigenous languages of Pakistan. *Journal of Applied Linguistics and TESOL (JALT)*, 4(2), 1-15.

- Syed, A. (2024). 'We are still British or American colony, we are still a colony, we are not free': Language ideologies, policies in education in Pakistan. *Language, Culture and Curriculum*, 37(1), 1-16.
- Zaki, M. (2019). The intricate relationship between language and cultural identity: The case of L1 attrition among ESL learners. *Journal of Humanities and Social Sciences*, 4(3), 112-125.