



A study of code-mixing and code-switching (Urdu and Punjabi) in children's early speech

Muhammad Ramzan ^a , Aamir Aziz ^{b1} , Maimoona Ghaffar ^c 

^aGovernment College University Faisalabad (Sahiwal Campus), Pakistan

^bUniversity of Sahiwal, Pakistan

^cGovernment College University Faisalabad (Sahiwal Campus), Pakistan

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Abstract

This research is analytical in nature and a comparative study of code-mixing and code-switching among the children of 2 to 5 belonging to the educated and uneducated background. The focus of the research is how the children mix and switch Punjabi and Urdu at their early age. This study of code-mixing and code-switching in Urdu and Punjabi is found in educated and uneducated children's recordings. Mostly the children mix single word insertion from Punjabi in their utterances during the conversation. They also mix and switch the clauses and sentences of both languages. The main work of this study is to quantify how many insertions of Single Word (Noun Insertion, Adjective Insertion, Adverb Insertion, and Verb Insertion), of Phrase (Noun Phrase, Verb Phrase), of Clause and Sentence (Clause Insertion and Sentence Insertion). Hybridization of Single Word and Synthesis (Modes and Terms of Address, Repetition, Tags, and Fillers) have also been identified. The reason why Punjabi is considered as the study of code-mixing and code-switching with national language is that it is spoken not only at home but also outside in the surrounding of the children in the city of Sahiwal.

Keywords: code Mixing; Code Switching; insertion; hybridization and synthesis

1. Introduction

The bilingual speakers of any community all over the world use discourse structures containing the properties of code-mixing and code-switching. According to Tay (1989, p. 408), Code-mixing contains placing and mingling linguistic parts/units i.e. morphemes, words, phrases, clauses from two various well grammatical structures within the very utterance and sentence. Code-switching means shifting two or more languages within one's interaction (Yao, 2011). Both code-mixing and code-switching of Urdu and Punjabi are found in children's utterances and interaction with their fellow children, parents, and others. They become bilingual because they are disclosed to both the languages in their childhood.

¹ Corresponding author.

E-mail address: aamiraziz@uosahiwal.edu.pk

The concept of code-mixing and code-switching appears the same in use for bilingual or multilingual; it may come forth as the inference of the interactors' won't and because of some certain reasons. Gumperz (1982) located that the occurrence of code-mixing and code-switching was not entirely lacked order. He described that this occurrence tends to happen at specific conditions within distinct interactions. Thus, this research paper analyses natural conversation on various levels of code-mixing and code-switching of Urdu-Punjabi among children's speech bearing the age of 2 to 5 in their daily life in Sahiwal city.

Though “the language of global communication is English” (Aziz et al., 2021, p.884) but the children begin the mixing and switching of two different languages (Urdu and Punjabi) from the very beginning of their utterances. This paper analyzes their utterances containing the mixing of Urdu and Punjabi in their early speech. They are often found mixing nouns and verbs (single word insertion) of Punjabi language in their discourse of Urdu. They usually listen to these nouns and verbs of Punjabi from the speakers around them. They can be their parents, grandparents, friends, cousins and other family members, etc. This research paper has analyzed different units of their utterances from upper social class with educational background and from a lower social background with no educational background.

The problem under investigation is to examine socio-ethnic with the linguistic occurrence of code-mixing and code-switching. This research paper demonstrated parsing of the code-mixed and code-switched discourse structures uttered by the children bearing the age of 2 to 5 everyday conversations and discussions. This mixed and switched data produced by the children was classified and examined to know the prevalence of mixing and switching in their utterances.

1.1. Literature review

1.1.1. Bilingualism

Bilinguals are 'those who require and employ two or more languages in their daily lives (Grosjean, 1992, p.51). Observing a recurring of bilingualism (1995, p.11), someone can inherit it as 'inherited constraint of two languages' (Bloomfield, 1935, p.56). A common notion about bilingualism can be 'concurrent acquiring of two or more languages simultaneously with the main language progress' (Genesee, 2009). Bilingual discourse is an important feature of language studying and a source of cultural intermingling between conversers.

One has to distinguish bilingual communities where everyone can have the competence of two languages, or when someone fosters bilingual dwelling in a monolingual community. Of course, diverse factors have to be considered when illustrating a person as bilingual. Both external and internal factors are to be borne into mind. External factors cover the socio-political rank of the languages, the viewpoint towards the mixing of languages, the language society around the speaker (whether it is bilingual background or a position of individual bilingualism), and ultimately the role of speech in a specific situation. Internal parts involve language competence, the intercommunication between the languages, the point of formality and familiarity, the subject of the message being articulated, and the other parts relating to the work of the grammatical advancement of two languages.

There are three kinds of bilingualism calling them compound, coordinate, and sub-coordinate (Weinreich, 1968). In this respect, one language is robust and quicker than the other, which consequences in building one meaning, specifically the one which has been derived first. Likewise, when the children bearing the age of 2 to 5 years use the weaker language, the representation of the stronger language is found in their utterances. In other words, this concept of weaker and stronger language is turned up in the speech of the early children.

It is significant to know the bilinguals' behavior towards the usage of two languages. Grosjean (1998) suggests examining it by inspecting the language from its perspective. This method inculcates the analysis of language selection too. The selection of language shows the capability of bilinguals on their utterances. Indeed, this selection is usually bound to the hearer's language proficiency. If the hearer belongs to monolinguals, the speaker must use the shared language. If the listener is bilingual, the speaker can liberally shift between two languages. The learning on language selection and use frequently stress on social performance, since language selection is forcefully affected by the social set up a bilingual individual is disclosed to. The bilingual dexterity of an individual cannot only be judged by observing exterior language factors but also includes the study of interior language parts. Researchers read up on the rise of two languages and relate them with each other. The ability and eloquence of the two languages in routine use or in test states are provoked. Besides, in probing language use, strategical details have to acknowledge the point that the individuals examined do not deliver only one language. It means that the acquaintance with the other language may have an influence on the comprehending, on the ability, or on the usage of the other language during a check, which for instance, needs translation or is offered to time.

1.1.2. Survey of code-mixing and code-switching

Code-mixing is an alteration of one language to another within the very expression or in the similar spoken/written text. It is a general occurrence in communities in which two or more languages are operated. Studies of code-mixing intensify our understanding of the character, procedures, and restrictions of language (Azuma, 1993, Azuma, 1997, Boeschoten, 1998, Chomsky, 2000, Dr. Mabule, 2015, Myers-Scotton, 1993a, Riaz, 2019), and the connection between language use and individual esteem, communicative planning, language outlooks and roles with particular socio-cultural backgrounds (Auer, 1995, Dr. Alla Q. Alhourani, 2018, Jacobson, 1998, Myers-Scotton, 1993b, Myers-Scotton, & Ury, 1977, Lüdi, 2003, Cooper, 1989, Genesse, 2009,). Sociolinguistics takes Code Mixing and Code Switching as an outgrowth of bilingualism. In Code Mixing, a smooth bilingual modifies the language by applying the words derived from the other language without any alteration at all in the condition, while in Code-Switching, anyone who articulates more than one language selects among them according to the situations and according to the language understanding to the persons talked to, the aim is to show the right result of communication. This irregular mixing of Urdu and Punjabi is considerable in the utterances of children's early speech even in the same situations.

Motivation is the function of imparting someone logic or inducement to do something. Motivation is treated as the sociological, situational, lingual, and intellectual factors that required or influenced the output of mixed languages. Language users take code mix as a skill to control production problems or for promoting bilingual mastery. Grosjean (1982) advocates that some bilinguals jumble two languages for constructing utterances. Code mixing is labeled as intra-sentential switching. Kachru (1983, p. 36) claims three inspirations for this phenomenon i.e., role identification, register recognition, and aspire for clarification and explanation. These three motivations are found in children's early speech living in the district of Sahiwal when they mix Urdu and Punjabi. Grosjean, who keeps a psycho-linguistic perspective to language mixing, regards code-switching as a total shift from one language to another; it may on a word level or a phrase, or a complete sentence (1998, p. 337). During a conversation with other bilinguals, a bilingual person takes a decision unintentionally about the selection of language and to what extent. According to this, Grosjean proclaims that the degree of initiation of the two languages will vary in relating with the speaker (1998, 2001). If a bilingual converse with another bilingual, both the languages will be worked.

1.2. Research questions

The present study answers the following questions:

1. How do children mix and switch Punjabi in Urdu code at different levels?
2. How does the presence of bilingual speakers affect the children in code-mixing and code-switching?
3. To what extent do the children bring up in bilingual settings code mix and code switch more?

2. Method

2.1. Participants

One hundred children were the participants of this study. Fifty children were taken from upper social classes with formal academic backgrounds. The remaining fifty children were taken from the lower social class with no formal academic background. The area for research was the city of Sahiwal (Punjab), Pakistan. The present study applied to the speech of children at the age of 2 to 5 years. Code-mixing and code-switching in Urdu and Punjabi were targeted among the children of that city.

2.2. Instrument

Research Data was acquired in the form of recordings and then transcribed and calculated.

2.3. Data Collection Procedure

The participants of the research were categorized based on social variables. The age group (2 to 5 years) was taken as the constant variable in all the recordings. Social class and educational backgrounds were changeable variables. To make the data reliable, the recordings were conducted in different social settings. The recorded data were transcribed for calculation purposes. The transcribed data show the linguistic features of code-mixing and code-switching.

2.4. Data analysis

The researchers adapted the model used by Rasul (2006) for data analysis. There was the addition of one sub-category of Verb Insertion in Category A. But there was a decrease of one sub-category of Prepositional Phrase. Subsection 2 b: Hybridization in Compound Word, Subsection 2 a: Hybridization in Noun Phrases, Subsection 2 b: Hybridization in Verb Phrases was not met. The researcher found Section 1: Modes and Terms of Address, Section 2: Names and Titles, Section 3: Repetition, and Section 4: Tags and Fillers in the Category C: Synthesis.

Category A: Insertion

Section 1: Single Word Insertion

Sub section 1 a: Noun Insertion

Sub section 2 b: Adjective Insertion

Sub section 3 c: Adverb Insertion

Sub section 4 d: Verb Insertion

<p>Section 2: Phrase Insertion</p> <p>Sub section 1 a: Noun Phrase Insertion</p> <p>Sub section 2 b: Verb Phrase Insertion</p> <p>Section 3: Clause Insertion</p> <p>Section 4: Sentence Insertion</p>
<p>Category B: Hybridization</p> <p>Section 1: Hybridization within Words</p> <p>Subsection 1 a: Hybridization within Single Words</p>
<p>Category 3: Synthesis</p> <p>Section 1: Modes and Terms of Address</p> <p>Section 2: Names and Titles</p> <p>Section 3: Repetition</p> <p>Section 4: Tags and Fillers</p>

3. Results

As discussed earlier, the aims of the research contained quantitatively investigate the data and enroll the linguistic units of Punjabi mixed in Urdu utterances, to inspect the findings quantitatively. The findings show that in Category A that taken 'Insertion' there were 263 instances. The rest detail of category is given below:

▪ Single Word Insertion	263
▪ Phrase Insertion	31
▪ Clause Insertion	29
▪ Sentence Insertion	32

So far as Category B: Hybridization is concerned, a total of 12 instances of hybridization were found.

Category C: Synthesis dealt with a variety of points. It is very important to know those different categories dealt with under this main category. The details of synthesis are given below:

▪ Modes and Terms of Address	24
▪ Repetition	27
▪ Tags and Fillers	44

The researcher also analyzed the findings qualitatively to clear the way children mix and switch the single words, phrases, clauses, hybridization, and synthesis so that the process of code-mixing and code-switching could be completely comprehended. The researcher had to follow both qualitative and quantitative methods finding the nature of data and because it was collected from children belonging to both educational and non-educational backgrounds. Since the complete data were analyzed by setting findings under different categories and sub-categories, the qualitative explanation was integrated with the quantitative details and subsequent figures.

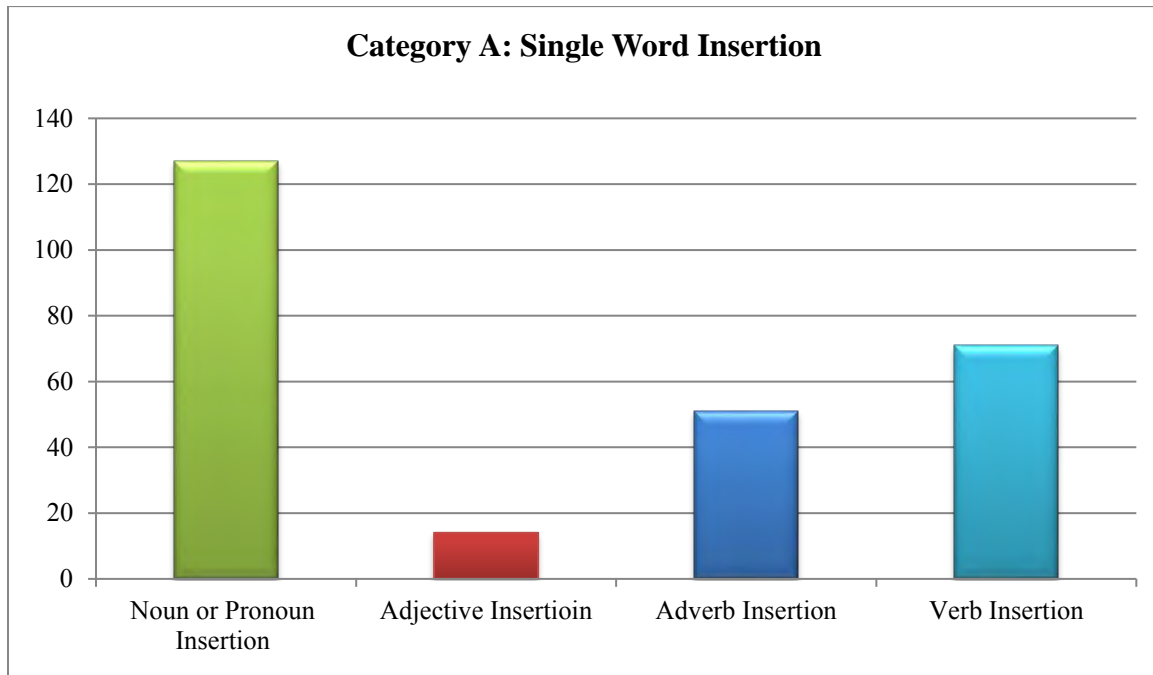


Figure 3.1. Category A: Single Word Insertion

The Figure 3.1 of category A: Single Word Insertion shows that the children insert nouns from Punjabi in their utterances the most. They insert verbs from the Punjabi language in their utterances stand in the second place. Insertion of the adverb in the utterances of children belonging to both educated and uneducated backgrounds stands in the third place. The children belonging to both backgrounds rarely insert adjectives from the Punjabi language in their utterances.

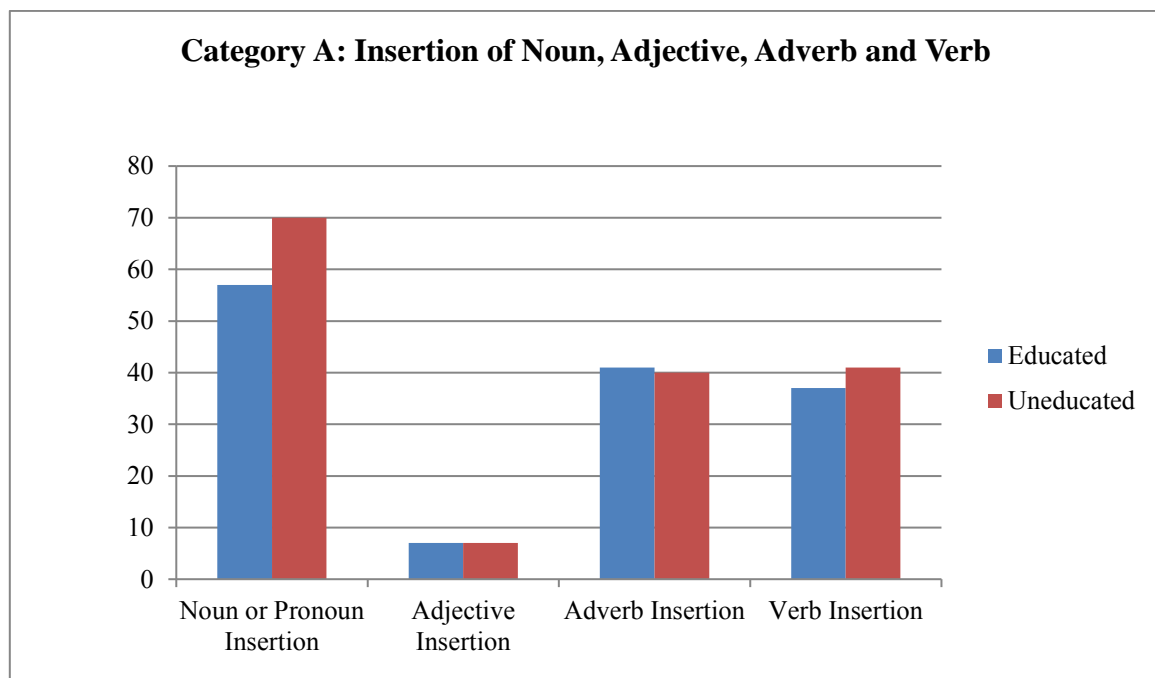


Figure 3.2. Category A: Insertion of Noun, Adjective, Adverb, and Verb

The Figure 3.3, Category A: Insertion of Noun, Adjective, Adverb, and Verb shows the comparison between the utterances of both educated and uneducated background by showing two colours bars. The blue colour shows the insertion of the noun, adjective, adverb, and verb from the Punjabi language in the utterances of children belonging to the educated background. The pink colour shows the insertion of the noun, adjective, adverb, and verb from the Punjabi language in the utterances of children belonging to the uneducated background. The above graph shows that children belonging to both classes insert every part of speech from the Punjabi language equally.

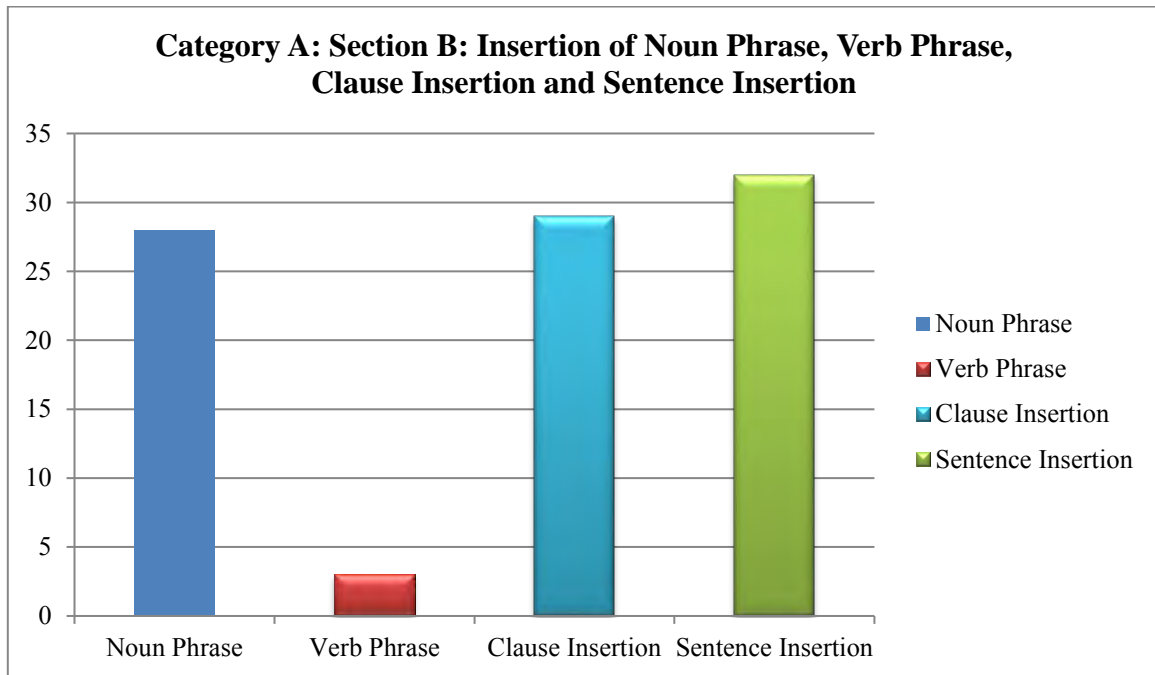


Figure 3.3. Category A: Section B: Insertion of Noun Phrase, Verb Phrase, Clause, and Sentence

The Figure 3.3, Category A: Section B: Insertion of Noun Phrase, Verb Phrase, Clause Insertion, and Sentence Insertion shows that the children make noun phrases more as compared to the verb phrase. Only three verb phrases are seen in children's utterances in both the educated and uneducated background. Whereas clause insertion and sentence insertion of Urdu and Punjabi languages are almost equally used in the utterances of children belonging to both the educated and uneducated background.

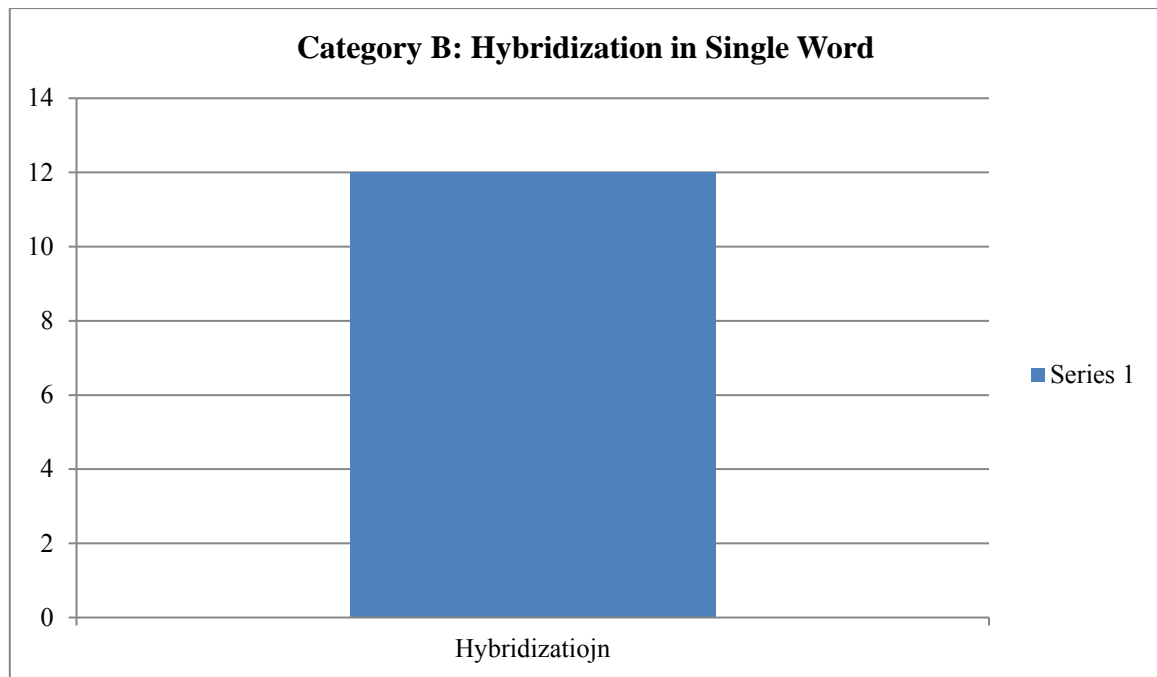


Figure 3.4. Category B: Hybridization in Single Word

The Figure 3.4, Category B: Hybridization in Single Word shows that the recordings of hundred children belonging to both educated and uneducated families rarely make hybridization of Urdu and Punjabi. There is only twelve times hybridization in a single word in the utterances of one hundred children.

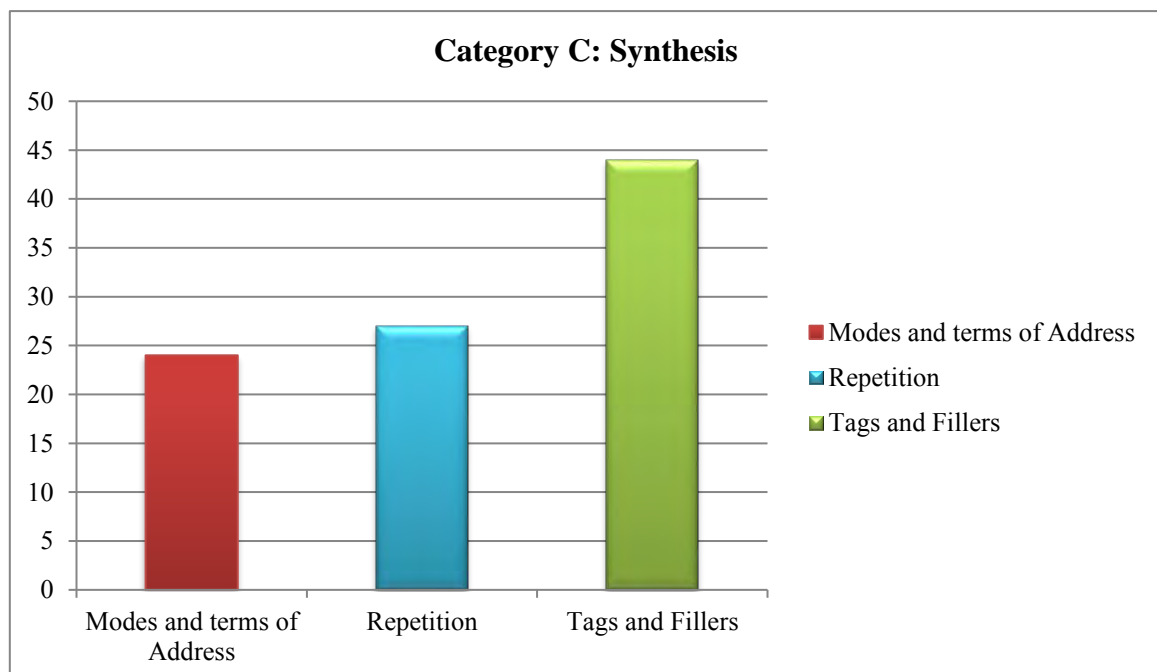


Figure 3.5. Category C: Synthesis

The Figure 3.5 of Category C: Synthesis shows that the children belonging to both educated and uneducated backgrounds use a synthesis of Urdu and Punjabi under the following sub-categories: Modes and Terms of Address, Repetitions and Tags and Fillers based on present research data in their

utterances. If we compare these three sub-categories, we can easily understand that children make repetition the most while modes and terms of address in the second place. The above graph also shows that the children also use tags and fillers but least.

4. Discussion

Sociolinguistics studies the concept of bilingualism in which code-mixing and code-switching are the important parts on which various researches in different countries have been conducted to analyze these phenomena. Likewise, research on code-mixing and code-switching has been organized in which it is found that this code-mixing and code-switching are influencing the continuous conversation in Indonesia (Sumarsih & Siregar, 2014). The rhetoricians of various languages like Batak Toba and Mandailing in Indonesia find that the speakers mix and switch different languages during a conversation in daily life like Indonesian and English. Similarly, the speakers of bilingual and multilingual communities use both code-mixing and code-switching in their routine communication.

Children mix and switch the languages of Urdu and Punjabi or Urdu and English or various others which influence the smooth conversation in Pakistan. The methodology that is used is Qualitative research. Various tools are used for the purpose of collecting the data like recordings, interviews, questionnaires, and observations also. They have taken the sample from the localities of North Sumatra in Indonesia. Because our research on code-mixing and code-switching is solely concerned to analyze the way the children mix and switch languages, so we need only the recordings of the children when they are communicating with others. Because the data taken from the parents through questionnaire or interview may consist of parents' biased information about their children. They may not ready to accept this reality of mixing and switching of Urdu and Punjabi in their routine conversations or their discourse. This research was organized by getting the original data from groups of North Sumatra, Indonesia. This research also indicated that 75 utterances were taken from 3 sections. These three sections are Siantar, Medan, and Zone of Natal. The findings of this research where the data had collected in these three different sections of Indonesia that they were making code-mixing and code-switching maximum in lexical level, secondly in phrase-level and minimum in sentence level. This code-mixing and code-switching in word degree was about 57.3% from the whole data while 40.4% on phrase level and 17.3% on the sentence level. This present research focuses only on one tool to collect data that is recordings. Because the nature of research belongs to children's discourse is more reliable if the data are entirely taken from the utterances, discussions, communications, and conversations of children directly. If an interview, questionnaire, or any other tool is used to collect the data that reduces the reliability of the research results. Because the will of parents is that their children always speak and talk in Urdu and English or mix and switch Urdu and English. According to most of them, the code-mixing and code-switching of Urdu and Punjabi show that their children are going towards a decline in the matter of their language.

The children who mix and switch these two languages are considered to belong to uneducated or illiterate parents. Most of them discourage the mixing of these two languages. But the mixing and switching of these two languages on different levels and different parts of speech are found in the city of Sahiwal. The research on code-mixing and code-switching (Punjabi and Urdu) in children's early speech shows the results and findings to some extent in the forms of graphs mean quantitative results but maximum qualitative on different levels.

The method of code-mixing and code-switching of English with other regional languages has been promoted in the present era by the disclosure of English as an international language (Rasul, 2006). This procedure is outstandingly noticeable in different communities of South Asia and peculiarly in India and Pakistan. In Pakistan, we find the mixing and switching of English lexical in other lexical is

an illustrative feature found in this current setting. This code-mixing and code-switching of Urdu and English are seen commonly in our country at this moment. Likewise, the national language of our is also seen mixed and switched with the other provincial and local languages of the country like Urdu and Saraiki, Urdu and Sindhi, Urdu and Punjabi, Urdu and Balochi, etc. As Rasul is claiming that this mixing of Urdu and English is noticed in the discourse of even an average educated or even an uneducated people. Likewise, the mixing and switching of Urdu and Punjabi are noticed in the utterances of school-going children or even the children who are at home while able to talk. Some examples of their utterances are given below where they mix and switch both the languages Urdu and Punjabi.

- | | | |
|-----------|-----------|-------------|
| 1. Aey | ki | hai. |
| Punjabi | Borrowing | Urdu |
| 2. O | chota, | patha nahi. |
| Borrowing | Punjabi | Urdu |
| 3. Kuch | vie | nahi. |
| Urdu | Punjabi | Urdu |

Kauser (2006) has made a comparison of the prevalence of code-switching in different programs of FM radio and also has evaluated remarkably abundant data to judge the method of code-mixing and code-switching at different degrees. This mixing and switching are disclosed by Kauser in the research of code-mixing and code-switching at phrase positions in different programs of FM radio. These are:

- | | | |
|---------|---------|----------|
| hot | hot | mausum, |
| English | English | Urdu |
| provide | karain | gay etc. |
| English | Urdu | Urdu |

Similarly, this research indicates the code-mixing and code-switching in children's early speech on different levels of utterances. The data have been collected from the discourse or utterances of children during conversations with the other children bearing the age of 2 to 5 years. These utterances are proving the code-mixing and code-switching at the lexical level, phrase level, clause level, and also sentence level. At phrase-level these are:

- | | | | |
|----------|---------|---------|---------|
| khata | hunda | wa, | |
| Urdu | Punjabi | Punjabi | |
| puhnch | wa, | | |
| Urdu | Punjabi | | |
| dirquast | kr | sakdain | wa etc. |
| Urdu | Urdu | Punjabi | Punjabi |

Three chief properties of code-mixing are described by Sridhar (1978) extracting the data from a communal drama and are relevant to everyday speech.

1. The hybrid components are on each and every position of the grammatical pattern just like nouns, noun phrases, verbs, adjectives or adjectives phrases, etc.
2. The blended are not categorically society-directed or 'social bound'. They are largely from everyday state and daily usage things, which are admissible parallel in the interaction in which these are blended.

3. The merged parts follow the principles of real language from which they are derived so far as their grammatical structures are discussed, but they accept the canons of the captivating speech so far as the extraneous grammatical pattern is dealt with.

This current research will constitute how long these components are pertinent to the code-mixing and code-switching of Urdu and Punjabi. The research input means data will be split into numerous kinds to examine the area of degrees on which blended parts are acquired. This classified data will be inspected thoroughly to find whether the merged components are society bound or not. Moreover, it will be noticed along with this that by applying this method the blended parts obey the principles of which language.

Code-switching is divided mainly into three types: intersentential switching, intrasentential switching, and extrasentential switching (Poplack, 1979). According to him, intersentential switching is concerned with the shifting at the statement and the declaration limit, while intrasentential switching is denoted as the diversion of one language into the other language within one statement. In other words, the change of two languages that finds within one comment is termed as intrasentential shifting. Extrasentential shifting is the interjection of tag components from sole language into a single speech in the other language. Tag components are lexical or phrases from the language which intercalated at the close of a statement or declaration limit. This move happens outside the statements or phrases as described earlier. On many occasions, they are not present in a similar fundamental language as the whole utterance. Instances of extrasentential shifting consist of the inclusion of 'well', 'you know', 'I mean', or 'okay' to the usual single language. This extrasentential switching is seen in almost all languages. Children also use the tags of Urdu in Punjabi speech. This coming instance is showing the tag features of the English language in one language of Urdu speech.

Ab aap batmizi ker rahain hain, okay?

Onoo hunay swaya a, samaj ayi?

5. Conclusions

The objective of this research paper was to explore the procedures of code-mixing and code-switching on different levels among children's utterances in the city of Sahiwal. Keep this aim in mind, by applying Rasul (2006) as a model structure a novel research plan was formed that suited the requirements of current research in the Sahiwal context. The first two sections have shown the background of the study, the study of apposite literature, detail of the research methodology. Section 3 provides qualitative and quantitative analysis and explanations of the data under three categories: Insertion, Hybridization, and Synthesis. I have debated the contribution of this research in the title of i) furthering the comprehending of the linguistic procedures involved in code-mixing and code-switching of Urdu and Punjabi in children's early speech in the city of Sahiwal; ii) adding to research methodology in Sahiwal in the area of bilingualism.

By applying qualitative and quantitative analysis I attempted to answer the questions and attained the goals. The quantitative aspect laid stress on procuring the linguistic units of Urdu mixed in Punjabi utterances, noticing the frequency of mixing and switching, and analyzing which category i.e. insertion, hybridization and synthesis is code-mixed and code-switched more in children's early speech in quantitative terms. The qualitative inspection of these results focused on the interpretations and explanations of this code-mixing and code-switching of Urdu and Punjabi at different levels. Their recordings containing code-mixing and code-switching are explained in detail. The procedures of analysis manifested that each category was come clear on the surface using different graphs to show their frequency.

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AUTHOR BIODATA

Muhammad Ramzan is Lecturer at, Government College University Faisalabad (Sahiwal Campus), Pakistan. His research interests are English Language Teaching and Sociolinguistics.

Aamir Aziz is a Lecturer at the Department of English, University of Sahiwal, Pakistan. His research interests are English Language Teaching, Sociolinguistics, Learner Autonomy, Language Testing and Evaluation, and Genre Analysis.

Ms. Maimoona Ghaffar is Lecturer at, Government College University Faisalabad (Sahiwal Campus), Pakistan. Her research interests are English Language Teaching and Second Language Learning.