

Code-mixing: Gender-based differences and motivations

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Abstract:

This study was aimed at analyzing the difference between male and female speakers in code-mixing of local languages in English. It was also aimed at ascertaining the factors that have a potential to motivate indigenous speakers to do code-mixing, subsequently the results were also differentiated on the basis of gender. This is a mixed method study in which the first part of the analysis is qualitative, and the other is quantitative. The results show a significant difference between male and female speakers regarding the syntactic differences and motivational factors behind code-mixing.

Key words: Code-mixing, Gender, Motivation, English as a Second Language, Syntactic Analysis

Introduction:

Research in the domain of bilingualism/multilingualism bears potentially important implications on the teaching-learning of English (Schwienhorst & Borgia, 2006; Alemi & Daftarifard, 2010; Sipra, 2013) language as well as the indigenous cultures and languages (Kroll & McClain, 2013). Language contact in multilingual societies may greatly produce situations for code-mixing and/or code-switching between two or more languages. A learner may not have a good command over the second/foreign language but still she may have enough competence to mix the words of the same. Multicultural settings potentially possess a great possibility to observe such code-mixing among languages. These settings also foster a great opportunity to conduct research into the related issues. One of those issues is related to gender of the speakers. Studies on link of gender and language have pointed out that the two genders, males and females, use language differently (see Karlsson, 2007; Newman et al., 2008; Zupanicova, 2009; Akhter, 2014; Ali & Krish, 2016; etc.). These

differences owe their existence to multiple reasons including social upbringing (Zupanicova,2009; Jinyu, 2014), cultural stereotypes (Zimmerman & West, 1975; Coates & Cameron, 1988), attitudes of other speakers (Dennison, 1999), timidity (Abdullah, Buriro, & Buriro, 2015), psychology (Barbu, et al.2015; Park, et al., 2016), etc. However, this greatly researched outcome may not be final and universal, for in some contexts, the differences might not be observed which is a very rare occurrence. Secondly, the issue of motivation behind code-mixing also holds importance. A thorough understanding of this issue may produce valuable and utilizable results for language teachers, cultural theorists, and for the general public. English, being a phenomenally wide-spread language, has a huge potential to motivate speakers of other languages to learn and adapt it (Tanaka &Kutsuki, 2016; Bambirra, 2017). The motivation to speak English is usually shaped by instrumental (Delgado, 2016; Ardeo, 2016; Hong & Ganapathy, 2017)and cultural reasons (Azadipour, 2013; Zahra, 2013). But, the extent of motivationcan also be guided by the gender of speakers (Heinzmann, 2009; Ruth, 2014; Iwaniec, 2015). In that case, it becomes highly important to assess whether gender plays a role in creating the differences in the extent of code-mixing done and the motivation to do the same. Understanding of these two aspects may enhance the understanding of language teachers in indigenous academic institutions towards gender-based differences in code-mixing and the motivation behind it. Alongside, an understanding of motivational factors behind code-mixing is also necessary in the enterprise of teaching-learning of languages and related studies. Another important linguistic implication of code-mixing is the potential beginning point towards loss of indigenous languages (Negro, 2004; Christopher, 2014; Oluwaseun, 2018).

Background:

Pakistan is a multilingual and multicultural country,more than 70 languages are spoken here (Simons &Fennig, 2018). Many of these languages also have their dialects. But, English shares the supreme importance with Urdu on the national level in Pakistan. English owes its significant status in Pakistan to colonial past, neocolonial state structure (Abbas, 1993; Saleem & Rizvi, 2011), and the global

importance in the current world (Kamran & Mansoor, 2017). Karachi was first raised to its apex position by British imperial government as the cantonment city, a harbor, and a port city. In the same era, many English schools were also established, and English language became an integral part of this city since then. Till the day, Karachi is the commercial hub with a range of corporations and enterprises. This study is conducted in a public sector university of this highly multilingual city of Karachi. English language is the medium of instruction in Pakistani higher education institutions along with being the language of important state institutions (Mansoor, 2004; Khalique, 2006). It is generally reflective of the in-depth entrenchment of English language into the social fabric of Pakistani society where people, especially students, are generally motivated to learn English language for instrumental (Khalid, 2016), emotive (Shah, 2008), and cultural reasons (Buriro, et al., 2013). Such motivation to learn English can be reflected in the common code-mixing of English words in local languages.

Considerable research has been conducted locally to understand the phenomenon of code-mixing (see Gulzar & Qadir, 2010; Nadeem, 2012; Rasul, 2013; Ehsan & Aziz, 2014; Chughtai, Khan, & Khan, 2016; Ali, Ranjha & Jilani, 2016; Mahmood & Awan, 2017; etc.), but what has insufficiently been researched is the differences based on gender, motivational factors behind code-mixing, and whether these motivational factors differ due to the gender of the speakers.

Code-switching and code-mixing:

A language is termed as code to avoid sentimental offense to speakers. The speakers may find it offensive or emotionally arousing to hear the words like dialect, accent, language, variety, vernacular, etc. Therefore, code is used as it is a neutral term (Wardhaugh, 2010). In a process in which people know more than one language, and switch to them while speaking is called code-switching (Dar, 2016). This process is common in settings where people can interact in two languages, therefore they tend to use a code that can best communicate their thoughts (Alcnaurova, 2013). Code can be used as a synonym to dialect, variety, accent, register, etc. Further, a person should have command over all the codes that s/he wishes to switch to (Wardhaugh,

2010). The process of switching can take place within the dialects or registers of one language, or between/among two or more languages. But in the context of this research, it has often been observed that despite having low competence in L2 (English) the speakers feel motivated to switch to it, hence making the established ideas in the field questionable. An in-depth probe in this problem may yield interesting yet robust results. Sometimes, due to code-switching, a new code emerges which is at the same time similar to and different from the codes it developed from (Abeywickrama, 2007, cited in Hassan and Akhand, 2009).

Code mixing is defined as a process in which features of one language enter another without altering the grammar of the first language (Mabule, 2015). It is a process in which the grammatical and lexical features of two or more target languages appear in the same utterance; there are three processes of intra-sentential code-mixing process: insertion, alternation and congruent lexicalization (Muysken, 2000; Kim, 2006). This process requires the mixing of various linguistic features of two languages (Bhatia & Ritchie, 2004). Bokamba (1989) defines both terms differently than conventionally accepted definitions by saying that code-switching happens when lexis, phrases or sentences of two languages are mixed, and code-mixing is done when linguistic features such as morphemes and inflections from two languages are embedded.

In this paper, we will mainly be concerned with the process of insertion which is defined by Muysken (2000) as the insertion of lexical items of entire constituents of a language to another language. In the case of this study, it is the insertion of English lexical items into the L1 of the participants.

Mixing due to English:

Kachru (1985) in his famous three concentric circles of world Englishes tells that the countries in the outer circle do not have English as the mother tongue of the people. However, due to being an ex-colony of Britain, they have English entrenched into their social, political, judicial, cultural, and administrative fabric, as well as the educational sector. The result of it can be code-switching and code-mixing in indigenous languages. This is a common phenomenon in

countries like India, Pakistan, Bangladesh, Sri Lanka, etc. There are examples of such phenomenon, and many studies have been carried out in these contexts. For example, Hossain and Bar (2015) state that Bangladeshi university students extensively switch between and mix Bengali and English. Krishnasamy (2015) gives an account of India by studying the reasons behind Tamil-English mixing. Similar studies have been taken by Dar (2016) in Pakistani context and by Kim (2006) in Korean context.

Gender-based differences in the use of a language:

While sex is a biological, natural differentiation, gender is a social construct. However, the terms are often confused not only by laypersons but by experts in scientific and research circles too (Torgrimson & Minson, 2005). There is little awareness that the two are different. Based on sex, there are many differences between males and females, and biologically those differences are manifested in variable physical capabilities and separate strengths in particularized tasks (Xia, 2013). Gender is the roles assigned to men and women, boys and girls based on their masculinity or femininity. Hence, they become males and females. Therefore, they are either men or women, but they do the gender. Every society has some 'norms' set for the genders. Right after the birth, babies inherit a cultural heritage of gender. As they grow up, they are conditioned to perform their roles as males or females.

Language, being a social phenomenon, is not devoid of gender differences. In fact, language itself is a big marker of differentiating among genders in today's world. Many studies have found out these differences in the use of the language. The tendency to sound different is a social construct. While boys are expected to have a heavy voice, a girl is expected to have a soft one; while it is alright for boys/men to swear, girls cannot do the same or they will be thought of as insolent and unmannered; even the topics change, males are mostly expected to speak about sports, politics, jobs, and social issues, women are expected to speak about home, children, other people, outfits etc. However, it is not necessary that every male and female member of society fulfills these roles. Often, they deviate, but the deviation is not always taken positively. But in urban areas, especially the cosmopolitan areas, the boundaries between these roles is somewhat vanishing and boys and

girls are doing what was once thought segregated and taboo for them. This can be clearly seen in film and drama industry, sports, politics and educational institutions.

Xia (2013) has extensively studied the differences between the males and females in the domain of language use. In his extensive and full-of-examples paper, he has presented and explained the following differences in the language of use of the two genders: pronunciation, intonation, vocabulary, syntax, attitudes towards language, non-verbal manners, and choice of topics. Xia (Ibid) has shown that in all these areas, there lie huge differences and speaking about the reasons, he has drawn on social, historical and psychological reasons. Abdullah, Buriro, & Buriro (2015) have also studied the difference between males and females' use of personal pronouns concluding that the later use more of them due to the timid and secondary position in the society.

Sun (2013) has studied the difference in using compliments. Sun's work is in the context of Chinese Mandarin language. Through the thorough analysis of literature, Sun came to know that most of the studies indicated that women use more compliments than men and that both genders adopt different strategies to respond to compliments from their interlocutors.

Merchant (2012) says that the biggest difference between men and women is that of their style of communication. They adopt different tactics to communicate and their purposes also differ very much. Quoting various studies, Merchant (ibid) shows that women treasure their social relationships, men try to safeguard their freedom. He has described many such differences based on gender.

These studies and others clearly show that remarkable differences exist between males and females when it comes to the use of language.

Gender-based code mixing:

Language choice is one of the important issues in sociolinguistics. Many studies have been carried out in past showing the choice of language and choice of words. Abdullah, et al. (2015) found out that females use more personal pronouns than the males do. The reason behind this phenomenon is the timidity in which women constantly live in society. The lack of opportunities compels them to be different

and be successful. This tendency towards being different is evident in language also. Therefore, they try to speak in a unique manner. One may find several studies in the domain of code-mixing (seeHo, 2007; Wells, 2011; Das & Gamback, 2013; Tada, 2014). But there is a major gap in the studies i.e. there are hardly few studies which have analyzed the issue of code-mixing from the perspective of gender. And lesser it has been studied in Pakistan. This study sheds light on this important issue and opens-up the possibility for finding new vistas for looking at the area of code-mixing.

Motivation for code-mixing:

Kim (2006) states four motivational factors for the use of code-mixing or code-switching i.e. (1) Participants' roles and relationships, (2) Situational factors, (3) Message-intrinsic factors and (4) Language attitudes, dominance and security. These factors according to Kim (ibid) motivate the speakers to do code-mixing. In the context of this study, none of these factors were relevant because either they discussed two strong languages, or they discussed factors related to age, or cultural experiences. However, a few entities like gender and social class were relevant.

Finding out the motivational factors for pre-service teachers' verbal communication in Nigeria, Fekeya (2012) has presented the situation-based factors what he calls stimuli. These include the situations like communicating with teachers, seniors, peers, friends, social and academic gathering etc. One of the factors relevant to this study is the lack of sufficient expression or forms in the L1. This factor is included in the questionnaire of the quantitative part of this study.

Another study in Nigeria by Obiamalu & Mbagwu (2008) tried to probe the socio-psychological motivations or reasons for the code-switching in Igbo-English context. Stating the motivations, they have distributed them in three categories: (1) Historical background of Nigeria, (2) Socio-psychological reasons: language attitude, subconscious linguistic behavior, and cultural disloyalty; finally, they have described (3) Linguistic reasons: lexical gap and low level of competence in Igbo. Of all these reasons, the historical reasons and lexical gaps are the relevant factors to current study.

Malik (1994) has proposed ten motivational factors for the code-switching: lack of facility, lack of registral competence, semantic

significance, to address different audience, to show identity with a group, to amplify and emphasize a point, mood of the speaker, habitual expressions, pragmatic reasons, and to attract attention. The reasons that are relevant to this study are lack of facility, semantic significance, and habitual expressions.

Another study has assessed the psycholinguistic and socio-pragmatic motivational factors for the code-mixing. Ju (2009) has analyzed the language of trilingual community of Hong Kong. The only relevant factor was lexical gap.

The review of academic literature helps ascertain that there is no fix model for assessing the motivational factors for code-mixing. Researchers construct them on the basis of their observations and expert opinion. In the same way, in this study, the researchers felt a strong need to construct a new model because their assumptions and hypotheses were not fully met within the existing body of literature.

Table 3: Motivational factors for code-mixing/code-switching by various researchers

Study	Factors
Malik (1994)	Lack of facility, lack of registral competence, semantic significance, to address different audience, to show identity with a group, to amplify and emphasize a point, mood of the speaker, habitual expressions, pragmatic reasons, and to attract attention.
Kim (2006)	(1) Participant's role and relationship, (2) situational factor, (3) message-intrinsic factor, (4) language attitudes, dominance and security.
Obiamalu & Mbagwu (2008)	(1) Historical background of Nigeria, (2) Socio-psychological reasons: language attitude, subconscious linguistic behavior, and cultural disloyalty; (3) Linguistic reasons: lexical gap and low level of competence in Igbo.
Bista (2010)	Incompetence in the second language, To maintain privacy, Easiness to speak in L1, Avoiding misunderstanding, Lexical gaps.
Fekeye (2012)	(1) Participants' roles and relationships, (2) Situational factors, (3) Message-intrinsic factor, (4) Reiteration or paraphrasing, (5) Language attitude, dominance, and security.
Hadei, Kumar, Jie (2016)	(1) To show identity with a group, (2) To address different audience, (3) Lack of facility, (4) Pragmatic reasons, (5) Lack of registral competence, (6) Semantic

significance, (7)To attract attention, (8)Habitual expressions, (9)To amplify and emphasize a point, (10)Mood of the speaker.

Methodology:

This is a mixed method study. It was divided into two phases: The first part of the study was qualitative. It focused on inferring the frequency of code-mixing done by students. It focused on finding the differences between males and females regarding the extent of code-mixing and the syntactic categories in the same. The second part of the study was quantitative which focused on inferring the motivations for code mixing. The aim was to find out whether the gender affects the motivation to do code mixing or not. As per the hypothesis, researchers believed that gender has a positive impact on the motivation to mix the codes and that females due to their oppressed position in society as told by Lakoff (1975) tend to do more code mixing than males. Thus, ten motivational factors under the umbrella of the hypothesis were formed by the researchers which are as follows:

1. To look trendy and fashionable
2. Having edge over others
3. Impression of being more competent in English
4. Impression of being more educated than others
5. Lack of sufficient expression in L1
6. Influence from other people
7. Influence of English-based web and technology
8. Curriculum and medium of instruction being English
9. Impression of being from a higher social class
10. Social acceptance

On the basis of the given factors, 20 items and subsequent null and alternative hypothesis for each item were formed for further analysis (Questionnaire attached as Annex - A)

Sampling and Participants of the study:

Thirty-six undergraduate students of a public sector university in Karachi were selected using purposive sampling. 18 girls and 18 boys were selected as to have equal representation of both genders. The students did not require much proficiency in English language as they

had to express themselves in their mother tongue. The 36 students hailed from three different departments of the university. All students except two were enrolled in undergraduate programs and the 2 of the participants, girls, though enrolled in MBA program took some of their courses along with BBA program students.

Participants had diverse mother tongues (L1), out of 36, participants with Urdu as L1 were 17, Sindhi eight, Punjabi four, Balochi and Gujarati two each, Pashto, Seraiki and Kutchi one each. Researchers can well understand Urdu, Sindhi, Punjabi, Seraiki, Kutchi and Gujarati, therefore there was no problem analyzing responses in those languages. However, they sought help from faculty members with Balochi and Pashto as mother tongue in order to analyze response from these two languages.

Participants were not told the purpose of the study in the first phase so that they should not become conscious. Had they been conscious of the aim of the study, it would have had serious effect on their responses and the results wouldn't have been natural. However, in the second phase of the research the same participants were approached and taken data from. This time they were informed regarding the aim as it had no effect on the responses they were giving in this phase.

Tools of Data Collection and Analysis:

For the qualitative part of the study, open-ended questionnaire comprising of one item was used. Students were asked to describe their educational life and their future goals and dreams for more than one minute. Participants' oral responses were audio recorded. These responses were analyzed by making syntactic categories and frequencies of occurring words in their responses which were represented with percentage. Male and female responses were divided and compared to check differences.

As for the quantitative part, a close-ended questionnaire was designed based on the ten factors mentioned in the methodology. Likert scale of range five was used. Due to lack of any such tool in available studies and the strong assumptions (ten factors), researchers constructed a tool of their own. A precedence of researcher designed questionnaire for code-mixing studies is found in Fekeye (2012). After the designing of the questionnaire, it was piloted and tested for the reliability. On the

Cronbach's alpha scale, it scored 0.879 which proved that the tool was reliable and could be incorporated for the study. Participants were individually asked for their convenience to fill the form. All were willing and their responses were taken from them in the proposed time slots. These responses were analyzed in SPSS version 22 using Pearson Chi-Square Test as to find out whether gender had any effect on the motivation to do code-mixing.

In order to check the existence of motivational factors for code-mixing in the responses of participants, simple descriptive statistics tool was manipulated using SPSS version 22.

Findings

The qualitative part of study yielded following results presented in Tables 1 and 2:

Syntactic Categories

Table 1

Syntactic Category	Instances of Mixing	Percentage
Nouns	376	62
Pronouns	00	0
Adjectives	48	8
Verb	41	6.7
Adverb	9	1.4
Conjunction	17	2.8
Phrases	116	19.1
Total	607	100

Table 2

Syntactic Category	Male with %	Female with %
Nouns	188 (30.9%)	188 (30.9%)
Pronouns	0 (0%)	0 (0%)
Adjectives	17 (2.8%)	31 (5.1%)
Verb	20 (3.2%)	21 (3.4%)
Adverb	5 (0.8%)	4 (0.6%)
Conjunction	8 (1.3%)	9 (1.4%)
Phrases	58 (9.5%)	58 (9.5%)
Total	296 (48.8%)	311 (51.2%)

As shown in Tables 1 and 2, hardly any differences were found in the instances of code-mixing and to researchers' amazement even within syntactic categories, the results almost absolutely similar.

Crosstab

			I do mixing because it makes me look more stylish.					Total
			SA	A	N	D	SD	
Gender	Male	Count	4	1	4	6	3	18
		Expected Count	2.5	3.5	4.0	4.5	3.5	18.0
		Residual	1.5	-2.5	.0	1.5	-.5	
	Female	Count	1	6	4	3	4	18
		Expected Count	2.5	3.5	4.0	4.5	3.5	18.0
		Residual	-1.5	2.5	.0	-1.5	.5	
Total	Count	5	7	8	9	7	36	
	Expected Count	5.0	7.0	8.0	9.0	7.0	36.0	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.514 ^a	4	.164
Likelihood Ratio	7.053	4	.133
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	36		

a. 10 cells (100.0%) have expected count less than 5. The minimum expected count is 2.50.

As in qualitative part, there were hardly any differences on the bases of gender in the extent of code mixing, in the quantitative part also, it was found that gender does not have any effect on the motivation to do code-mixing. The entire results are attached in Annex – B. Table 3 and 4 are an example of the results after Pearson Chi-Square Test. The significance level was standard .05 and if the Pearson value is above that level then we cannot reject the null hypothesis. In this case, it is .164 which shows that the null hypothesis i.e. Ho = Gender has no effect on code-mixing for looking more stylish. It was striking to see that in all 20 items, the Pearson value was above the significance level which means that gender has no effect on the motivation to do code-mixing.

Table 5: Motivational Factors

No.	Item	SA	A	N	D	SD	Std. Dev	Mode
1	I do mixing because it makes me look more stylish	13.9	19.4	22.2	25.0	19.4	1.342	4
2	I do mixing because by doing it I look more fashionable and trendy.	5.6	30.6	22.2	19.4	22.2	1.267	2
3	I do mixing because by doing it I have an edge over others.	8.3	19.4	16.7	22.2	33.3	1.362	5
4	I do mixing because it makes me look more knowledgeable.	16.7	33.3	11.1	22.2	16.7	1.389	2
5	I do mixing because it shows that I have competence in English.	22.2	19.4	25.0	19.4	13.9	1.363	3
6	Using more words of English shows I know more English.	16.7	41.7	11.1	19.4	11.1	1.287	2

7	I do mixing because I feel I sound more literate by doing it.	16.7	36.1	16.7	16.7	13.9	1.317	2
8	I do mixing because I feel I look more educated by doing it.	11.1	30.6	11.1	30.6	16.7	1.326	2
9	I do mixing because I feel I cannot express myself sufficiently in my mother tongue.	22.2	19.4	16.7	22.2	19.4	1.464	1
10	I do mixing because I cannot find the alternatives of many English words in my mother tongue.	36.1	47.2	5.6	2.8	8.3	1.146	2
11	I do mixing because my family and friends do it.	11.1	38.9	19.4	16.7	13.9	1.254	2
12	I do mixing because the people at my neighborhood and university.	19.4	27.8	16.7	19.4	16.7	1.397	2
13	I think due due to the fact that all the gadgets (like computer, mobile, etc.) have instructions in English, I use more English words under their influence.	41.7	44.4	11.1	00	2.8	.866	2
14	I think due due to the fact that all the gadgets (like facebook, Twitter, Instagram etc.) have instructions in English, I use more English words under their influence.	47.2	41.7	5.6	2.8	2.8	.914	1
15	I think the books and curriculum in English have an effect over my mixing English in my mother tongue.	44.4	36.1	8.3	11.1	00	.990	1

16	I think the lectures and instructions in English at my university have an effect over my mixing English in my mother tongue.	33.3	27.8	22.2	13.9	2.8	1.156	1
17	I do mixing because I feel it would show that I come from a rich family.	2.8	5.6	5.6	27.8	58.3	1.014	5
18	I do mixing because I feel it would make me look like I belong to a higher social Class.	2.8	13.9	8.3	41.7	33.3	1.116	4
19	I do mixing because by doing it people pay more attention to me.	11.1	30.6	16.7	27.8	13.9	1.276	2
20	I do mixing because by doing it people accept whatever I say as truth.	2.8	22.2	41.7	16.7	16.7	1.072	3

Discussion:

The data presented in Table 1 were extracted from the open-ended interview protocol which was audio-recorded. The responses were carefully listened by the researchers and the occurrences of English words and phrases was clearly noted down. The insertion concept of code-mixing as mentioned in Muysken (2000) was used to do the job. Later, those words/phrases were distributed into various words classes. As is clear from the table 1, most of the occurrences of code-mixing happened due to nouns. The second most frequent occurring feature was the phrases. This implies that it is mostly the names of the objects, places and things that are borrowed from English most of the times. It is not verbs or any other of the basic word classes. This is partially because people do not know or there simply aren't L1 replacements for English nouns. This fact is complemented by the quantitative data presented in the next section.

Later, when these occurrences were divided on the basis of gender, it was very astonishing to find that there was no significant difference

between male and female code-mixing as is evident from table 2. More striking was the fact that male and female participants used exactly the same number of nouns. And the case was same with pronouns, phrases, verbs, adverbs and conjunctions. And the difference in adjectives is also a very marginal one. The qualitative part of the research tells very clearly that there are no differences in code-mixing on the basis of gender. Both genders do it alike in the context of current study.

The results of Pearson Chi-Square test for significance is the repetition of the qualitative results. It was hypothesized and assumed by the researchers that gender would be an important factor to motivate the participants to do the code-mixing. It was also evident in the studies of Gumperz (1982), Xia (2013), Sun (2013) and Merchant (2012) that significant differences lies in the use of language on the basis of gender. But the results showed a different picture. No impact of gender was found on the code-mixing which is an astonishing a result because normally studies find differences and variations on the basis of gender. This fact alone makes this research peculiar in its essence.

As far as the motivational factors are concerned, the responses of have been divided into three categories: (1) Proved, (2) Rejected, and (3) Not enough data. Each factor was divided into two items and the results are inferred from their average. They are discussed separately as follows.

i) Following are the proved hypotheses

- a. Impression of being more competent in English: It is normally believed here that whosoever has proficiency in English is a brilliant learner and an intelligent person. Just by the virtue of knowing English language, people get ahead in their career and academic lives. Therefore, students are motivated to use more English words to show their competence in the language so that others could feel that they are brilliant and intelligent too.
- b. Lack of sufficient expression in L1: This outcome is complemented by the results of qualitative data in which participants that there are not enough words in their respective L1 to replace the English nouns. In addition to that, there is huge influx of English content in their lives like movies, novels, dramas, etc. The expression from

these channels do not always have replacements in their mother tongue that is they use English words rather.

- c. Influence from others: According to Vygotsky (1978) we do not just learn language from the environment but the culture too. In the same way, English has become a part of our culture. A child is born and brought up in an atmosphere where code-mixing due to English is common. Hence, they acquire such kind of language and the trend.
- d. Influence of English-based web and technology: The web in Pakistan and the social sites use English language most of the times so the interaction with internet almost always happens in English language. Moreover, the technologies like computer, mobile phones, tablets etc. are widely used with instructions in English so much so that illiterate people also use English-instructed technologies. This certainly has an impact over their L1 and words from these two media enter their mother tongues.
- e. Curriculum and medium of instruction being English: In Pakistan, medium of instruction and curriculum after matriculation is in English. Even before that stage, at primary and secondary level of education, the English medium curricula and schools are fast replacing the indigenous languages. It is a strong influence of the L1 use.

ii) Rejected hypotheses

- a. To look trendy and fashionable: As English is the language of Hollywood, and as the celebrities normally converse in English in India and Pakistan, it was assumed that participants might adopt them but this hypothesis was rejected by the participants' data.
- b. Impression of being from a higher social class: English is widely spoken by the upper class in Pakistan, on the basis of this it was assumed by the researchers that participants might see English as a language to elevate themselves to the upper class. But the data inferred rejected this hypothesis.

iii) Not enough data

- a. Having edge over others
- b. Impression of being more educated than others
- c. Social acceptance

Conclusion:

The study was conducted to assess the code-mixing of English in local languages, whether there are any differences in doing that, whether the gender affects code-mixing and what the motivations for the same are. The study found out that there indeed is a very high rate of insertion of English lexical items, mostly nouns, in the local languages of Karachi, Sindh. However, no gender-based differences were found in that process. It was further ascertained through quantitative analysis that gender had no effect on the process of code-mixing. However, when it came to finding out motivations behind the mixing of codes, following motivational factors were found responsible for it: impression of being more competent in English, lack of sufficient expression in L1, influence from others, influence of English-based web and technology, and finally, curriculum and medium of instruction being English.

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