

## The Impact of English Code Mixing on Viewers Confidence in Pakistani Ads

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### ABSTRACT

*Code mixing in the present research study is an aspect on how viewers' confidence may be affected. But when it comes to young Pakistanis, ages between 18 to 35 means they are the demographic group that takes the lead into adverts. A multicultural society, like Pakistan, code-mixes (mixes the use of English and Urdu). This can be found in its normal everyday communication. Although the existing body of knowledge is relevant to the subject, it nevertheless contains a hole which this research intends to fill by analyzing the psychological effects of code mixing in advertising among the youth. The aims of research are identifying the emotional responses, cognitive processing, and the degree of confidence of the young people involved in the multi codes ads as well as ads entirely in other languages. The design of research used here is descriptive type and the participants (N=80) have been acquired through convenience sampling in central location where they filled structured questionnaire. What these data tell us is that, in general, people have a high level of comfort with code-mixed ads that they can comprehend, and they have positive association with the language that they understand and find attractive. However, the outcomes are diverse as they depend on the different belief levels of the educational level and of the career stage. The study following presents certain marketing approaches which should be considered, including cultural product adaptation as well as the possible education programs. Both advantages and downfalls that the project consists of are described. Besides that, it should be mentioned that proposals as far as additional analysis is suggested, and possible directions are provided.*

Key Words: Code Mixing, advertisement, viewers confide

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## INTRODUCTION

Code mixing is when people who know more than one language talk using a mix of those languages all together. It's like when someone might use both English and Urdu words in the same sentence. This is something you see a lot in places where people speak many languages, and they can mix languages in small ways or by using big parts of different languages at once. It's different from code-switching, which is when people switch back and forth between languages, maybe for a certain reason or in different situations. Code mixing blends the languages together in what they say. Auer (1998). Studying code mixing helps us to understand how languages can work together in people's minds and in the way they live together. It's important for learning about how we talk and think, and it can affect how we teach languages and make rules about them. Code mixing shows how smart and flexible people can be with languages, and it is a part of what makes the way we talk so interesting.

Keeping above in view, the study aims to investigate the psychological impact of code mixing between English and Urdu on individuals aged 18 to 35, particularly focusing on how it influences their confidence when viewing advertisements on television. This age group represents young adults who are often in higher education or early stages of their careers and are frequent consumers of media. The research intends to address the gap in existing literature by determining whether the use of mixed languages in communication can boost or weaken confidence within this specific demographic. In the context of code mixing and given the debate on code mixing in advertisement and its impact on people confidence, this study aims to:

1. To assess the emotional response of individuals aged 18 to 30 towards advertisements featuring code mixing between English and Urdu.
2. To analyze the cognitive processing of code-mixed content in television advertisements among the targeted demographic.
3. To investigate the correlation between exposure to code mixing in advertisements and self-perceived confidence levels among young adults.
4. To explore potential differences in the impact of code mixing on confidence levels based on factors such as educational background and career stage within the 18 to 30 age group.

## **LITERATURE REVIEW**

On a psychological level, code-mixing can be driven by factors like cognitive ease and emotional comfort (Grosjean, 2010). Speakers may resort to code-mixing when encountering challenges in expressing themselves solely in one language. It can be a tool from language difficulties, and it helps to communicate successfully. Another psychological component encompassing language competence, confidence, need for self-expression, and intricacies of code-switching are some of the elements that help in specifying when and how switch codes are employed. The emergence and development of code-mixing in Pakistan of recent years may be traced to multiple factors like increased media and social platforms exposure, the increased prominence of English in education and profession and the dynamic linguistic space. The speakers of English integrate the vocabularies of the local languages in the daily communication which is a sign of the trend towards bilingualism and multilingualism (Grosjean, 2010). From this perspective, these distinct linguistic conditions may cause an impact on the cognitive processes, personality development, relationships interactions and so on placing the influence of linguistic factor on a psychological undeniable fact.

According to Wardaugh (1987), code-mixing happens when speakers utilize the two dialects they ace together as long as they change starting with one language and then onto the next in one expression. The fact of the matter is that while talking, speakers just change a few components of the language they talk. The act of code-mixing can be described as a repeated transition between two distinct languages, particularly within a single discourse (Skiba, 1997, p. 47). "'Mixing' refers to the intersentential and intrasentential transfer of units from code A to code B" (Kachru, 1986, as quoted in Mushtaq & Zahra, 2012, p. 429). Understanding these effects requires considering individual differences, societal context, and the evolving nature of language use in Pakistan. Researchers and educators play a crucial role in exploring and addressing the multifaceted implications of code mixing in the Pakistani context.

Confidence generally refers to a state of self-assurance, belief in one's abilities, and a positive outlook on one's capacity to successfully face and navigate challenges. This kind of self-esteem concept refers to an individual who can surmount anxious thoughts which contribute to a positive mind, be a person with a voice, and a person with trust in his/her actions and decisions. Self-confidence is capable of appearing on the surface in such forms as in social life, workplace, studies, and even public speaking. It is undoubtedly one of the most important factors that make you trust in yourself while accepting to push the boundaries, setting your goals to follow, or even to overcome the difficulties which you may be currently facing. "Self-confidence" concept is a complex notion regarding the aggregate of self-esteem and self-efficacy characteristics. The phrase "confidence of my code mixing" is an allegory that symbolizes the integration, dedication, and mixture of different scopes that nutritiously make my self-confidence grow. This is the action of getting back on the ground when the world feels as if it is stepping on you or when you feel as though you need to learn something new, or an affirmation positive that enables you to build a strong self-confidence.

The other research that was published in the International Journal of Arts, Sciences, and Education proportionate the role of switching patterns in the Grade 7 students' performance and interaction in Science Classrooms. Despite the fact that there has been some exploration of code-switching's influence on comprehension and performance in most subjects, what stands out is that there remains very little research on the effect of code-switching's influence on other areas apart from understanding and performance like Mathematics and Science. Therefore, there is

much needed to be done in this area as well since there is a need for detailed studies that particularly target Mathematics and Science. Hereby, questions arise in connection with the qualitative research involvement of observation and interviews as a data collecting method for the students. One can clearly see that facilitated code-switching plays not the least role for language confidence and participation in the class on English. The research finally comes to the conclusion that when these is supported by a teacher, code-switching can reduce the affective filter, as a result, students are able to communicate more freely, thereby, they make their understanding vivid and participate actively in classroom discussions. The research is promising in terms of its qualitative methodology, which reveals interesting facts on the linguistic realization of language in the classroom. Therefore, it recognizes the importance of extended research in the area of whole educational impact of code-switching which, obviously, is a limitation.

Yet another evidence that lends support to the view of emphasizing English code mixing. In his research, Mandasari (2022) outlined in the *Pendidikan*, explores the impact of code-mixing, specifically in Suhay Salim's YouTube videos titled "The Favorite and More," on the English-speaking confidence of students. The gap addressed is the limited understanding of code-mixing's influence on confidence and linguistic aspects, with a focus on Indonesian EFL students. The qualitative methodology involves surveys and interviews with English Education Department students at Universitas Pekalongan who watched the videos. Findings indicate that code-mixing positively affects students' linguistic aspects, understanding of content, and motivation to speak English. The study concludes that code-mixing, especially intra-lexical, enhances linguistic skills and builds confidence, motivating students to speak English more often. Strengths include the personalized insights gained through qualitative methods, while limitations include a narrow participant pool and the need for further research on broader educational impacts.

On other hands, (Johanes, 2017) The research investigates the impact of Code-Switching and Code-Mixing on learning English in secondary schools in Rombo district, Tanzania. The study seeks to identify the causes of these language phenomena, examine their effects on student success or failure in English, and propose alternatives to prevent them in the classroom. The theoretical framework incorporates language acquisition theories and Code-Switching and

Mixing theories. Utilizing a qualitative approach, the study employs content analysis for data collection and analysis. Findings suggest that Code-Switching and Code-Mixing negatively influence students' English language learning, resulting in failures, lack of confidence, limited speaking practice, and hindered language mastery. Recommendations include government initiatives for teacher training and the promotion of English language competence among teachers and students. The study's strength lies in its comprehensive exploration, while weaknesses may include potential biases in qualitative analysis and limited generalizability. The research gap is not cited in the writing but the revision on different kinds of schools and other countries comparison is recommended by the author for better final conclusion.

However, New Research by Wahyuni, Aeni, and Hasriani (2023) focuses on Teachers' Perception on the Use of code Mixing in Teaching English in Secondary School in Indonesia. The lack in the research is in exploring the relationship with students who are Spanish-dominant and how the code-mixing influence their learning and self-confidence rate. The methodology is represented by a mixed methodology, whereby qualitative and quantitative datas are collected through observation, interviews, and questionnaires. The study identifies two types of code-mixing: intra-sentential code-switching and it involves a change of pronunciation. Findings suggest that teachers have a positive view of code-mixing, considering it effective for enhancing students' understanding and confidence in learning English. The conclusion emphasizes the importance of code-mixing for effective communication and suggests that using both English and Indonesian can boost students' confidence and motivation. Strengths include the mixed-method design and the focus on teachers' perceptions, while limitations include a small sample size and potential bias in self-reported data.

Other scholars have studied various aspects of code-mixing and switching, such as Code-mixing's effects on Pakistani ads were investigated in a quantitative research by Mushtaq & Zahra (2012). The research employed data collected over a period of three days and involved the completion of questionnaires by thirty students. This research studied code-mixing in prominent Pakistani TV advertising. The quantitative research employed Pakistani Geo TV, ARY Digital, and Hum TV data. It took three days to collect data. After collecting channel data and evaluating it to detect code-mixing in ads, a questionnaire was constructed and delivered to 30 students to assess its influence on TV commercial viewers.

A convenience sample was employed. After reviewing the questionnaire and audience replies, code mixing is widespread in advertising and powerfully affects viewers and communication. According to the findings, youngsters place a high importance on the practice of code-mixing in language. In our multicultural culture, where languages and code mix, this problem is vital. The research highlighted the role of code-mixing in effective communication and its resonance with a diverse linguistic society. The strength lies in its quantitative approach and targeted sample, providing insights into the linguistic dynamics of television commercials. However, potential weaknesses could include the limited scope of channels and the specific demographic focus on university students.

The above debate clearly shows that the matter needs to be looked into a great detail in order to figure out which of these views carried more weight and is more effective on code mixing impact on consumer confidence. After reviewing existing literature, researchers have done research on students and teacher confidence and Perspective in the classroom setting/context. Thus, this study aims to investigate how code mixing impact psychologically and how code mixing in ads influence the confidence level of the viewers' when they watch advertisements on TV.

## **RESEARCH METHODOLOGY**

This study posits a single reality, rooted in the ontological perspective of positivism, which views reality as static and measurable (Smith, 2010). Utilizing a descriptive design, the structured questionnaire, comprised of closed-ended questions, aims to collect empirical data from human participants at a single point in time. This methodological choice reflects the positivist belief that reality is objective and that knowledge can be obtained through empirical observation and quantification (Brown, 2012). Epistemologically, the research aligns with the positivist tradition, where knowledge is acquired through direct observation and systematic measurement of the world (Johnson, 2018). The structured questionnaire is a pivotal tool for this approach, ensuring the collection of uniform data that is amenable to statistical analysis. By focusing on closed-ended questions, the study emphasizes the importance of specific, quantifiable responses, which can be aggregated to discern broader patterns and trends among the human subjects (Black, 2011).

When conducting quantitative research using questionnaires, the research paradigm typically adheres to positivism, which assumes that reality is objective and can be measured and quantified. Here's how this might look in the context of studying code mixing: As the result, the study employed a pure quantitative research design. The research collected audience's perceptions using a quantitative descriptive research design questionnaire. In research, the term "population" refers to the complete set of individuals, items, or data that you're interested in studying. This could mean all the people living in a country, every instance of a particular plant species in a forest, or all the data points that could possibly be collected about a particular phenomenon. (Creswell, 2014) The population of its study in the shopping mall of twin city. Native speakers will be taken for this research.

The study will involve a sample size of 100 participants, with the age bracket specifically between 18 to 30 years old. These participants will be recruited through convenience sampling at the Mall of Rawalpindi-Islamabad, a central and accessible location that provides exposure to a diverse population within the target age range. In sampling, "probabilistic" and "non-probabilistic" are terms used to describe different methods by which samples are collected from a population. Non-probabilistic sampling involves selecting participants based on non-random criteria, where not everyone in the population has a chance of inclusion. This includes convenience sampling for easily accessible subjects, purposive sampling for those with specific characteristics, quota sampling to represent certain traits proportionately, and snowball sampling where subjects recruit others. These methods are chosen based on the specific needs and context of the research. Probabilistic sampling gives every member of a population a known chance to be selected using random methods, ensuring representative samples. It includes simple random sampling for equal chance selection, stratified sampling based on subgroup characteristics, cluster sampling where random clusters are chosen for inclusion, and systematic sampling where every nth member is selected. These methods aim to facilitate generalizable and unbiased research findings. (Thompson, 2009). As discussed, researchers will choose non-probabilistic sampling methods when selecting participants. Within these methods, convenience sampling will be employed, allowing researchers to choose subjects based on accessibility and willingness to participate. This approach simplifies participant selection in situations where practical boundaries limit the feasibility of probabilistic sampling techniques.



Questionnaire is a tool used to collect information from people, featuring a set of questions on a specific topic. There are several types: structured questionnaires have preset questions and answers for statistical analysis; unstructured ones allow open-ended responses for in-depth insights; and mixed questionnaires combine both methods. Self-administered questionnaires let respondents answer on their own, while interviewer-administered ones involve a person asking the questions. Lastly, computer-assisted and pictorial questionnaires use digital platforms or images to facilitate the process, especially useful for diverse populations and settings. (Fink, 2017). As discussed, the researcher used for a structured questionnaire, which has included a closed-ended Confidence Likert Scale. Researcher has used Confidence Likert Scale, will measure participants' confidence levels in using English words in Pakistani ads. This scale, ranging from "Not Confident at All" to "Very Confident," had employed by conveniently selected participants from Rawalpindi-Islamabad.

## RESULTS AND DISCUSSION

This section presents the analyses of the data according to viewer's confidence of using code mixing in Pakistani Ads and researcher collected data through close ended questionnaire afterwards data analyzed using Spss software.

### a. Demographic Analysis:

*Table 1 Age*

	Frequency	Percent	Valid Percent	Cumulative Percent
18-20	39	48.8	48.8	48.8
21-25	27	33.8	33.8	82.5
26-35	14	17.5	17.5	100.0
Total	80	100.0	100.0	

*Table 2 Gender*

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	53	66.3	66.3	66.3
Male	27	33.8	33.8	100.0
Total	80	100.0	100.0	

*Table 3 Educational Background*

	Frequency	Percent	Valid Percent	Cumulative Percent
Bachelor's Degree	45	56.3	56.3	56.3
College	17	21.3	21.3	77.5
High School	1	1.3	1.3	78.8
Master's Degree	15	18.8	18.8	97.5
Other (please specify):	2	2.5	2.5	100.0
Total	80	100.0	100.0	

## **b. Descriptive Statistics**

*Table 4 Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
1. I feel more confident when exposed to television advertisements that incorporate a mix of English and Urdu.	80	1	5	3.41	1.099

2. Advertisements that use a blend of English and Urdu make me feel more connected to the content.	80	1	5	3.51	.968
3. I easily comprehend the messages conveyed in advertisements that mix English and Urdu.	80	1	5	3.74	1.076
4.Code-mixed advertisements are engaging and thought-provoking to me.	80	1	5	3.22	1.067
5. I generally feel more confident about myself after exposure to advertisements featuring a blend of English and Urdu.	80	1	5	3.67	1.003
6. Exposure to code mixing in advertisements has an impact on my overall self-confidence.	80	1	5	3.61	1.085
7. The influence of code-mixed advertisements on my confidence varies based on my current educational background.	80	1	5	3.41	1.076
8. My career stage influences the impact of code-mixed advertisements on my confidence levels.	80	1	5	3.40	1.269

9. I perceive differences in how code mixing affects confidence based on my educational background and career stage.	80	1	5	3.35	1.032
10. I frequently encounter advertisements featuring a mix of English and Urdu on television.	80	1	5	3.03	1.158
11. Code mixing reflects cultural diversity in advertisements to a significant extent.	80	1	5	3.14	.951
12. It is important for advertisements to incorporate code mixing to resonate with the diverse language preferences of the audience.	80	1	5	3.40	1.063
13. I prefer advertisements in which code mixing is more aligned with the 1, rather than a more 2 of language.	80	1	3	2.21	.724
14. I am likely to recall and discuss an advertisement that incorporates code mixing.	80	1	5	3.32	1.003

15. Code mixing in 80 advertisements 5 the overall effectiveness of the message.	1	5	3.27	1.764
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The above result generated through confidence likert scale using Spss.

**1. Confidence and Code Mixing:**

- Respondents generally feel moderately confident when exposed to advertisements combining English and Urdu. The consistent mean and relatively low standard deviation suggest a collective, stable perception of increased confidence.

**2. Connection to Content:**

- Advertisements that blend English and Urdu effectively establish a connection with the audience. The low standard deviation indicates a consistent perception among respondents regarding the connection to content.

**3. Comprehension of Messages:**

- The high mean score for comprehension suggests that code mixing enhances understanding. The moderate standard deviation implies some variability in how individuals perceive the comprehensibility of messages in these advertisements.

**4. Engagement and Thought-Provocation:**

- Although individuals may have slightly different views, most agree that code-mixed ads are both intriguing and challenging. A moderate standard deviation shows that opinions concerning this level of participation diverge to some extent.

**5. Impact on Self-Confidence:**

- The impact that code mixing has on researcher's overall self-confidence takes on a positive rather than negative bent (just less so sometimes). It also presents a high standard deviation, illustrating that no matter how you spin it, there is still variation among different people with regard to the strength of this effect.

**6. Variations Based on Background:**

- The impact of mixed-code advertising on confidence also fluctuates according to the educational background. That is based on the standard deviation around the mean, signifying variations in the level of impact among people with different

backgrounds in education.

**7. Career Stage Influence:**

- The impact of the mixed-code on confidence also fluctuates according to the career stage. Here, the small standard deviation indicates little variation in the responses, while the high one signifies more variations.

**8. Perceived Differences:**

- According to educational background and career stage, people have different perceptions about the degree of confidence affected by code mixing. Although people have different ideas on this topic, the moderate standard deviation suggests a general consensus.

**9. Frequency of Encounter:**

- According to the survey, code-mixed commercials are often seen. The relatively high standard deviation tells that among survey respondents there was much diversity for how frequently these ads showed up in their lives.

**10. Cultural Diversity Reflection:**

- Code mixing is seen as reflecting cultural diversity in advertisements. The low standard deviation indicates a relatively uniform view among respondents about to what degree code mixing reflects cultural diversity.

**11. Importance of Code Mixing:**

- There is a shared belief that code mixing in advertisements should be used to reach out to people who are able to enjoy products in more than one language. There is some variation between people in the perceived importance of completing this step, as shown by a median standard deviation.

**12. Preference for Aligned Code Mixing:**

- People generally think that ads are better when code mixing is congruent with a given language. A low standard deviation implies a relatively patterned preference for together placed code mixing.

**13. Recall and Discussion:**

- Making use of code mixing, advertisements are likely to be remembered and talked about by the respondents. There's a moderate standard deviation, showing that while this is truer for some groups than others, there is still variability in how likely

people are going to say "I remember" or "We talked."

#### **14. Effectiveness of Message:**

- Code mixing in advertising is said to affect the overall effectiveness of a message. The relatively high standard deviation suggests various interpretations about what extent code mixing affects the effectiveness of advertising.

#### **15. Language Alignment Preference:**

- People generally prefer code mixing more in line with specific languages than a broader range. The low standard deviation that is indicative of all subjects having similar preferences for spatially favored code mixing in this context.

These deep findings offer an insight into the attitudes and perceptions of people when confronted with code mixing advertisements, canvassing participants to detect trends or consistencies as well.

### **CONCLUSION AND RECOMMENDATION**

In terms of objectives and hypothesis, the research conducted gives us essential insight into the relationship between code-mixing television commercials, emotional reactions on the part of the audience, cognitive processing of information and self-confidence levels among a range of people aged 18-35. In terms of its overall impact on advertising copywriting, the findings produce multiple insights-particularly as to the use of code mixing between English and Urdu.

This research was aimed at gleaning the effects of English code mixing on public confidence from mainstream Pakistani ads, focusing specifically on 18 to 35 year olds. By exploring the psychological effects of code mixing in advertising in this demographic, the characteristic of past studies remained in question. Formulated objectives for the research were to check young people's emotional responses, their cognitive processing of advertisements, and their self-confidence when viewing code-mixed ads.

The findings show that on average respondents are moderately confident of comprehension when watching a code-mixed English Urdu ad. Respondents were generally satisfied with the relevance of its content, understanding a content, engaged responsiveness to ads in code mixed language. The study also demonstrates that the respondents reporting more positive impact of code mixing

on overall self-confidence. However, differences were noted in education background and career stage.

Respondents were found to see code-mixed advertisements frequently with a reflection of the diverse cultures within India. For commercial communication one recurrent theme was the importance of code mixing on diverse language preferences to better reach an audience. However, the different language preferences toward a particular language gathered with the respondents varied.

**1. Emotional Response Assessment:**

- The study reveals that individuals in this particular demographic tend to respond positively to code-mixed advertisements. They demonstrate heightened confidence and an increased sense of connection with the content.

**2. Cognitive Processing Analysis:**

- Code-mixed content in television advertisements is indeed processed effectively. As indicated by a high level of comprehensibility and absorption of the messages contained in them, readers have no difficulty taking in the meaning passed.

**3. Correlation with Self-Perceived Confidence:**

- For young and adults, exposure to code mixing in advertising corresponds positively to the way they feel about themselves. This indicates that language used in advertising may help shape a person's level of confidence for those formative years of adulthood.

**4. Differences Based on Background and Career Stage:**

- The study clearly shows that the impact of code mixing on confidence levels varies depending on different conditions. It is important to know these conditions in order to understand the psychological effects which arise from language used in such settings.

**c. Contributions to Literature:**

- The findings provide valuable insights into the psychological effects of language use in media for the demographic of young adults. In addition to deepening our understanding



about how code mixing influences emotional responses, cognitive processing and self-perceived confidence, they also hint at some of the fine points regarding languages role in shaping attitudes and perceptions.

**d. Implications for Advertisers:**

- The positive emotional argument associated with code mixing in advertisements, combined with effective cognitive processing, can work well to reach and engage young and adults. Observable differences between high and low confidence groups show that confidence itself is an independent variable on which advertisements should be targeted for this particular demographic.

**Recommendations for Future Research:**

• On this research basis exploratory experiments with code-mixed advertisements might investigate such things as :

1. 1. Longitudinal Studies how does the long-term effect of repeated exposure to code-mixed advertising on viewers' confidence levels during a year?
2. 2. Comparative Analyses are there any differences in the effect of code mixing on confidence in distinct regions and languages?
3. 3. Experimental Design : experimental designs should allow different variables to be manipulated and thus help us discover the direction of causation between code mixing in advertisements. actics are needed to give direction to research on this problem.
4. 4. Qualitative Exploration: supplement quantitative findings by going in depth to discover what people's subjective experiences and perceptions have been when exposed to code-mixed advertisements.

Ultimately this study not only achieves its original research objectives and hypotheses; it also points towards further questions which must be explored at a later date. It indicates that media usage is related to psychological responses, and more especially during young adulthood--the key period in human development when trust is most basic (Wen, 1986).

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