



RESEARCH PAPER

Parental Economic and Educational Factors Compelling Code Switching toward English Language

¹Anooshia Shafique and ²Dr. Zohaib Zahid*

1. MPhil Scholar, Department of English Linguistics, The Islamia University of Bahawalpur, Sub Campus Rahim Yar Khan, Punjab, Pakistan
2. Assistant Professor, Department of English, The Islamia University of Bahawalpur, Sub Campus Rahim Yar Khan, Punjab, Pakistan

*Corresponding Author: zohaib.zahid@iub.edu.pk

ABSTRACT

This study investigates the influence of parental socioeconomic status (SES) and educational background on code-switching behavior toward the English language among bilingual individuals. By employing a close ended approach, the research explores the intricate relationship between parental economic and educational factors and the propensity for code-switching to English. The data is analyzed through Statistical Package for Social Sciences (SPSS) software to measure mean scores, their difference, and relationship among the variables of the study. The findings reveal statistically significant correlations between parental SES, educational attainment, and the frequency of code-switching occurrences toward English and deeper understanding of the underlying mechanisms driving these correlations, elucidating how parental influences shape language choice and proficiency. The outcomes provide valuable implications for educators, policymakers, and practitioners, underscoring the importance of addressing socio-linguistic variables in promoting effective language acquisition strategies and fostering inclusive linguistic environments.

KEYWORDS Code-Switching, Education of the Parents, Language Proficiency, Socioeconomic Status, Socio-linguistic

Introduction

The vast majority of countries will continue to experience globalization as the world is increasingly seen as a global community. People need to communicate with one other for a variety of reasons in this global village. People must be bilingual or multilingual in order for diverse groups and communities to communicate with one another. The use of two languages in conversation is a widespread habit worldwide, and bilingualism is seen in all societal strata. Actually, hundreds of millions of people speak multiple languages and frequently mix them together throughout the world. They also alternate between two different languages. Linguistically speaking, this process is called "code-switching." Worldwide, multilingual and bilingual speakers regularly use code-switching in their language interactions.

In the diverse nation of Pakistan, students are required to acquire several languages beginning in the first years of their academic careers. When it comes to learning languages, a child picks up their native tongue and, if it's not their mother tongue, the dominant language of the region, through informal methods at home and socialization (Melhuish, Phan, Sylvia, Sammons & Taggart, 2008). English is given a lot of emphasis in Pakistan when it comes to language study. Several factors account for the significance placed on English;

English continues to be the language of authority and status in Pakistan, which was a colony of the British before it gained its freedom. The science and technological worlds speak English. Communication on a global scale is conducted in English.

Throughout the past few decades, the English language has played a growing role in international affairs outside of Pakistan (Hui, 2001). Globalization in education, business, science, and technology has accelerated the use of English as a communication language on a global scale. So, English has a position of power and prestige, and knowing it ensures a safe future and better employment (Rasool & Mansoor, 2007) in Pakistan, which is why great focus is placed on learning it there.

Literature Review

Language Acquisition

Nowadays, communication skills that involve language use are emphasized in almost all job descriptions. To think, to converse, to aid others' language, and to express our thoughts, we need a language. Language researchers are examining the behaviors and traits of language acquisition at various periods of life. Regarding culture, location, and the learning environment at home, multilingual learners face a wide range of challenges. A youngster has a higher chance of learning the prevailing language rapidly and proficiently at home (Nitta, 2006). These factors include the education level of the parents, their socioeconomic status, their family circumstances, their primary language, their gender, their attitude towards learning the language, their involvement in their children's education, and others. This study has focused on family environments that are formed by socioeconomic and sociocultural characteristics, such as English literacy among the populace, societal attitudes towards English, the environment at home in relation to parents' educational and occupational backgrounds, ease of learning, and media use at home.

Participation of the community

The majority of a child's time is spent in the society, where they learn and form habits. Children's attitudes about objects, their likes and dislikes, and their drive for learning are all influenced by society (Smith, 2005). Every civilization has established rules and customs that children accept in order to live a peaceful existence. According to this, society has a responsibility to give a complete education and environment (Gratze, 2006). Similar to how a family educates a kid through cultural traditions, the community indirectly participates in a family's efforts (Brighton, Kirbey, & Smith, 2005; Qadeer, 2006). The quality of public schools, available resources in the community, peer effects like role models, and parental involvement all have a significant impact on children's learning in low socioeconomic level communities. Education is vital when it comes to fostering a learning environment and forming children's attitudes that are in line with those of the people in that culture.

Local residents' attitudes and level of English literacy

Learning style is defined as a person's innate, regular, and preferred methods of assimilation, processing, and retention of new knowledge and abilities. Culture, on the other hand, highlights not just the individual but also the common values of a group. Learning methods are so greatly influenced by culture. Another thing that learning a language entails is absorbing the set of pragmatic norms and cultural values that are

ingrained in the target language, which run the risk of undermining learners' parental cultural values (Zhang Xue-wei & Yan Ying-Jun 2006).

Family life; parental responsibilities

A child begins learning at their home, which is a constant source of optimism for them. The home's ambiance, the family's relationships with the kids, and how time is spent are all important. All of them contribute to a child's development of habits, personalities, and worldviews. Most often, all of these factors are influenced by the educational background, occupation, economic and social structure of the parents. Parents' education is crucial in establishing a learning environment in the home (Aturupane, Glewwe, & Winswnieski, 2009). All activities revolve around the parents, who serve as both a model and an inspiration for their kids. All that determines how their children learn and develop attitudes at home is up to the parents. Basic life skills that lay the groundwork for later literacy development are taught to youngsters by their families. In this instance, the mother and father are crucial figures. Children learn first in their mothers' laps, and their mothers' education and occupation also play significant roles in this situation. Parents who educate their kids at home engage them in a variety of reading and writing activities as well as the customary bedtime stories that are told to children everywhere.

Parental socioeconomic circumstances

The availability of educational resources is one way that parents' socioeconomic status has a direct impact on their children's learning (Jerrim, 2009). In order to provide more for their kids, parents with lesser incomes frequently need to work longer hours (Gratze, 2006). As a result, they have less time to spend with their family and engage more actively in their children's education. Moreover, there is greater strife in lower-income households since it is more difficult to provide for the family's basic requirements and/or luxuries, which adds to the family's stress and students not properly learn a language. Parents have always wanted their children to succeed in the educational system since it helps to shape their future and their children are more fluent in speaking English (Smith, Ewing & Cornu, 2003).

The development of code-switching research

Baker (2001) addressed the problems of language transition in Tucson, Arizona, which served as a crucial foundation for study on code-switching. His research examined bilinguals' attitudes toward Spanish and English in order to determine the relative roles that the two languages play in different contexts. He concluded that while English was preferred for official conversations, Spanish is used for contact with family members and other close friends. In addition, Baker discovered that younger people were more adept at code-switching and showed a greater interest in it than older ones did.

Theoretical and empirical viewpoints

Weinreich (1953) examined language contact from an empirical and theoretical perspective and discussed the impact of code-switching on languages. Additionally, he suggested that bilinguals had two distinct linguistic types, each of which they use at different times.

Haugen (1956) observed the progressive departure of immigrants' linguistic standards from those employed in their home country while analyzing the speech of

Norwegian immigrants living in America. Put another way, new language use standards develop when language is utilized in a new sociocultural context. This variation results naturally from language use in novel circumstances. The main elements that also cause linguistic changes are cultural and societal norms.

Between 1956 and 1970, there were numerous theoretical and empirical investigations on code-switching and the various facets of bilingualism. A review of the code-switching literature is done by Haugen (1978). We will be able to comprehend the phenomenon of code-switching throughout that time thanks to several significant findings from these studies. Hasselmo (1961) made a distinction between "ragged" and "clean" code-switching between Swedish and English. The transfer of native language phonological components was evident in ragged switching, while there was no such interference in clean switching.

Motivations for code-switching

Furthermore, bilingual parents frequently swap codes with monolingual kids in order to keep them out of the discourse. When they wanted to keep some conversations and issues private from their kids, Italian American parents spoke to them in Italian.

Functions of Code-Switching

The Kannada functions of code-switching were revealed by Sridhar in 1978. He discovered that whereas common people utilize a blend of Persian and Arabic elements in their Kannada, educated people tend to mix aspects from English into their language. In his opinion, Mixing Kannada and English code suggests that bilinguals with education are elite.

The idea of a guest and host language was put up by and Sridhar (1980) to explain the occurrence of code-switching. They claim that elements from the guest language appear in the sentences of the host language when there is intra-sentential code-switching.

These components follow the host language's norms.

Restrictions on code-switching

Researchers discovered in the 1980s that certain sorts of code-switching may be restricted by a variety of limitations rather than being a question of free individual choice. The first to present a more methodical examination of code-switching limitations and bilingual data was Poplack (1980).

She successfully demonstrated that code-switching is a real occurrence by using data from Spanish-English code-switching. The linguistic restrictions on code-switching were put out by her.

Using a questionnaire study, Prashar (1980) examined the attitudes of educated Indian bilinguals toward both English and their native tongue. The participants were asked to provide information regarding the language they used in various contexts. The following seven domains were used to categorize the situations:

(a) Family (b) Neighbourhood (c) Transactions (d) Friendship (e) Education (f) Government (g) Employment.

Material and Methods

Nature

The purpose of carrying out this proposed research is to find out the relationship between parental economic and educational factors compelling code switching toward English language. The research helps us to know that parental economic and educational factor plays a vital role in learning process of English Language.

Research Instrument

A self-structured and self-reporting survey questionnaire based on five point Likert-scales is used to collect the required information. A total of ten closed ended items are included in the questionnaire to collect data.

Population and Sampling Technique

Population of this study are the students of English department, The Islamia University of Bahawalpur sub Campus Rahim Yar Khan and Kahwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan, Punjab, Pakistan. Keeping gender equality in mind the data is collected from both male and female students studying at university level. The study is limited/ restricted to university level students of district Rahim Yar Khan.

Sample Size

Questionnaire is distributed among 300 students and 241 students returned the questionnaire with response.

Pilot Testing

A pilot study was conducted with a sample size of twenty participants and the results of the pilot study support the hypothesis of this study.

Validity reliability

The validity and reliability of the questionnaire is analysed through SPSS and found within the limits.

Data analysis technique

All of the questionnaire's frequencies and correlations were discovered, and SPSS showed that the predetermined items had strong correlations.

Ethical consideration

All the ethical issues were taken into consideration during this study.

Data Analysis

The data gathered from questionnaire has been presented through tables showing the results are created using statistical techniques. With the use of SPSS software, the data gathered from questionnaires was analyzed. Students marked how much they agreed or disagreed with the statements in each question.

Table 1
Economics Status and English Language

Gender	A		SA		N		D		SDA		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Male	83	16	19.2	3	3.6	8	9.6	46	55.4	10	12.0
Female	158	44	27.8	17	10.7	16	10.1	60	37.9	21	13.2
Total	241	60	24.9	20	8.3	24	10.0	106	44.0	31	12.9

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. So, there can be a correlation between economic status and self esteem/confidence in English language learning. Table 4.1 shows that 23% % of the male respondents agree (19.2 % Agree and 3.6 % Strongly Agree) with the given statement, whereas 39 % of the female respondents also agree (27.8% Agree and 10.7% Strongly Agree) to the given statement.

Table 2
English Language Learning Courses.

Gender	A		SA		N		D		SDA		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Male	83	23	27.7	15	18.0	39	46.9	6	7.2	0	0
Female	158	37	23.4	48	30.3	67	42.4	3	1.8	3	1.8
Total	241	60	24.9	63	26.1	106	44.0	9	3.7	3	1.2

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.2 shows that 46% % of the male respondents agree (27.7 % Agree and 18.0 % strongly Agree) with the given statement, whereas 54 % of the female respondents also agree (23.4% Agree and 30.3% strongly Agree) to the given statement.

Table 3
Rich Family in Speaking English Language

Gender	A		SA		N		D		SDA		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Male	83	10	12.0	11	13.2	29	34.9	30	36.1	3	3.6
Female	158	16	10.1	25	15.8	41	25.9	67	42.4	9	5.6
Total	241	26	10.8	36	14.9	70	29.0	97	40.2	12	5.0

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.3 shows that 26% % of the male respondents agree (12.0 % Agree and 13.2 % Strongly Agree) with the given statement, whereas 26 % of the female respondents also agree (10.1% Agree and 15.8% Strongly Agree) to the given statement.

Table 4
Higher Socio-Economic Status Enhances Achievement.

Gender	A		SA		N		D		SDA		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
Male	83	12	14.4	2	2.4	4	4.8	48	57.8	17	20.4
Female	158	31	19.6	10	6.3	6	3.7	70	44.3	41	25.9
Total	241	43	17.8	12	5.0	10	4.1	118	49.0	58	24.1

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.4 shows that 17% % of the male respondents agree (14.4 % Agree and 2.4 % Strongly

Agree) with the given statement, whereas 26 % of the female respondents also agree (19.6% Agree and 6.3% Strongly Agree) to the given statement.

Table 5
Influence on English Language Learning.

Sr.No	Gender		A		SA		N		D		SDA	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Male	83	29	34.9	17	20.4	1	1.2	30	36.1	6	7.2
2	Female	158	73	46.2	21	13.2	15	9.4	40	25.3	9	5.6
3	Total	241	102	42.3	38	15.8	16	6.6	70	29.0	15	6.2

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.5 shows that 56% % of the male respondents agree (34.9 % Agree and 20.4 % Strongly Agree) with the given statement, whereas 60 % of the female respondents also agree (46.2% Agree and 13.2% Strongly Agree) to the given statement.

Table 6
Effective Learning Strategies

Sr.No	Gender		A		SA		N		D		SDA	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Male	83	13	15.6	4	4.8	47	56.6	14	16.8	5	6.02
2	Female	158	30	18.9	16	10.1	65	41.1	38	24.0	9	5.6
3	Total	241	43	17.8	20	8.3	112	46.5	52	21.6	14	5.8

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.6 shows that 21% % of the male respondents agree (15.6 % Agree and 4.8 % Strongly Agree) with the given statement, whereas 29 % of the female respondents also agree (18.9% Agree and 10.1% Strongly Agree) to the given statement.

Table 7
English Language Acquisition Process.

Sr.No	Gender		A		SA		N		D		SDA	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Male	83	21	25.3	31	37.3	0	0	30	36.1	1	1.2
2	Female	158	49	31.0	43	27.2	5	3.1	59	37.3	2	1.2
3	Total	241	70	29.0	74	30.7	5	2.1	89	36.9	3	1.2

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.7 shows that 63% % of the male respondents agree (25.3 % Agree and 37.3 % Strongly Agree) with the given statement, whereas 59 % of the female respondents also agree (31.0% Agree and 27.2% Strongly Agree) to the given statement.

Table 8
English Language Learning Facility at Home

Gender			A		SA		N		D		SDA	
			Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Male	83	20	24.0	30	36.1	1	1.2	13	15.6	19	22.8	
Female	158	37	23.4	54	34.1	0	0	34	21.5	33	20.8	
Total	241	57	23.7	84	34.9	1	4	47	19.5	52	21.6	

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.8 shows that 61% % of the male respondents agree (24.0 % Agree and 36.1 % Strongly Agree) with the given statement, whereas 58 % of the female respondents also agree (23.4% Agree and 34.1% Strongly Agree) to the given statement.

Table 9
Motivation to Participate

Gender		A		SA		N		D		SDA	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Male	83	21	25.3	31	37.3	1	1.2	30	36.1	0	0
Female	158	53	33.5	34	21.5	8	5.06	60	37.9	3	1.8
Total	241	74	30.7	65	27.0	9	3.7	90	37.3	3	1.2

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.9 shows that 63% % of the male respondents agree (25.3 % Agree and 37.3 % Strongly Agree) with the given statement, whereas 55 % of the female respondents also agree (33.5% Agree and 21.5% Strongly Agree) to the given statement.

Table 10
Parents Support

Sr.No	Gender	A		SA		N		D		SDA		
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	Male	83	29	34.9	12	14.4	39	46.9	3	3.6	0	0
2	Female	158	66	79.5	27	32.5	47	56.6	13	15.6	5	6.02
3	Total	241	95	39.4	39	16.2	86	35.7	16	6.6	5	2.1

Opinions from the participants were requested about parental economic and educational factors compelling code switching toward English Language. Table 4.10 shows that 50% % of the male respondents agree (34.9 % Agree and 14.4 % Strongly Agree) with the given statement, whereas 99 % of the female respondents also agree (79.5% Agree and 32.5% Strongly Agree) to the given statement.

Discussion

The purpose of this study was to examine how parental economic and educational characteristics affect students' attitudes toward learning English, as well as how these factors relate to motivation. The study employed the quantitative research method to examine the correlation between the aforementioned factors.

In order to address participant attitudes toward learning English and the learning environment, as well as their motivation for learning the language, the study's data was gathered via a questionnaire.

Overall, the study's findings demonstrated that students are enthusiastic about learning English as a second language.

The researcher carried out this research intending to investigate the parental economic and educational factors that effects student attitude towards learning the English language, environment, and their relation with motivation. The quantitative research method was used in this research to investigate the relationship between the above variables.

The data of this study was collected through a questionnaire in order to answer the questions which were related to participants attitudes towards learning English and

learning environment, as well as their motivation for learning English language.

The results of this study, overall, showed that students have a positive attitude to learning English as a second language. These results are supported by the results of the study that was carried out by Al-Tamimi & Shuib (2009), which also highlighted that students have a positive attitude to learning English.

The results of this research illustrate the direct influence of Students attitude towards learning English language and Students attitude towards learning environment, Students attitude towards learning English language and Students motivation towards learning English language and Students attitude towards learning environment and Students motivation towards learning English language. Results have revealed that Student attitude, Students motivation and learning environment towards learning English language are positively affected.

Data analysis shows that all items had a very positive attitude. It means Students are more likely to adapt English as a second language. They like to listen and speak in English. It is a very positive element in second language education. Previous literature shows that Attitude is one of the key elements of language learning (Karahan, 2007). Attitudes can be changed according to a person's external and internal personality factors.

Attitude changes are evident due to a variety of factors, including student-centric education, motivation and learning environment. Exam oriented approaches can be given up and more emphasis can be placed on speaking skill activities, the use of audiovisual aids, encouragement to make them independent learners, and the use of innovative teaching methods.

Further, previous literature shows that particular interest is the positive attitude of learners who are taking English courses at an institution but feel that they need special care and visit a private language center to learn English. Several suggestions have been made to bring learners back into class, which also saves working hours and costs. We also know that learners are interested in learning with equal emphasis on all language skills, so listening and speaking lessons should be given in the mainstream English curriculum.

There is no doubt that a positive learning attitude and strong motivation lead to success in language learning. Many studies have used attitudes as a measure of the level of motivation of students in second or foreign language learning. In these studies, attitude is regarded as a construction under the integration motivation or instrumental motivation. In this case, their attitude is significantly related to motivation.

Attitudes are situational (Dornyei, 2001) and therefore depend to a large extent on the learning situation. All these result come out the past literature which supports the result of this study. In this study, the attitude is based on the learning situation of the learning English language. Students' motivation is mainly determined by individual internal factors and may have been affected by other external factors (Deci & Ryan, 2000).

Conclusion

Particularly the high agreement percentage regarding the influence of parental educational factors on English language learning, it's evident that parental education plays a significant role in shaping a child's language development. Given that code switching is a complex linguistic phenomenon influenced by exposure, proficiency, and cultural context, it's reasonable to conclude that parental educational factors also impact code switching in English language learning. Parents with higher levels of education may provide more extensive language models, encourage language use in various contexts, and foster a deeper understanding of language nuances, all of which can contribute to the development of proficient code switching skills in their children.

They also appeared to have a higher motivation towards learning English as compared to male students. Similarly, there had statistically significant difference between the students of both classes about all three variables. Results exposed that Mphil students had high attitudes towards learning English, environment and motivation to learning English as compared to BS students.

The outcomes also discovered that attitudes towards Learning English Language had positive and significant relationship with learning environment. More importantly, both Attitudes towards Learning English Language and learning environment had positive and significant relationship with Motivation toward learning English language.

Similarly, they also appeared to have a higher motivation towards learning English as compared to male students. Similarly, there had statistically significant difference between the students of both classes about all three variables. Results exposed that Mphil students had high attitudes towards learning English, environment and motivation to learning English as compared to BS students.

The outcomes also discovered that attitudes towards Learning English Language had positive and significant relationship with learning environment. More importantly, both Attitudes towards Learning English Language and learning environment had positive and significant relationship with Motivation toward learning English language.

Recommendations

After considering the above-mentioned conclusions of this study the researcher has articulated few recommendations that are listed below:

- There should be learning environment that encourages learners to successfully learn English easily, proactively and confidently. In order to obtain the learning process of language, in order to gain more motivational experience, the parents should develop an English learning plan to maintain the learners interest and achieve short-term goals.
- Parents engage their child in English activities to develop a positive attitude towards learning, which will guide learners to participate and develop their skills. Diversified teaching methods and activities should meet the needs and positive attitudes of learners to make them successful and fluent speakers of the target language.
- The motivation and positive attitude of learners to learn English are the main predictors of their success in language learning. Therefore, based on the above research results, parents should consider these factors when designing English courses and syllabus. Curriculum and syllabus should include the most important

principles, methods, strategies, techniques, activities, and materials to promote a well-designed learning environment, so as to cultivate learners' enthusiasm and positive attitude in learning English.

References

- Abbas, S. (1993). The Power of English in Pakistan. *World English*, 12(2): 147-156
- Aturupane, H., Glewwe, P., & Wisniewski, S. (2011). The impact of school quality, socioeconomic factors, and child health on students' academic performance: evidence from Sri Lankan primary schools. *Education Economics*, 21(1), 2-37.
- Brighton, H. Smith, K. Kirby, S. (2005). *Language as an evolutionary system*. Physics of Life Reviews. 2(3). 177-26.
- Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism (3rd ed.)*. Clevedon: Multilingual Matters LTD.
- Gardner, H. (2003). *Multiple Intelligences after Twenty Years*. American Educational Research Association, Chicago, Illinois, 21.
- Gratz, K. L. (2006). Risk factors for deliberate self-harm among female college students: The role and interaction of childhood maltreatment, emotional inexpressivity, and affect intensity/reactivity. *American Journal of Orthopsychiatry*, 76(2), 238-250.
- Hasselmo, N. (1961). *American Swedish Ph.D. Thesis*. Harvard University.
- Haugen, E. (1956). *Bilingualism in the Americas: A bibliography and Research guide*. Alabama: University of Alabama Press.
- Haugen, Einar, 1973. *Bilingualism, language contact, and immigrant languages in the United States*. A research report 1956-1970. In Sebeok 1973. [Reprinted in Fishman 1978: 1-111
- Jerrim, J. (2009). *Wage Expectations of UK Students: Are They Realistic?* Southampton, UK, Southampton Statistical Sciences Research Institute, S3RI Applications and Policy Working Papers.
- Melhuish, E. C., Phan, M. B., Sylva, K., Sammons, P., Siraj-Blatchford, I., & Taggart, B. (2008). Effects of the home learning environment and preschool center experience upon literacy and numeracy development in early primary school. *Journal of Social Issues*, 64(1), 95-114.
- Nitta, T (2006). *Affective, Cognitive and Social factors affecting Japanese learners of English in Cape Town*. M.A Thesis: University of the Western Cape.
- Poplack, S. (1980). 'Sometimes I start a sentence in Spanish y termino en español: towards a typology of code-switching in Amastea, J. and Elias-Olivares, L. 1982. Spanish in the United States Cambridge: Cambridge University Press.
- Qadeer, M. (2006). *Pakistan - Social and Cultural Transformations in a Muslim Nation (1st ed.)*. Routledge.
- Rasool, N., & Mansoor, S. (2007). *Global issues in language, education and development: Perspectives from postcolonial countries*. Clevedon: Multilingual Matters.
- Sridhar, S. N. & K. K. Sridhar (1980). The syntax and psycholinguistics of bilingual code-mixing. *Canadian Journal of Psychology* 34 (4), 407-16.

- Slam, M. (2013). *L2 motivational self-scheme and relational factors affecting the L2 motivation of Pakistani students in the public universities of Central Punjab, Pakistan*. University of Leeds
- Smith, S. (2005). Teacher Education. *Journal of Special Education Technology*. T20(3), 74-76.
- Smith, G. Cornu, S., & Ewing, R. (2003). *Teaching : challenges and dilemmas*. Southbank, Vic.: Thomson Learning
- Weinreich, U. (1953) *Languages in Contact*. The Hague: Mouton.
- Xue-wei, Z. & Ying-Jun, Y. (2006). Culture Influences on English Language Teaching. *US-China Education Review*. 3(8)