

Chapter-1

Introduction

Psycholinguistic

The goal of the research area known as psycholinguistics is to comprehend and describe the psychological processes that underlie language acquisition and usage. Psycholinguists research the development of speech and language as well as how people of all ages comprehend and utilize language. To describe language, the field relies on the results of linguistics, the field that investigates the structure of language (Smith & Johnson, 2022).

Psycholinguistics is the study of the psychological and neurological processes behind human language acquisition, usage, understanding, and production. It is an interdisciplinary field that incorporates cognitive science, neuroscience, psychology, and linguistics. It focuses on the mental operations that underpin language learning, development, and processing, as well as language production and understanding. It looks at how language affects behavior, emotion, and thinking. Psycholinguists research the development of language, how it is utilized in communication, and how the brain processes language. They look at how language interacts with other cognitive functions including memory, attention, and problem-solving. They take into account the social and cultural circumstances in which language is used, including how age, gender, and ethnicity all affect language use (Johnson, 2019).

The psycholinguistics method focuses on what listeners and speakers understand when they communicate, as well as how they comprehend and apply it. As the central principle of psycholinguistics theory, describes how humans acquire a language naturally and what transformational rules enable them to grasp the language.

This indicates that it's important to consider developmentally appropriate schooling when learning a language (Clark, 2016).

Psycholinguistics Approach and Four Language Skills

The mental processes that occur in the human brain when someone develops and comprehends a language have been made clearer by concepts from psycholinguistics. Talking and writing are examples of language production, whereas listening and reading are examples of language perception. The four positions are connected to language skills (Gleitman & Papafragou, 2019).

Psycholinguistics Approach and Listening Skill

Researchers in psycholinguistics contend that in order to impart listening skills of the highest caliber, internal and external challenges must be overcome. Examples of inherent difficulty include the speaker's pace, the volume of the new language, and the audience's existing knowledge of the subject. The term "extrinsic difficulty" refers to elements including student interest, motivation, the objective of a listening exercise, and background noise (Rost, 2016).

Teachers can lessen both internal and external difficulties by having a solid understanding of psycholinguistics. The instructor may create a listening narrative with a well-known topic for the students and 100 words, including 10 new vocabulary words. The noise level and reading speed in the classroom are some issues that the instructor is worried about. Moreover, teachers may increase their students motivation and interest by fostering a fun and relaxed classroom environment (Rost, 2016).

Psycholinguistics Approach and Reading Skill

The psycholinguistics approach emphasizes bottom-up processes in comprehension and the reality that understanding is mostly reliant on students prior knowledge using text-based methods. Bottom-up processing is a method of reading

comprehension that concentrates on the precise meanings or grammatical characteristics of the text's most basic elements before attempting to understand it as a whole (Grabe & Stoller, 2019).

Top-down language processing occurs when a person utilizes prior information to predict the meaning of the language they will read. They form expectations about what they will read instead of relying just on the words themselves, which they then confirm or reject as they read. This concept emphasizes how significantly past knowledge affects a student's ability to interpret a material. By getting pupils interested in the reading material, psycholinguistics helps to lessen the inherent challenges of the reading activity. Teachers must provide students with authentic and contextual reading materials because if kids aren't exposed to enough authentic content, they could not comprehend how it relates to the real world (Grabe & Stoller, 2019).

Psycholinguistics Approach and Writing Skill

Understanding student writing faults is aided by the study of psycholinguistics. Spelling problems are undoubtedly exacerbated by the fact that English words are not written precisely as they sound. Because it is difficult to store word spellings and rapidly recover them, this circumstance presents a difficulty. The psycholinguistics approach claims that agraphia might result in writing faults that must be appropriately fixed. Psycholinguistics makes it simpler to come up with interesting writing subjects. The level of writing difficulty is lowered. Setting the writing levels and styles is helpful. It outlines punctuation technical mistakes and suggests fixes (Silva, 2016).

Psycholinguistics Approach and Speaking Skill

The psycholinguistic technique may be used to successfully regulate speaking as a skill. It has included a variety of speaking challenges, including ones that are student focused. Psycholinguistics also analyses how a persons personality, such as their extraversion or introversion, impacts how successfully they learn languages. Speaking defects with psychological roots, such as stuttering, disarticulation, and voice anomalies, are caused by personality factors. Furthermore, localized tissue damage might result in traumatic diseases like aphasia and autism. Treatments and therapy methods are suggested for these problems. As a result, research into the psycholinguistic method has addressed nearly every type of language learning issue. With this information, teachers may select engaging themes for speaking class and use the right strategies to teach speaking skills while taking the learner's needs into account. (Bygate, 2019).

Types of psycholinguistic

- Lexical Access
- Syntax
- Semantics
- Pragmatics
- Discourse Analysis

Lexical Access

This branch of psycholinguistics is concerned with how individuals employ words from their internal lexicon. It examines how individuals recognize and access words in their mental dictionaries (Forster, 2013).

Syntax

This branch of psycholinguistics is concerned with how humans construct and comprehend sentences. It examines how speakers of different languages comprehend and form sentences (Cruse, 2021).

Semantics

The focus of this branch of psycholinguistics is on how individuals interpret the meaning of words and phrases. It examines how speakers of a language comprehend the words and phrases in it (Grice, 2019).

Pragmatics

This branch of psycholinguistics is concerned with language usage in social circumstances. It examines the ways in which individuals interact with others through language in various situations (Gee, 2014).

Discourse Analysis

This branch of psycholinguistics is concerned with language usage in broader situations. It examines the language that people use to communicate through tales, dialogues, and other types of speech (Tomasello, 2023).

Psycholinguistics involves

- Language processing
- lexical storage and retrieval
- language acquisition
- special circumstances
- the brain and language
- second language acquisition and use

Language processing

Memory, speaking, hearing, and speaking. Taking the way, the mind decodes printed words to convey meaning as an example (Levelt, 2020).

Lexical storage and retrieval

The process through which words are used and remembered in our thoughts. How can we get these connections when we need them? By associating words with things like balls and actions like loving and kicking (Balota et al., 2017).

Language acquisition

How kids first pick up language and use it. taking lessons in interpersonal communication and language, for instance (Tomasello, 2023).

Special circumstances

Language development is influenced by both internal and external factors, including twins and their use of twin language, the effect of hearing and vision impairments on learning, and the way that brain injuries can change some aspects of language (Hickok & Poeppel, 2021).

The brain and language

The brain areas involved in various parts of language, evolutionary hypotheses of why humans are able to use language, and whether or not non-human animals are likewise capable of doing so are all taken into account (Gass & Selinker, 2018).

Second language acquisition and use

Examining bilingualism and individuals' capacity to pick up and recognize multiple languages (Gass & Selinker, 2018).

Language

Language is the fundamental tool for human contact and communication, and it has a significant impact on how we think, feel, and behave (Schmitt, 2010).

Factors Affecting Language Learning

A new language might be picked up more quickly and effortlessly by certain pupils than others. This information referred to the significant determinants of success that are mostly beyond of the learner's control (Ellis, 2015).

Intelligence

It has been common practice to refer to exam performance as intelligence. These tests are commonly connected to scholastic success, and rarely, data has been found to imply a connection between intellect and picking up a second language (Sternberg, 2013).

Aptitude

A collection of particular abilities known as language learning aptitude have been demonstrated to predict success in language acquisition. According to study, aptitude is the ability to pick things up quickly. Because of this, we may assume that a student with high aptitude could be able to take things up more quickly and readily, but those other students might also succeed if they continue (Carroll, 2019).

Learning Style

A person's natural, established, and preferred way of absorbing, processing, and retaining new information is referred to as their learning style. Some contend that to learn anything, it must first be seen. These pupils would be considered visual learners (Moseley et al., 2013).

Personality

Numerous distinct personality traits have been theorized to affect second language acquisition. Some argue that an outgoing personality is better suited for learning a language. Inhibition is another personality trait that has been researched.

Inhibition, according to others, hinders risk-taking, which is essential for language learning to advance (Costa et al., 2018).

More research has been done on the subject of learner anxiety, which is the concern, anxiety, and tension that many students feel when learning a second language. Anxiety is more likely to be dynamic and depending on specific factors and conditions, according to a new study on students' anxiety in second language lessons. Research has also been done on self-esteem, empathy, dominance, talkativeness, and responsiveness as well as other characteristics of personality. Though it has proven difficult to demonstrate empirically how personality affects language learning (Costa et al., 2018).

Motivation (intrinsic)

The motivation of language learners has been based on their communication needs and attitudes towards the second language. Students will be motivated to learn a second language if they need to speak it in a range of social settings or to further their careers. They will recognize the value of communication in a second language. This suggests that learners who have favorable perceptions about the language's native speakers will be more motivated to study the language (Deci, 2000).

Motivation (Extrinsic)

Students' behavior and motivation to study a language are influenced by their teachers. The instructor is one of the reasons pupils acquire a second language or have favorable views towards language acquisition. Teachers may encourage students to study more if the curriculum is interesting and appropriate for their age and level of ability, the learning objectives are challenging but attainable, and the classroom atmosphere is positive (Deci, 2000).

Culture and Status There is some evidence to show that when a student's own culture is not as valued as the culture they are studying in, they acquire languages more slowly. Broader societal influences can affect attitudes, motivating factors, and the success of language acquisition. One such element is the social dynamic or power connection between the languages (Deci, 2000).

Age

The capacity of the learner to pick up a second language is influenced by their age. Children who can read fluently in their mother tongue appear to be in the best position to learn other languages fast. Older, driven students can also be quite successful, even though they frequently have trouble pronouncing and intonating like native speakers. According to study, phonology, morphology, and syntax development in infants and people who learn second languages varies (Carroll, 2019).

The scientific study of language and how it interacts with the human mind, including how individuals learn, interpret, and utilize language, is known as psycholinguistics. In Pakistan, where language plays a crucial role in determining social classes and their interactions, the subject of psycholinguistics has recently attracted a lot of attention. This thesis seeks to investigate the psycholinguistic study of Pakistani socioeconomic classes (Carroll, 2019).

The way people speak can change greatly between socioeconomic classes. People's speech is frequently impacted by elements including education, employment, wealth, and social standing. Following are some instances of how language use varies amongst socioeconomic classes (Petyt, 1985).

Vocabulary

Different vocabularies may be used by members of various socioeconomic strata. People from higher social classes could use more sophisticated and

complicated language, whilst those from lower social classes might employ words and expressions that are simpler (Nation & Schmitt, 2008).

Pronunciation

People from various socioeconomic strata may have distinct pronunciations. For instance, people from higher social classes may have a more refined accent, whereas people from lower social classes may have a more regional or working class accent (Celce et al., 2010).

Syntax and grammar

The usage of language and grammar might vary depending on social status. Higher social levels could use more formal and appropriate language, whereas lower social classes might use more informal and casual grammar (Radford et al., 2019).

Code-switching

People from different socioeconomic classes may talk in multiple dialects or languages in a variety of contexts. For instance, a member of a lower socioeconomic class may converse with friends in a dialect that is casual but shift to a more formal one while speaking with those in positions of power (Swan et al., 2015).

In general, people's language use may be a reflection of their social status, level of education, and cultural heritage. It's crucial to understand that everyone's language and communication style is distinctive and worthwhile in its own right, and that these distinctions do not always indicate superiority or inferiority (Swan et al., 2015).

Pakistan has a varied population made up of people from many racial and religious groups as well as socioeconomic backgrounds. The status and position of people and groups in society are ultimately determined by the social stratification of

Pakistan, which is dependent on a number of variables including income, education, and employment (Swan et al., 2015).

In Pakistan, language use varies across socioeconomic levels and is impacted by a number of elements, such as education, exposure to other languages, and cultural background. Language use serves as a means of social identity and status expression in addition to communication. To comprehend the connection between language and social stratification, psycholinguistics research in Pakistan's social classes is crucial (Swan et al., 2015).

Before delving into the psycholinguistic study of Pakistan's social classes, it is crucial to comprehend what social classes are and how they are defined there.

Mainly social classes of Pakistan are divided into 3 main categories:

- Upper class
- Middle class
- Lower class

Social classes are divisions of society based on shared cultural, racial, and economic traits. An essential component of someone's identity is their social position, which is determined by these traits. Although the distinctions between high, medium, and lower social classes are often made, these lines can move and rely on a variety of criteria, including money, education, employment, and way of life (Wilson, 2012).

The distinctions between social classes and income levels are not set; they can change depending on a number of variables, including geographic location, employment status, and other socioeconomic considerations (Wilson, 2012).

Consequently, the upper class in Pakistan is made up of wealthy businesspeople, politicians, and landowners, while the middle class is made up of professionals with a college education, and the lower class is made up of laborer's and

unskilled workers. It is essential to comprehend these social classes and their traits in order to analyze psycholinguistics in Pakistani social classes (Wilson, 2012).

Operational Definitions

Psycholinguistics

For the sake of this investigation, the term "psycholinguistics" refers to the multidisciplinary area that focuses on cognitive mechanisms and linguistic behavior to research the psychological processes involved in language production, understanding, and acquisition (Gaskell, 2020).

Social Class

According to socioeconomic characteristics including income, employment, education, and social standing, people are categorized into different social classes within society (Duncan, 2017). A multidimensional approach will be used to operationalize social class in this study, taking into consideration both objective indicators (such as wealth and education level) and subjective opinions of social status (Shanahan et al., 2021).

Language usage

Language use is the spoken or written communication patterns, styles, and decisions that people make (Chafe, 2019). By examining elements including vocabulary richness, grammatical complexity, discourse markers, code-switching, and speech registers, this study will operationalize language usage (Labov, 2010).

Language Comprehension

Language comprehension is the capacity to comprehend and interpret linguistic input, including spoken and written language. By evaluating participants' comprehension of linguistic stimuli, comprehension accuracy, and reaction times, language comprehension in this study will be operationalized (Kaan & Swaab, 2021).

Variations in Language Patterns

Variation in language patterns relate to the variances in linguistic traits, structures, or slang used by members of various social classes. By examining linguistic indicators including vocabulary choice, syntactic structures, phonological patterns, and discourse tactics and determining their relationship with particular social class categories, differences in language patterns will be operationalized in this study (Bucholtz & Hall, 2004).

Cognitive Processes

Cognitive processes are the mental operations involved in gathering, analyzing, storing, and utilizing information. In this study, participants' working memory, attentional control, semantic processing, and executive functions will be assessed, and possible differences between socioeconomic classes will be explored (Conway et al., 2018).

Literature review

Theoretical Framework

Social Class theory

According to social class theory, a person's social class plays a significant role in determining their language behavior. This idea contends that a person's socioeconomic status has an impact on their ability to acquire and utilize languages. Different socioeconomic classes may have members with various languages, linguistic prowess, and linguistic attitudes. People from lower social classes, for instance, might speak more casually, whereas people from higher social groups would speak more formally (Korgen et al., 2019).

Sociolinguistics

Sociolinguistics studies how language and society interact. This viewpoint looks on the impact of linguistic variables including social class, gender, and ethnicity. How socioeconomic class impacts language usage and acquisition in Pakistan may be explained using sociolinguistics. For instance, people from lower social levels could speak in dialects different from those from people in higher social classes. Additionally, a person's socioeconomic status may have an impact on the language used in particular social circumstances (Labov, 2021).

Education

According to education theory, socioeconomic status may have an impact on how well people are educated, which can then have an impact on how well they learn languages. Higher socioeconomic class students could have easier access to high-quality education, which might help them learn languages. This hypothesis may be used to examine how socioeconomic class influences people's prospects for

language acquisition in Pakistan. For instance, people from lower socioeconomic strata might not have as much access to high-quality education, which can make it more difficult for them to acquire a new language (Vygotsky, 1978).

Cognitive Psychology

The cognitive processes involved in language learning and usage are examined by cognitive psychology. This theoretical framework can aid in the explanation of how social class affects cognitive processes involved in language learning, such as perception, memory, and attention. For instance, people from various socioeconomic classes could think differently, which could affect how well they learn languages. Additionally, social class might have an impact on someone's desire to learn a language (Sternberg et al., 2016).

Cultural Psychology

Culture's influence on cognition, behavior, and language is a topic of study in cultural psychology. This approach can assist in illuminating how socioeconomic class affects cultural elements like values, attitudes, and conventions, which in turn can have an impact on language learning and usage. For instance, people from various socioeconomic classes may have various values and attitudes surrounding language use. Furthermore, a person's views on other languages might be influenced by their socioeconomic standing (Cohen, 2010).

Pakistan is a multicultural nation with a variety of socioeconomic levels, languages, and dialects. Language and social class are intertwined, and one's social status has a big impact on how they use and pick up languages. The goal of this review of the literature is to evaluate and summarize the current research on psycholinguistics in Pakistan's socioeconomic classes. It concentrates on how

socioeconomic class affects linguistic attitudes, language use, and language learning in Pakistan (Cohen, 2010).

The authors of a study Hussain and Sarwar, 2016 looked at the connection between language use and identity among young people in Pakistan. According to the study, youth's language use closely reflects their social identification and connection with a certain social class. The authors came to the conclusion that socioeconomic class has an impact on both language usage and identity, which are interconnected.

Shamim and Hussain, (2018) concentrated on Pakistan's regulations regarding the medium of instruction and how they affected language use. According to the authors, language use and academic performance are significantly impacted by the policies. They emphasized the need of legislators taking students socioeconomic backgrounds into account when developing language regulations.

Khattak and Rehman, (2016) performed research on the attitudes of students and instructors in Pakistan towards English language instruction. The authors discovered that the students socioeconomic status significantly affects how well versed they are in the English language. They recommended that regulations be created to provide equitable chances for all students and that the standard of English language instruction be raised.

The effect of socioeconomic variables on language acquisition in Pakistan was examined by Raza and Naseem, (2017). According to the study, socioeconomic factors that affect language acquisition results significantly include parental education and income. The authors came to the conclusion that while creating language policies, legislators should take these aspects into account.

Another research looked into how socioeconomic class impacted Pakistani pupils linguistic skills. The researchers discovered that pupils from higher social

classes outperformed those from lower social classes on assessments of language ability. They suggested that in Pakistan, socioeconomic status is a significant factor in determining linguistic competency (Rafique & Ayub, 2019).

This looked at how Pakistan's socioeconomic stratification affected educational achievement. Students from lower socioeconomic classes have less access to high-quality education, according to the study, which concluded that social stratification had a major influence on educational achievement. The authors recommended that laws be written to give every student an equal opportunity to pursue a higher education (Warsi & Chaudhry, 2018).

The association between socioeconomic status and language learning techniques among Pakistani university students was investigated by Mirza and Sultana, (2021). The study discovered that pupils from more affluent socioeconomic backgrounds employed language learning techniques that were more successful than those from less affluent socioeconomic backgrounds. The authors recommended that regulations be created to provide each student an equal opportunity to succeed. student backgrounds while creating language policies.

Opportunity for every pupil

Zafar and Islam, (2022) performed a critical examination of the terminology used in Pakistani education policy. According to the survey, the policy is confusing and imprecise, which causes uncertainty among instructors and students. To enhance language learning results in Pakistan, the authors recommended that authorities create a clear and succinct language policy.

A summary of language and social class in Pakistan is given in Hussain, (2019). According to the author, language and social class are strongly related, and people's language use and attitudes are a reflection of their social identity. The author

made the argument that while creating language rules, decision-makers ought to take pupils' socioeconomic backgrounds into account.

Pakistan's language planning and strategy, as well as its effects on language use and education, were examined by Shaikh, (2021). According to the study, language regulations have a big influence on how people use languages and how well they do in school. The author advocated on lawmakers to create laws that provide all pupils the same opportunity.

A historical summary of Pakistan's language education policy was presented in Ahmed and Ahmed, (2019). The authors claimed that attempts to improve language learning results have been uneven and ineffectual. They recommended that lawmakers create laws that provide all pupils the same opportunity.

Psycholinguistics (History and Overview)

The study of psycholinguistics focuses on the psychological and cognitive mechanisms behind language learning, use, and production. It entails investigating the mental operations involved in language usage, including how language is organized, processed, and generated in the brain (Smith & Johnson, 2022).

With origins in both linguistics and psychology, the field of psycholinguistics has a long history. Early in the 20th century, scholars started looking into the cognitive mechanisms behind language use and production. Early research in this field concentrated on the structure of language and how the brain represents language. Later investigations into language learning and processing led to the creation of contemporary psycholinguistics (Smith & Johnson, 2022).

Today, cognitive psychology, information processing theory, connectionism, and other ideas and methodologies are used in the interdisciplinary subject of psycholinguistics. Language processing and production are studied by researchers in

this field using a range of methodologies, such as experiments, observation, and brain imaging methods (Smith & Johnson, 2022).

Social Classes (History and Overview)

A system of hierarchical social stratification based on variables including money, education, employment, and social position is referred to as social class. Social mobility and class structure are complicated issues in Pakistan due to a number of variables (Wilson, 2021).

The colonial past of Pakistan had a significant influence on the social and economic structures of the nation, which is reflected in Pakistan's history of social class. Pakistan struggled to build a robust middle class and a stable economy after gaining independence, which resulted in persistent social and economic inequality (Wilson et al., 2021).

Today, Pakistan has a complex social class system, with a variety of factors influencing social mobility and class structure. The country's social classes are typically divided into upper, middle, and lower classes, with each class having its own set of characteristics and challenges (Haseeb & Bhatti, 2016).

The Relationship between Psycholinguistics and Social Classes

Social class may have a big influence on how someone learns, uses, and feels about language. According to research, people from various social classes may have varying levels of language ability, with people from higher social classes frequently displaying more language proficiency (Rafique & Ayub, 2019).

Social class can have an influence on language attitudes and usage, with people from different social levels displaying various language use patterns and attitudes towards various languages. The link between psycholinguistics and social classes has been studied in Pakistan, and some research suggests that social class may

have a substantial influence on language learning, language usage, and identity construction (Rafique & Ayub, 2019).

Language Use and Identity in Different Social Classes

In Pakistan, language and identity are closely linked to socioeconomic status. According to research, people belonging to different socioeconomic classes may use language differently and may identify with various languages. People from higher socioeconomic strata could use English more often and identify more strongly with English-speaking culture, for instance. On the other hand, people from lower socioeconomic strata could speak more regional languages and be more attached to their hometown's cultural traditions. In Pakistan, studies on language usage and identity in various socioeconomic groups have shed light on the relationship between social class and language use and identity development (Hussain & Sarwar, 2020).

Language Education Policies and Social Classes

Social class has had a variety of effects on language education policy in Pakistan. The choice of language as the medium of instruction in Pakistan's educational system has reportedly been a difficult topic affected by socioeconomic class, according to Shamim and Hussain, (2008). English and Urdu have always been the two main languages of education in various socioeconomic groups. For instance, Urdu-medium schools have typically serviced the middle and lower classes whereas English-medium schools have historically been for the higher classes. The availability and caliber of language instruction in Pakistan have been connected to socioeconomic status. Students from lower socioeconomic groups are less likely to have access to good English language instruction in public schools, which has a negative impact on their ability to advance in society and find employment (Shamim & Hussain, 2008).

The impact of socioeconomic class on language education policy in Pakistan has been investigated in a number of research. Taking Pakistan as an example, Shaikh, (2014) investigated the effects of language planning and policy on language use and education there. The study found that social class has an impact on the nation's language policy' efficacy and implementation.

Factors Affecting Language Learning in Different Social Classes

Language acquisition in Pakistan has also been proven to be impacted by social class. Khattak and Rehman, (2016) looked at how teachers and students in Pakistan felt about learning English. According to the survey, kids from various socioeconomic classes are exposed to English language learning opportunities in differing degrees. While students from lower social classes had less opportunities to acquire English outside of the classroom, students from higher social classes were more likely to have access to English language materials and courses.

The association between socioeconomic status and language learning techniques among Pakistani university students was also examined by Mirza and Sultana, (2013). According to the study, pupils from higher social classes were more likely than those from lower social classes to employ efficient language learning techniques. This shows that socioeconomic class influences both the quality of language learning techniques employed by learners as well as access to opportunities for language learning.

Language Attitudes and Stereotypes in Different Social Classes

Language attitudes and preconceptions have a big impact on how people use and learn languages. Social status in Pakistan significantly influences linguistic attitudes and prejudices. According to research, individuals from various socioeconomic groups have various views towards various languages and linguistic

variants Raza and Naseem, (2017). For instance, the usage of English is frequently linked with the affluent and educated classes, whilst the working class is more likely to speak regional languages like Punjabi and Sindhi. As a result, distinct languages and dialects are linked to various socioeconomic strata, creating a diverse linguistic environment.

Language use and education are impacted by these beliefs and preconceptions among various socioeconomic levels. For instance, children from affluent homes are more likely to attend schools where English is the primary language, giving them a leg up in terms of opportunity and language skills. Children from lower socioeconomic groups who use regional languages, on the other hand, could experience stigma and prejudice in both school and work. (Raza & Naseem, 2017).

Gender and Social Class in Language Learning

In language learning, gender and socioeconomic class interact in nuanced ways. According to research Warsi and Chaudhry, (2012), gender roles and expectations in various socioeconomic classes have an influence on language learning chances and results. For instance, cultural and economic hurdles to schooling may be more severe for girls from lower socioeconomic strata, limiting their access to chances for language acquisition.

Girls from wealthy households, on the other hand, could have easier access to school and language learning opportunities, but they might also experience social pressure to adhere to gender-specific stereotypes that restrict their possibilities and language choices. Gender-based expectations may also be a barrier to schooling and language learning for boys from lower socioeconomic levels (Warsi & Chaudhry, 2012).

Bilingualism and Multilingualism in Different Social Classes

In Pakistan, where many different languages and dialects are spoken, bilingualism and multilingualism are prevalent. But in multilingual settings, socioeconomic status affects language preferences and usage. According to research, working-class families are more likely to speak regional languages like Punjabi and Sindhi, whereas affluent families are more likely to speak Urdu and English (Mirza & Sultana, 2013).

This has led to a linguistic hierarchy in which some languages are stigmatized while others are associated with more prestige and social standing. This may affect how children from lower socioeconomic strata use and acquire languages since they may experience stigma for using regional languages and peer pressure to speak the elite language (Mirza & Sultana, 2013).

Language Planning and Policy in Pakistan

In Pakistan, language planning and policy is a complicated and divisive topic. The population of the nation speaks a variety of languages, with Urdu and English acting as the official national tongues. Planning and policy for languages, nevertheless, are a contentious topic, especially when it comes to the use and status of regional languages (Shaikh et al. 2017).

According to research, political and historical reasons such as the effects of colonialism and disputes between various regions and ethnic groups have had an impact on Pakistan's language policy. Due to many factions fighting for their own linguistic rights and interests, language policy is now frequently perceived as an instrument of control and power (Shaikh et al. 2017).

Language skills

The multidisciplinary branch of research known as psycholinguistics looks at the thought processes involved in language production, understanding, and acquisition. It includes a variety of language-related abilities, such as speaking, listening, writing, and reading. This section will give an outline of the relationship between psycholinguistics and each of these language abilities and evaluate pertinent material (Koda, 2021).

Reading

Bottom-up and top-down processing are both involved in the intricate process of reading. Top-down processing employs context and previous information to aid understanding, whereas bottom-up processing requires decoding individual words and letters to create meaning. Word recognition, syntactic processing, semantic processing, and discourse comprehension are some of the variables that have been studied as influences on reading comprehension (Broek et al., 2021). Additionally, studies have looked at how reading varies among languages and how individual variations in cognitive and linguistic ability impact reading (Koda, 2021).

Writing

Another difficult language skill that calls for linguistic and cognitive resources is writing. It entails putting ideas and concepts into writing while adhering to grammatical and syntactic rules. Writing studies have looked at a number of variables, including cognitive processes (working memory, for example), linguistic knowledge (vocabulary and grammar), and domain-specific knowledge (subject familiarity) Berninger and Richards, (2012). Studies have also looked at how technology affects writing, including how word processing affects writing ability and comprehension (Wagner et al., 2022).

Listening

Processing and comprehending spoken language are a crucial component of listening comprehension. It necessitates that the listener deciphers sounds and words, evaluate meaning, and draw conclusions from the context. According to Vandergrift and Goh, (2012), research on listening comprehension has looked at a variety of elements that affect performance, including cognitive processes (such as attention and working memory), linguistic expertise (such as phonology and grammar), and discourse expertise (such as pragmatics and schema). Studies have also looked at the connection between vocabulary knowledge and reading comprehension, as well as listening comprehension and these other language abilities (Wagner et al., 2022).

Speaking

Producing spoken words and conveying thoughts to others is known as speaking. It calls for the use of language expertise, mental processes, and interpersonal communication abilities. Language knowledge (such as vocabulary and grammar), discourse knowledge (such as pragmatics and schema), and cognitive processes (such as planning and monitoring) have all been studied in the context of speaking competency (Levelt, 2019). Additionally, studies have looked into how speech varies throughout languages and cultures. (Scollon & Scollon, 2021).

Types of psycholinguistic research

The study of psycholinguistics draws on cognitive psychology, linguistics, computer science, neurology, and other transdisciplinary subjects. Numerous psycholinguistic research that focuses on various dimensions of language production, understanding, acquisition, and processing have been conducted.

Sentence processing

This kind of study focuses on how people decode and comprehend language. According to studies, processing sentences entails a variety of levels of analysis, including syntactic parsing, semantic interpretation, and pragmatic inference. For instance, research by Hagoort, (2010) discovered that during sentence comprehension, the brain analyses syntactic and semantic information simultaneously.

Speech perception

This kind of study focuses on how listeners understand and classify speech sounds. According to studies, speech perception involves both top-down and bottom up processes, including context and expectations, as well as acoustic signals and phonetic elements. According to Luce and Pisoni, (2019), listeners can adjust to various speech sound distributions depending on their prior linguistic exposure.

Word recognition

This kind of study focuses on how individuals obtain and recognize word meaning. Word recognition requires many levels of processing, including orthographic, phonological, and semantic, according to studies. For instance, study from 2022 indicated that the frequency and predictability of a term affect how quickly it may be recognized (Forster & Chambers, 2022).

Language production

This kind of study concentrates on the production and use of language by individuals. Multiple stages of planning, carrying out, and monitoring are involved in language formation, according to studies. The three steps of language creation include conceptualization, formulation, and articulation, for instance, according to research by (Levelt et al., 2019).

Language acquisition

This kind of study focuses on language acquisition and education. Studies have demonstrated that a variety of components, including input, cognition, and social interaction, are involved in language learning. For instance, research by Tomasello, (2021) put out a usage-based theory of language acquisition that places an emphasis on the function of social and communicative environment in influencing language learning.

Rationale

Due to the wide variety of languages and dialects spoken in Pakistan, the thesis topic, "An Analysis of Psycholinguistics in Social Classes of Pakistan," was selected. The social strata that exist in the country are strongly related to this linguistic diversity. We may learn a lot about how language is learnt, used, and perceived depending on social rank by looking at the psycholinguistic processes within each social class. Investigating the mental processes and cognitive mechanisms underpinning language creation, understanding, and acquisition is the focus of psycholinguistics research. We may investigate how sociocultural influences affect language development and usage by concentrating on psycholinguistics among various socioeconomic classes.

Cognitive development and language skills are influenced by educational opportunities and inequities. Particularly among various socioeconomic groups, educational inequalities can have a major influence on cognitive functioning and linguistic abilities. We can detect and close educational inequalities that exist across various socioeconomic classes by looking at the link between educational disparities and language skills. Promoting equality in language acquisition requires a thorough understanding of the psycholinguistic processes that differ between socioeconomic

groups and how educational inequalities affect linguistic ability. We may seek to narrow educational gaps and provide equitable chances for language learning and development across socioeconomic groups by recognizing and correcting discrepancies.

In conclusion, the necessity to comprehend the effects of linguistic variety and socioeconomic variables on language learning, utilization, and perception underlies the justification for performing an examination of psycholinguistics in Pakistan's social classes. We can identify and address gaps in education, promote equitable language learning, and contribute to the growth of inclusive educational policies and practices by researching the psycholinguistic processes within various social classes and looking at the impact of educational differences

Research Questions

The current study is carried out to an Analysis of Psycholinguistics in Social Classes of Pakistan the following research questions were posed to address the issues in language of different social classes of Pakistan

Q1. How would you describe your English language skills?

Q2. How do you feel when you have to interact in English?

Q3. What are the problems that you encounter while reading, writing and speaking in English?

Q4. What are the factors that motivate you to learn English language?

Methodology

Research design

The psycholinguistic differences among the various socioeconomic classes in Lahore, Pakistan, were investigated using a phenomenological study approach. Utilizing the approach allowed researchers to investigate experiences unique to Pakistani culture and gain a thorough grasp of the issue under study. With an ideographic focus, the interpretive phenomenological framework (IPA) technique was employed to learn how each participant viewed their English language skills .

Sample

Six individuals from each of Pakistan's three socioeconomic groups make up the study's sample, which comprises of 18 participants. Several variables, including wealth, education, and employment, are used to categorize the socioeconomic classes as upper, medium, and lower. The inclusion criteria for this study are (a) Age between 19-30 years (b) Residence in Lahore, Pakistan. The exclusion criteria for this study are (a) Participants who have a history of neurological or speech disorders may impact their language ability (b) Participants who have a hearing impairment that may impact their ability to hear the stimuli (c) Participants who are currently taking medication that may impact their language ability.

Data Collection Tools

Demographic Information Sheet

A demographic data the researcher created the sheet to record the participants personal information including their, university name, age, religion, profession, education, living system, family income, no of siblings, birth order and residential area.

Semi-Structured Questionnaire

After obtaining informed consent, the researchers will ask participants to complete a semi-structured questionnaire. This questionnaire will be designed to collect data on a range of psycholinguistic factors that are relevant to the study. The questions will be open-ended, allowing participants to provide detailed and nuanced responses. Participants in the interview were requested to report “What are your thoughts when someone starts conversation with you in English?”, “How would you describe your English language skills?”, “How do you feel when you have to interact in English?”, “What are the problems that you encounter while reading, writing and speaking in English?” and “What are the factors that motivate you to learn English language?”

Procedure

Purposive sampling was used to choose the 18 individuals who best fit the research profile after initial permission from the COMSATS University's Ethical Review Board of Humanities was obtained. After giving them informed consent, participants were requested to voluntarily participate in the study and their signed agreement was obtained. They filled out the demographic information sheet, and then each participant was interviewed in-depth face-to-face about their betrayal experiences in close relationships. For the purpose of protecting the participant's privacy, the interviews were conducted in a separate, secure location. A semi structured interview with an emphasis on the psycholinguistic analysis of Pakistan's social classes was created. To acquire a thorough understanding of the phenomena being studied, the researchers conducted the interviews in great detail. Most of the interviews lasted an hour or an hour and a half. With the participants' consent, discussions were audio-recorded, and transcripts were created from the audios for

analysis. To protect their privacy, all of the participants were given arbitrary names, such as P1, P2, P3,.....and P18. The Interpretive Phenomenological Approach was used to further analyze the transcripts and identify emergent themes.

Data Analysis

The analysis was based on the Interpretive Phenomenological Framework (IPA), and the interviews were recorded verbatim. Transcripts and audio files were repeatedly reviewed and listened to throughout the initial stage. The researchers then recorded their most important findings in notes, highlighting and codifying key words and feelings. Transcripts were converted into emergent themes in the second step, when researchers worked on the in-depth notes they had acquired from the transcripts. Subordinate themes, which are emergent themes, were created from these notes that had been turned into codes. The third stage involved establishing connections between the developing themes, categorizing them based on conceptual likenesses, and giving each cluster a name. Finally, a list of subordinate and superordinate themes was created, which included the clustered themes that were designated as superordinate themes.

Ethical Considerations

The Ethical Review Board of the Humanities Department, COMSATS University Islamabad, Lahore Campus, first gave their approval to a summary of this work. Each participant received an informed consent form that included a thorough explanation of the study's objectives, the length of the interview, and any potential advantages of taking part. Participants received assurances of confidentiality during the research process and during the release of the findings. The interviewer kept an eye on how the participants were feeling during the conversation in order to guard against any potential emotional harm. The option to opt out of the interview at any

point was provided, and participation in the study was optional. The researchers will ensure confidentiality throughout the data collection process. Participants' personal information and responses will be kept confidential and only accessible to the research team. Any identifying information will be removed from the transcripts, and data will be stored securely.

Classification of social classes

Upper Social Class	→	<ul style="list-style-type: none"> • Upper Upper Class (more than 12 Lac) • Upper Middle class (6Lac to 12 Lac) • Upper Lower Class (4Lac to 6 Lac)
Middle Social Class	→	<ul style="list-style-type: none"> • Middle Upper Class (1Lac to 4 Lac) • Middle Middle class (70K to 1 Lac) • Middle Lower Class (50K to 6 70K)
Lower Social Class	→	<ul style="list-style-type: none"> • Lower Upper Class (more than 12 Lac) • Lower Middle class (6 to 12 Lac) • Lower Lower Class (4 to 6 Lac)

Results

Table 1.

Analysis of Psycholinguistics in lower Social Class of Pakistan (n = 6)

Verbatim	Initial Codes	Subordinate Themes	Superordinate Themes
<p>I have limited skills and haven't had much practice, but I try to learn. I find it difficult to understand sentence rules and grammar. I watch English language movies and dramas to help improve my English. (P1). I don't usually have any significant issues, but sometimes I make grammar mistakes. Overall, my English is excellent, and I don't face any significant challenges while communicating (P5). My main problem is with writing and speaking with proper grammar, as I have never really been taught it in school (P6)</p> <p>Sometimes, I come across sentences that I don't understand, and I have to try hard to comprehend them. It's not difficult for me to write them down, but it's challenging to speak or listen to them. However, I'm working on improving my skills (P2).</p> <p>My English skills are basic, and I try to improve by reading. However, I'm not very fluent. I recently joined a call center job, where I could practice my English skills, but I couldn't do it well. I quit the job because speaking English was very difficult for me, and I couldn't produce the accent they wanted (P2).</p> <p>I don't have many skills, and my exposure to English is limited. I completed my studies from the same place where I studied before, so I didn't get much exposure. Even in university, my English skills were basic, and I didn't get much help there (P3). Yes, there are many words that I don't understand, and it's difficult for me to figure out their meanings. Sometimes I come across words I've never heard or seen before (P1).</p> <p>My English is not very good. I can speak simple English, but it is difficult for me to speak professionally. I get a little nervous when it comes to talking to people from higher society (P6).</p> <p>My English skills are good, and I can easily communicate if I have to speak in English. It doesn't feel difficult for me because I have</p>	<p>Difficulty in understanding Grammar</p> <p>Comprehension Problem</p> <p>In fluency and poor accent</p> <p>Lack of Exposure to the language</p> <p>Problems due to nervousness</p> <p>Frequent Exposure to the English language</p>	<p>Academic Challenges in acquiring English language skills.</p> <p>Personal challenges in acquiring English language skills.</p> <p>Factors leading to acquire English</p>	<p>Challenges and Proficiency in acquiring English Language Skills</p>

<p>been practicing it from the beginning, and I enjoy speaking English (P4). My English skills are excellent, and I mostly communicate in English. I enjoy speaking in English, and it feels normal to me because it's a part of my daily routine (P5).</p>		<p>language proficiency</p>	
<p>I feel nervous and insecure. I'm afraid I might say something wrong, and I have to think a lot before speaking, especially in professional settings or during video calls or presentations (P1).</p> <p>Usually, I try to avoid direct interactions, but when I have to interact with a senior person, I feel nervous and make mistakes. I feel like I'm not as good at English as the other person (P2).</p> <p>I feel insecure and nervous when I have to give a presentation in a formal language, especially at university, where I have to interact with people who can make strange comments in class (P3). When I read or write, I often feel like I'm making mistakes and need to confirm with someone else. Whenever I send a message to an official group, I first confirm with my friend before sending it because I feel like there might be some mistake in it (P3)</p> <p>I am able to communicate my thoughts and understand others, I just struggle with a bit of hesitation due to my limited vocabulary and grammar knowledge (P6).</p> <p>I feel confident whenever I have to speak in English because I feel that it enhances my personality, and I like speaking English. That's why I feel confident while speaking in English (P4). I feel great when I have the opportunity to speak English with someone (P5).</p> <p>The main motivation for me to improve my English skills is to get a good job. I believe that if I can communicate well in English, I'll be able to find a better job (P1). My profession motivates me to improve my English skills because I work in media and aspire to be an anchor. I believe that English is crucial for this role, and I need to be fluent in it to succeed (P5).</p> <p>I'm motivated to learn English because it can improve the quality of life and have a positive impact on others. When I speak confidently in English, it helps me grow as a person, and I become more confident (P2).</p>	<p>Social Anxiety</p> <p>Inferiority complex</p> <p>Fear of negative evaluation</p> <p>Hesitation</p> <p>Positive thoughts while acquiring English language skills</p> <p>Better Job opportunity</p> <p>Personal Growth</p>	<p>Anxiety issues</p> <p>Optimism</p> <p>Motivation to acquire English language skills</p>	<p>Psychological factors related to acquisition of English language skills.</p>

<p>Motivation isn't a particular factor for me, but it is important for a student's life to learn English so that they can communicate easily with everyone and have a better chance at job opportunities in the future (P4). Learning English is very important in today's world, as it is necessary for social and professional success. I read books to improve my English skills (P6).</p>	<p>Better job opportunity and personal growth</p>		
--	---	--	--

Table 2.*Analysis of Psycholinguistics in Middle Social Class of Pakistan (n = 6)*

Verbatim	Initial Codes	Subordinate Themes	Superordinate Themes
I have no problem with writing, but I struggle to communicate and understand others when speaking in English. I also have difficulties with pronunciation and understanding accents (P9).	Poor accent	Academic Challenges in acquiring English language skills.	Challenges and Proficiency in acquiring English Language Skills
One challenge I encounter when using English is the need to constantly expand my vocabulary and improve my understanding of idiomatic expressions and cultural references. Additionally, because English is spoken with many different accents and dialects, I sometimes need to adjust my listening skills to understand different speakers (P8).	Poor accent and vocabulary		
My only issue is with writing, as I tend to make grammar errors and lose focus while writing. However, speaking is easy for me (P10). I encounter many problems when it comes to reading, writing, and speaking in English. One of my biggest challenges is with grammar. I often make mistakes with verb tenses, articles, and sentence structures, which can affect the clarity of my communication (P12).	Difficulty in understanding Grammatical errors		
My language skills are below average, and I don't have fluency in speaking. I have to think quickly and carefully about what to say, and sometimes I don't understand things at all (P11).	In-fluency		
My reading skills are also not fluent, and I struggle with understanding the accent. While I can write, I make many mistakes, and it's easier for me than speaking. However, I still struggle to understand things because of the accent differences (P11).	In-fluency and poor accent		
I am afraid my English language skills are not very good. I have had limited exposure to the language, and while I can understand some basic words and phrases (P12). My English language skills are not very good, and I cannot speak in English with anyone. Since I studied in Urdu medium schools, I have not had the opportunity to learn English properly. Although I have tried to improve my language skills, I have not been able to understand it very well (P9).	Lack of exposure	Personal challenges in acquiring English language skills.	
My English language skills are very good because I have practiced them and also taken	Practice Effect	Proficiency in acquiring	

<p>an IELTS course, which has helped me improve my language skills (P7). I don't have any problems with reading, writing, or speaking anymore because I have practiced a lot, and now everything has become very easy for me (P7).</p> <p>I would describe my English language skills as advanced. I have had the opportunity to study and use English extensively throughout my academic and professional life, and I am comfortable using the language in a wide range of contexts (P8).</p>	Frequent use of language	English language skills	
<p>I get very nervous when I have to give a presentation, and my legs start shaking. I also have difficulty pronouncing words correctly, and I forget my presentation (P9).</p> <p>I feel very self-conscious and nervous when I have to interact in English. English is not my first language, and I worry that I will make mistakes or misunderstand what others are saying. This can make it difficult for me to speak up in group conversations or engage in debates or negotiations, which can be Frustrating (P12)</p> <p>I feel hesitant and nervous when I have to speak in front of others because I don't think my skills are good enough. I also feel nervous when I talk to children because I'm not sure if they will understand me (P11).</p> <p>I feel great when I speak in English because I can express myself easily (P7). I feel confident and comfortable when interacting in English. I enjoy when I express myself in English (P8).</p> <p>The motivation for learning and improving my English skills is because it will enable me to pursue higher education abroad and apply for jobs easily. When you have good English language skills, it becomes easier to find a good job (P7). I am motivated to study abroad, and it is also necessary for my job. I use various strategies to learn, such as watching English movies and taking online English courses (P10). There are many factors that motivate me to learn English. One of the biggest is the fact that English is the global language of business and communication. (P12)</p> <p>There are several factors that motivate me to continue learning English language. For one, I see it as a means of expanding my personal and professional opportunities and connecting with people from diverse</p>	<p>Social Anxiety</p> <p>Hesitation</p> <p>Hesitation and Nervousness</p> <p>Better job opportunity</p> <p>Better job opportunity and personal Growth</p>	<p>Anxiety issues</p> <p>Optimism</p> <p>Motivation to acquire English language skills</p>	<p>Psychological factors related to acquisition of English language skills.</p>

<p>backgrounds. Additionally, I enjoy the intellectual challenge of learning a new language and appreciate the cultural insights and perspectives that come with it (P8). My social circle motivates me to improve my English skills, especially because it's essential to communicate effectively in today's world for job and personal growth (P11).</p>			
--	--	--	--

Table 3.

Analysis of Psycholinguistics in upper Social Class of Pakistan (n = 6)

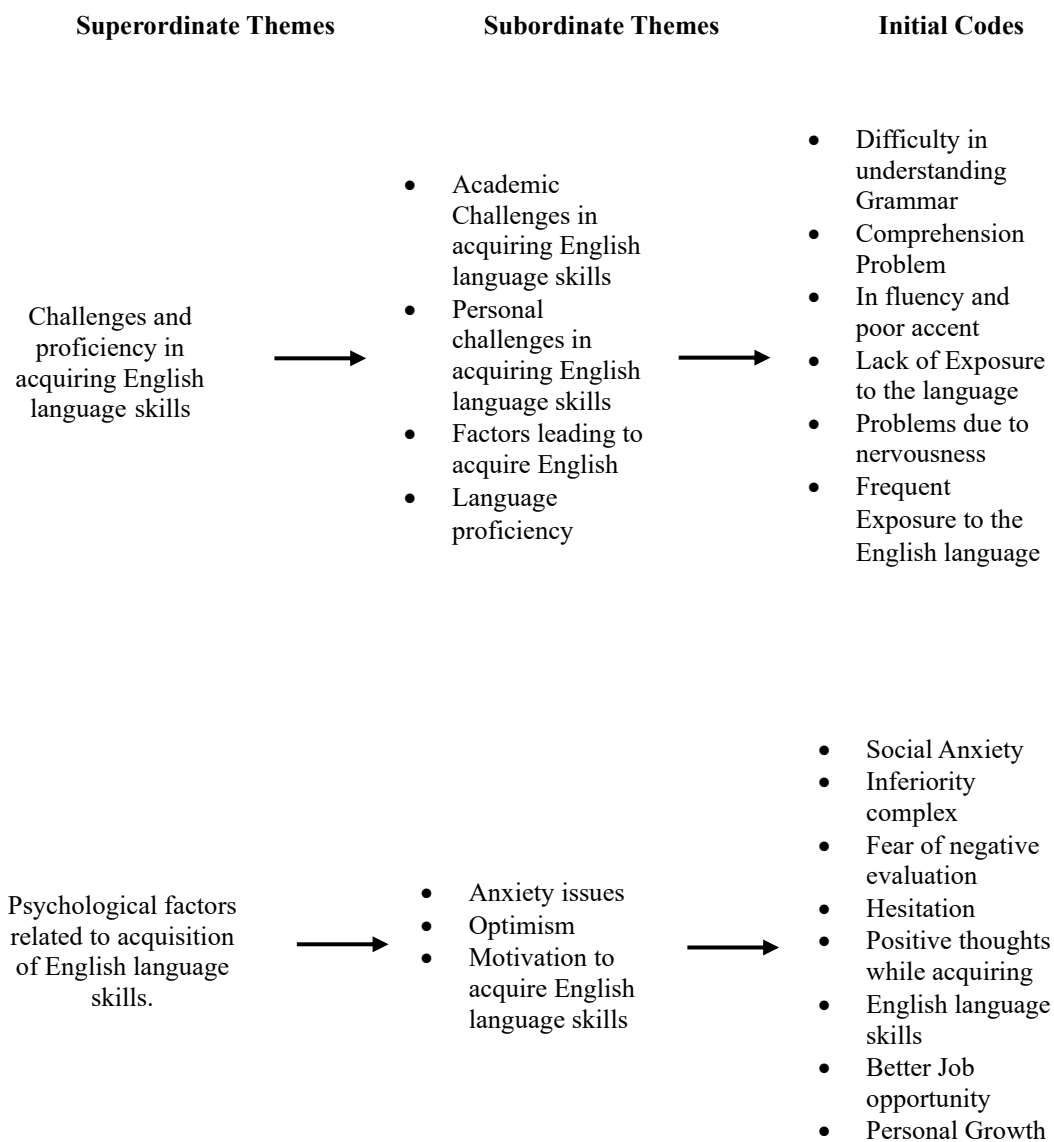
Verbatim	Initial Codes	Subordinate Themes	Superordinate Themes
<p>While I am generally able to read, write, and speak in English without difficulty, I sometimes struggle with certain nuances of the language. For example, idiomatic expressions and regional variations in accent and vocabulary can sometimes be challenging to understand, particularly when speaking with individuals from different parts of the world (P13). One challenge I encounter when reading and writing in English is understanding the subtle nuances and connotations of certain words and expressions. Additionally, when speaking in English, I sometimes struggle with maintaining a natural flow and intonation (P15). As a highly proficient English speaker, I do not encounter many problems while reading, writing, and speaking in English. However, I do sometimes encounter difficulties with the nuances of the language, particularly with idiomatic expressions and regional variations in accent and vocabulary (P18).</p>	<p>Difficulty in understanding nuances of English language</p>	<p>Academic Challenges in acquiring English language skills.</p>	<p>Challenges and Proficiency in acquiring English Language Skills</p>
<p>One challenge I encounter when reading and writing in English is the complexity of some words and sentence structures. Additionally, when speaking in English, I sometimes struggle with finding the right words to express myself accurately and with the appropriate tone (P16). While my English skills are strong, I occasionally struggle with complex sentence structures or specialized vocabulary related to specific industries or fields. However, I always make an effort to learn new words and phrases in order to improve my language abilities (P17). I do occasionally encounter challenges with accents and regional variations in vocabulary (P16).</p>	<p>Lack of suitable vocabulary</p>		
<p>I would describe my English language skills as proficient. I have had ample exposure to the language through my education and have also had the opportunity to practice it regularly in both personal and professional contexts (P13). I would describe my English language skills as proficient. I have been studying English since my school days and have continued to improve my skills through practice and exposure to the language in various contexts (P15). I would describe my English language skills as advanced. I have been studying English since childhood and have had the opportunity to practice and improve my skills through education, travel, and professional experience</p>	<p>Adequate exposure and practice effect</p>	<p>Factors leading to language proficiency</p>	

<p>(P16).I would describe my English language skills as highly proficient. I have received a topnotch education in English throughout my academic career and have honed my skills through professional experience and travel (P18).</p> <p>My English language skills are excellent, and I enjoy speaking in English. This is because it's an essential part of my field, and I have studied in an English medium environment from the beginning. As a result, I believe that my skills are quite good (P14). I would say that my English language skills are advanced, as I have had many opportunities to use the language both academically and professionally. I have also taken language classes and practiced regularly to improve my skills (P17).</p> <p>English is an important language for travel and international relations, which are both areas of interest to me. I simply enjoy learning languages and find it rewarding to be able to communicate with individuals from diverse backgrounds (P13). One of the main factors that motivates me to learn English language is its global importance and prevalence in many industries and professions. I enjoy being able to communicate with people from diverse backgrounds and cultures, and learning English allows me to do so more effectively (P15).</p>	<p>Opportunity to study high English medium school</p> <p>For interaction and travel</p>		<p>40</p>
<p>I understand everything without any difficulties. In fact, I have no significant issues while communicating in English (P14). I feel comfortable and confident when I have to interact in English. As a proficient English speaker, I am able to express myself clearly and effectively, and I enjoy engaging in conversations with others in the language (P13). I feel great when I can easily communicate with others (P14). I feel confident and comfortable when interacting in English. As a fluent speaker, I am able to express myself clearly and effectively in most situations (P16).</p> <p>Any English-language communication is always welcome. In today's linked world, where English is the dominant business language, successful communication requires proficiency in the language (P18). There are several factors that motivate me to learn English language, including its status as a global language of business and communication, its prevalence in media and pop culture also improving my English language skills allows me to expand my personal and professional network and access a wider range of opportunities(P16). Because I am aware of how crucial English language proficiency is to both my career and personal life, I am continuously</p>	<p>Positive attitude towards English language</p> <p>Personal and professional Growth</p>	<p>Optimism</p> <p>Motivation to acquire English language skills</p>	<p>Psychological factors related to acquisition of English language skills.</p>

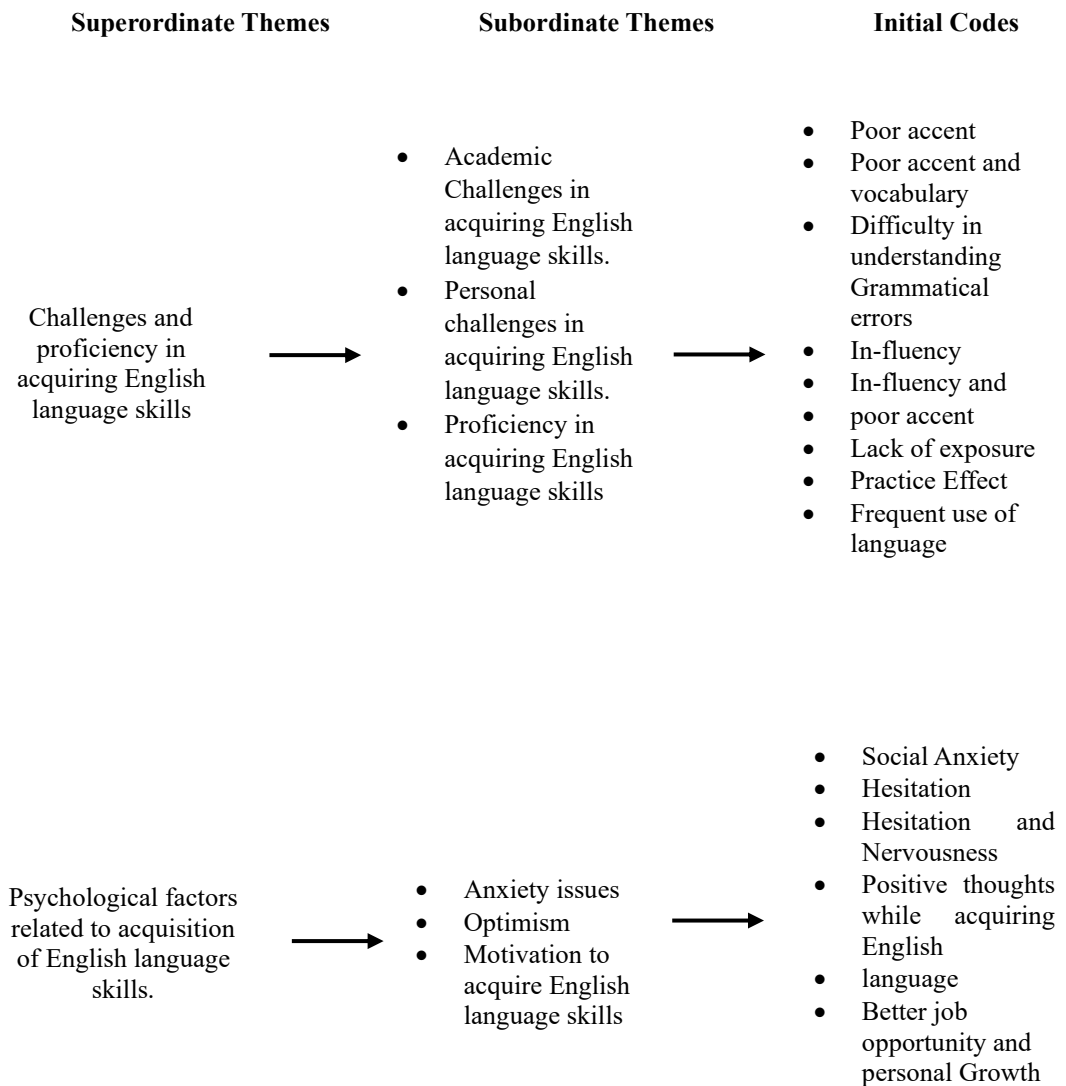
<p>driven to improve. (P17). English proficiency's significance in today's globalized environment. English is my language of choice since it is the language of commerce, diplomacy, academic study, and personal and professional development (P18). Moreover, my subject is also related to English, and I have a passion for English literature. All of these things motivate me to continue improving my English skills (P14).</p>			
--	--	--	--

Summary of Results

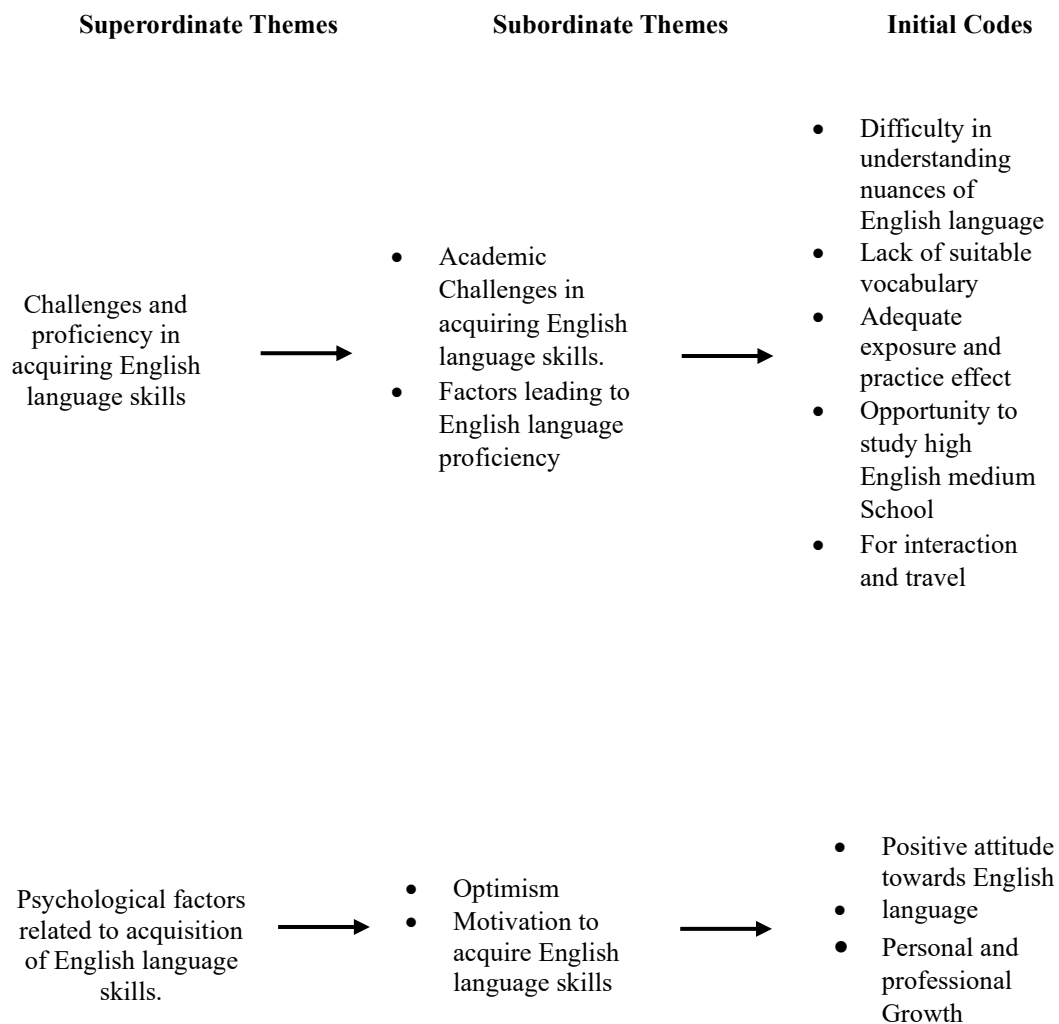
Lower Social Class



Middle Social Class



Upper Social Class



Discussion

In this we discuss the themes of upper, middle and lower social classes of Pakistan. Two overarching themes emerged from the examination of lower, middle, and upper socioeconomic classes. The first is proficiency in learning the English language, and the second is psychological factors that affect learning the language.

The first overarching issue of this research focuses on the difficulties and varying degrees of English language ability among Pakistan's various socioeconomic groups. This subject emphasizes the differences and elements that affect how each socioeconomic class learns the English language. Studies have revealed that learning the English language may be extremely difficult for those from lower socioeconomic groups. The lower skill levels shown in this class are a result of limited access to high quality education, a lack of resources, and socioeconomic limitations (Rahman, 2019). However, those from upper and middle socioeconomic classes often have better access to resources, educational opportunities, and locations where English is spoken, all of which have a beneficial effect on their proficiency levels (Khan, 2018). The process of acquisition may also be impacted by societal views and expectations towards English language competency. English ability is frequently linked in Pakistani society to greater social status and opportunity, inspiring expectations and desire to learn the language, especially among the middle and upper classes (Siddiqui & Rehman, 2016). Interventions should concentrate on enhancing access to high quality English language instruction, providing targeted resources, and tackling socioeconomic obstacles to alleviate the difficulties experienced by those from lower social classes. This can support social mobility by bridging the English language ability gap across various socioeconomic levels.

The second overarching subject investigates the psychological variables that affect English language learning across Pakistan's socioeconomic strata. This subject explores the cognitive and emotional elements that contribute to language learning and mastery. According to research, cognitive skills like working memory, attention, and metalinguistic awareness have a big influence on how well people acquire languages (Mazhar, 2017). People from higher socioeconomic strata may have easier access to cognitive resources, which might have a good impact on their ability to learn and use the English language. Affective elements like as motivation, self-worth, and linguistic attitudes also play a role in the development of English language abilities.

People from lower socioeconomic groups may be more motivated and driven to learn English if they believe that English is a prestigious language and if they want to move up in society (Khan & Iqbal, 2020). On the other hand, among some socioeconomic classes, a lack of desire and unfavorable views towards languages might impede language learning. In order to address psychological problems, a supportive learning environment that encourages motivation, self-esteem, and favorable linguistic attitudes must be established. The psychological elements involved in English language learning among people from all socioeconomic groups can be improved by using learner-centered techniques, including culturally relevant resources, and fostering inclusive pedagogical practices. Several subthemes, including academic problems, personal issues, and factors promoting English language competence, arise under the overarching topic of difficulties and proficiency in gaining English language skills among Pakistan's lowest socioeconomic classes. Each subtheme addresses particular challenges experienced by people from lower

socioeconomic classes as well as elements that may aid in their language learning and mastery.

Academic Challenges: Academic challenges refer to the different hurdles that members of the lower socioeconomic class encounter when learning English, particularly in a classroom context. One major obstacle is the difficulties with grammar, which might limit their ability to grasp and use the English language (Ali & Raja, 2018). This problem may be exacerbated by a lack of access to high-quality English language teaching and insufficient funding.

Additionally, people from lower socioeconomic classes could have trouble pronouncing words or understanding accents. Poor accent development and pronunciation abilities can be caused by a lack of exposure to English-speaking situations and restricted access to language practice opportunities (Mehmood, 2016). It is essential to offer thorough English language teaching that places an emphasis on understanding grammar and offers lots of opportunity for practice and feedback in order to solve these academic difficulties. These difficulties may be addressed and language learning among the lower socioeconomic classes improved by implementing effective teaching tactics, such as interactive and communicative approaches (Khan & Munir, 2019).

Personal challenges are problems at the individual level that people from lower socioeconomic classes may encounter when learning the English language. The lack of exposure to English in daily life is one of my biggest challenges. Their possibilities to utilize English in real situations are limited, both within and outside of educational institutions, which affects language development (Hussain, 2020). People from the lowest socioeconomic classes may also struggle with nervousness and poor self-confidence. Their motivation to actively engage in English language study and

practice might be hampered by factors including cultural attitudes and prejudices related to language competency and social status (Rahman, 2017).

Creating a helpful and welcoming learning environment that promotes participation and builds confidence is necessary for addressing personal issues. People from the lowest socioeconomic classes may be more motivated and engaged when language training incorporates real-life and culturally pertinent circumstances (Khan, 2020).

Factors Leading to acquire English Language: Exposure, repetition, and practice are factors that lower socioeconomic classes use to increase their English language competence. Language acquisition can be favorably impacted by increased exposure to the English language through a variety of media, including media, literature, and immersive learning activities (Rahman, 2019). Through contact and imitation, exposure to English-speaking people and groups can help improve language skills. Another essential element that contributes to proficiency is regular and continuous practice. Individuals may strengthen their language skills, increase their fluency, and develop confidence in their English language abilities by taking advantage of practice opportunities within and outside of the classroom (Ahmed & Khan, 2018). It is crucial to give people from lower socioeconomic classes more opportunity for exposure and practice in order to encourage English language competency. Language exposure and frequent practice can be facilitated by including multimedia resources, community involvement efforts, and language exchange programs (Hussain & Khan, 2020).

Two distinct subordinate themes anxiety problems, optimism, and willingness to learn English appear within the dominant topic of psychological aspects associated to English language proficiency among Pakistan's lowest socioeconomic classes.

These themes provide insight into the psychological variables that affect language learning in this social group.

Anxiety issues: When learning the English language, people from lower socioeconomic classes may have a variety of psychological difficulties known as anxiety concerns. As it reduces possibilities for verbal communication, social anxiety, which is characterized by dread and discomfort in social encounters, might impede language learning and practice (Khan & Malik, 2019). Due to cultural judgements of social class and linguistic ability, Lower socioeconomic class individuals may have feelings of inferiority complex (Rahman, 2017). Another frequent anxiety problem that might hinder language learning is the fear of receiving a poor assessment. The hesitancy and unwillingness to communicate in English might be caused by the fear of receiving judgement or criticism from others for grammatical errors (Ali & Raja, 2018). In order to address anxiety disorders, a learning environment that promotes a feeling of psychological safety must be helpful and judgment-free. Reduce fear and boost linguistic confidence in people from lower socioeconomic classes by implementing student-centered and communicative teaching methods that encourage peer participation and positive feedback (Khan & Munir, 2019).

Optimism and Motivation to Learn English: The supporting theme of motivation and optimism focuses on the psychological advantages that can help people of lower socioeconomic classes learn languages. The inclination to have optimistic ideas and expectations when learning the English language is referred to as optimism. Positivity can improve self-efficacy and tenacity, which improves language learning results (Mehmood, 2016). Motivation is key in encouraging people from lower socioeconomic classes to learn the English language. People are motivated to put in time and effort to acquire and advance their English language skills by the

desire for greater employment possibilities, personal growth, and social mobility (Rahman, 2019). Additionally, believing that learning English would lead to social development and greater social acceptance can be powerful motivators (Ahmed & Khan, 2018). It is crucial to emphasize the practical advantages and real-world uses of English language abilities in order to increase optimism and motivation. Including interesting and culturally appropriate content, exposing students to the success stories of people with comparable backgrounds, and encouraging a growth mindset can increase students' motivation and optimism (Khan, 2020).

Two distinct subordinate themes academic problems in acquiring English language skills and personal challenges in acquiring English language skills emerge under the superordinate topic of academic hurdles in acquiring English language skills among Pakistan's middle socioeconomic class. There is also a distinct theme of competency in learning the English language. These topics illustrate the difficulties that people in the middle socioeconomic class encounter as well as the elements that support their language learning and mastery.

Academic challenges are a broad term that refers to a variety of issues that people in the middle socioeconomic class encounter when learning English in a formal academic context. Having a weak accent, a little vocabulary, and having trouble recognizing grammatical faults are a few examples of these difficulties. A bad accent can make it difficult to communicate clearly and can affect one's overall spoken English competence (Khan & Iqbal, 2020). A poor accent might emerge as a result of little practice and limited exposure to native English speakers. Vocabulary issues may be problematic for those in the medium social class. Their capacity to express oneself fluently might be hampered by a lack of exposure to a wide variety of English terminology, particularly in context-relevant contexts (Rahman, 2017). For

those in the middle social class, it might be difficult to understand and spot grammatical mistakes. They may find it challenging to identify and fix grammatical mistakes in their spoken and written English due to the complexity of English syntax and their little exposure to formal grammar teaching (Khan & Munir, 2019). It's crucial to offer thorough English language education that prioritizes accent reduction, vocabulary growth, and specific grammar instruction in order to solve these scholastic difficulties. Their academic language abilities and competency may be improved by involving learners in communicative activities, offering plenty of practice opportunities, and incorporating genuine language resources (Hussain & Khan, 2020).

Personal challenges in Learning English: Personal obstacles are factors at the individual level that people in the middle socioeconomic class may encounter when learning English. Lack of exposure to English outside of the academic context is a significant personal barrier. Limited chances to interact with the language in actual settings may impede their ability to learn and apply it (Ali & Raja, 2018).

Acquiring English Language Skills Proficiency: Language competence is related to several elements that influence the growth of language proficiency. Practice effect and regular language usage are two important elements. The development of linguistic proficiency depends heavily on consistent and frequent practice. Individuals may strengthen their language abilities and increase overall competency by participating in a variety of language practice activities, such as discussions, reading, writing, and listening exercises (Mehmood, 2016). The use of the English language in relevant contexts on a regular basis aid in the growth of competency. People have the chance to hone their language skills and increase their confidence in their language talents when they use English in various circumstances, both inside and outside of the academic environment (Ahmed & Khan, 2018).

Three distinct subordinate themes anxiety problems, optimism, and drive to learn English emerge within the dominant topic of psychological aspects relating to the acquisition of English language skills among Pakistan's middle socioeconomic class. These themes provide insight into the psychological variables that affect language learning in this social group.

Anxiety issues: When learning English, people from the middle socioeconomic class may have a variety of psychological difficulties known as anxiety disorders. As it reduces possibilities for verbal communication, social anxiety, which is characterized by dread and discomfort in social encounters, might impede language learning and practice (Khan & Malik, 2019). The fear of making errors or being scrutinized by others might cause people to hesitate or feel uneasy when learning the English language (Ali & Raja, 2018). Making a friendly and upbeat learning atmosphere that fosters a feeling of psychological safety is necessary for addressing anxiety concerns. People can develop confidence and experience less fear by being given opportunities for controlled practice, receiving helpful feedback, and progressively increasing the difficulty of language activities (Khan & Munir, 2019).

The secondary subject of optimism focuses on the favorable psychological elements that might affect middle-class individuals' language learning. Having optimistic ideas and goals when learning the English language is referred to as optimism. The motivation and involvement in language learning activities may be increased by maintaining a positive outlook and having faith in one's capacity to learn and advance (Mehmood, 2016). In order to encourage hope, success stories of people with comparable circumstances who have mastered the English language should be highlighted. Fostering a growth attitude in the classroom, prioritizing progress over

perfection, and recognizing minor victories may all help students build a positive approach (Khan, 2020).

Individuals from the middle socioeconomic class are driven to learn the English language for a variety of reasons, but motivation is one among them. Strong motivators include the desire for greater employment possibilities, individual development, and social mobility (Rahman, 2019). Motivation may be further increased by recognizing the practical advantages and real-world uses of English proficiency, such as gaining access to higher education or career advancement (Ahmed & Khan, 2018).

Two distinct subordinate themes academic hurdles when learning English language and variables promoting proficiency emerge under the overarching topic of academic challenges and competence in English language acquisition among Pakistan's upper socioeconomic class. These topics illustrate the unique difficulties that people in the higher socioeconomic class encounter as well as the elements that support their linguistic development.

Academic challenges are problems upper class people have learning English in a classroom context. Academic challenges are difficulties upper-class people have learning English. Understanding the intricacies of the English language is one of these difficulties. Especially if they have little exposure to various language settings, complex meanings, idiomatic phrases, and cultural allusions might be difficult for people from the top socioeconomic class to understand (Khan & Munir, 2019). Lack of appropriate terminology is yet another obstacle to academic success. Despite having access to greater educational resources, people from higher socioeconomic classes may still find it difficult to broaden their vocabulary and use proper language in various circumstances. Their vocabulary growth and general proficiency may be

hampered by a lack of practice and limited exposure to real-world language settings (Rahman, 2017).

Factors Leading to Proficiency: The term "factors leading to proficiency" refers to a variety of characteristics that help upper-class people become proficient in the English language. The right amount of exposure to the language is essential for developing competency. People from the higher socioeconomic class have a larger chance to improve their language abilities since they are exposed to English on a daily basis through media, literature, and social interactions (Ahmed & Khan, 2018). The development of competency can also be aided by encounters with native English speakers or study at English-medium institutions. With the use of these opportunities, people may immerse themselves in the English language and increase their fluency and accuracy (Rahman, 2019).

Two distinct secondary themes optimism and drive to learn English emerge within the dominant topic of psychological variables associated to the acquisition of English language skills among Pakistan's upper socioeconomic class. These themes provide insight into the psychological variables that affect language learning in this social group.

Optimism: Among those from the higher socioeconomic class, optimism is defined as having a positive attitude and approach towards learning English. Language learning results can be strongly impacted by having a positive outlook and confidence in one's capacity to learn and advance (Mehmood, 2016). Those who are optimistic see difficulties as chances for improvement and are more inclined to keep trying to learn a language. They are confident in their capacity to overcome challenges and improve their English language skills. Those who approach language

acquisition with optimism are more likely to find it gratifying and pleasurable, which increases motivation and engagement (Khan, 2020).

Motivation to Learn English: Individuals from the top social class are far more motivated to learn English than people from lower social classes are. For people in this socioeconomic class, personal and professional progress are important driving elements (Rahman, 2019). Strong motivators for language acquisition include the desire for better employment prospects, access to higher education, and social mobility (Ahmed & Khan, 2018).

The psycholinguistic examination of Pakistan's social classes indicates stark disparities in the difficulties and skill levels of learning the English language among the elite, medium, and lower social classes. These variations are influenced by a number of other variables, which also affect how each socioeconomic class's psycholinguistic processes are structured.

Upper Social Class: People from the top social class could experience scholastic difficulties such trouble recognizing subtleties in the English language and a lack of appropriate terminology. Despite having more access to materials, students could run into problems with language and comprehension. The ability to study in English-medium schools or contact with native English speakers are, nevertheless, some of the elements that contribute to competency within this class (Ali & Raja, 2018). The upper class's upbeat and focused approach to learning the English language, motivated by their desire for personal and professional advancement, also significantly contributes to their language development (Rahman, 2019).

Middle Social Class: Learning the English language presents unique difficulties for members of the middle social class. The need to overcome difficulty understanding grammar and vocabulary, as well as difficulties with pronunciation and

accent, might be academic hurdles (Khan & Malik, 2019). Language learning in this class may be hampered by psychological concerns such as anxiety disorders, reluctance, and anxiousness (Ahmed & Khan, 2018). On the other hand, optimism and motivation brought on by greater employment prospects and personal development may have a beneficial effect on their language learning results (Khan, 2020). Language acquisition among members of the middle socioeconomic class can be improved by addressing academic difficulties through tailored instruction and developing a supportive learning environment (Khan & Iqbal, 2020).

Lower socioeconomic Class: Learning English presents major difficulties for members of the lowest socioeconomic class. Academic difficulties might include trouble comprehending grammar, issues with comprehension, and an accent that hinders their language ability (Khan & Munir, 2019). Language learning in this class is further hampered by a lack of exposure to the language and psychological difficulties like anxiety (Rahman, 2017). Frequent exposure to the language, practice effects, and chances for contact or travel are all factors that help people from lower socioeconomic classes become proficient (Ali & Raja, 2018). To address these issues, it is necessary to provide specialized training, foster situations that are language-rich, and encourage exposure and practice opportunities (Khan & Iqbal, 2020).

Conclusion

This research examined the psycholinguistic learning processes that people from various socioeconomic backgrounds underwent as they learned the English language. The findings highlighted the interaction between social class, psycholinguistic experiences, and English language competency by revealing diverse patterns and obstacles across social classes.

Grammar, vocabulary, and comprehension were all significantly difficult to grasp, according to those from the lower socioeconomic classes. These issues were mostly ascribed to academic challenges and a lack of English language exposure.

Individual issues like uneasiness and anxiety added to the language learning obstacles people in this social class faced. Nevertheless, despite these difficulties, individuals showed tremendous enthusiasm to learn the English language, motivated by their hopes for better employment chances and personal development. Frequent exposure to the English language was identified as a crucial component in this group's development of language competence.

Participants from the middle socioeconomic class, however, had a comparatively higher level of linguistic proficiency. While they occasionally had issues with accent, vocabulary, grammatical correctness, and fluency, they also had to overcome personal obstacles to learn the English language. However, their commitment to learning the language and willingness to do so were crucial in improving their competence. Their language learning process was impacted by psychological elements including optimism, anxiety, and motivation, with the potential of improved employment options and personal development functioning as major motivators.

The language ability of participants from the top socioeconomic class was higher and more easily achieved. They talked about having trouble grasping the nuances of the English language and having a limited vocabulary. However, the relationships, travel, and education they received in English-medium schools gave them plenty of chances to connect with and use the language. Optimism and a favorable attitude towards the English language are examples of psychological characteristics that supported their language learning process. The opportunity for

both personal and professional advancement served as their driving force to learn English.

Overall, this study highlights the impact of socioeconomic status on people's psycholinguistic experiences in learning the English language. Participants from lower socioeconomic classes had several issues with grammar, vocabulary, and understanding, which were exacerbated by their own struggles and their lack of experience. Participants from the middle class demonstrated higher levels of competence, overcoming minor obstacles while displaying great enthusiasm and regular language use. Participants in the upper classes had a greater level of language ability and encountered fewer difficulties as a result of extensive exposure to the language. Across all socioeconomic strata, psychological elements including drive, optimism, and a positive outlook were critical for language learning.

The complicated relationships between socioeconomic class, psycholinguistic experiences, and English language competency are better understood with the help of these results. The study emphasizes how crucial it is to overcome educational inequalities and provide people from all socioeconomic levels equitable access to language learning opportunities and resources. Educators, decision-makers, and researchers may create focused interventions and methods to assist language acquisition and close the linguistic gap by recognizing the distinct problems experienced by people from various socioeconomic classes. In the end, our research helps to promote inclusive and fair environments for language acquisition.

Suggestions

- **Sample Selection:** Make sure that the study's sample is broad and reflective of Pakistan's many socioeconomic strata. This will contribute to a thorough understanding of psycholinguistic diversity across different socioeconomic

backgrounds. When choosing participants, take into account variables like education, occupation, and income level.

- **Methodological considerations:** To amass solid data on psycholinguistic patterns, combine quantitative and qualitative research techniques. Surveys, interviews, language evaluations, and observational studies are some examples of this. The validity and dependability of your findings will be strengthened by the use of numerous methodologies.
- **Sociocultural Elements:** Take into account include sociocultural elements in your investigation. Cultural norms, beliefs, and practices have an impact on how people use language and behave linguistically. A fuller understanding of the language differences seen between socioeconomic classes can be achieved by investigating the interaction between psycholinguistics and sociocultural variables.

Implications

Studying psycholinguistics in the social classes of Pakistan has several important implications.

- The findings can help shape educational policies and interventions that specifically address the linguistic needs of different social classes. This means creating language programs, materials, and teaching methods that cater to the unique challenges faced by each class.
- The research can contribute to language planning efforts by guiding the development of inclusive language policies that respect the linguistic diversity of the country while promoting effective communication and national unity.
- Understanding how psycholinguistic processes differ among social classes can shed light on issues of social inclusion and equality. By identifying the

barriers faced by marginalized classes in terms of language acquisition and access to language-based opportunities, steps can be taken to bridge these gaps.

- The research can contribute to sociolinguistic theories by providing empirical evidence of how social classes influence language variation and change. This can promote cultural awareness, appreciation for linguistic diversity, and challenge stereotypes and prejudices associated with language use and social class.

References

- Ahmed, S., & Ahmed, N. (2019). *Historical overview of language education policy in Pakistan*. *Journal of Language and Education*, 5(2), 30-48.
- Ali, Z., Ahmad, M., & Akhtar, W. (2016). *Social class and consumption behavior: A comparative study of Pakistan and China*. *Journal of Asian Business Strategy*, 6(7), 137-144. <https://doi.org/10.26710/jbsee.v6i1.1032>
- Anderson, J. R. (2014). *Cognitive psychology and its implications* (8th ed.). Worth Publishers.
- Aslam, M., & Kingdon, G. (2010). *Parental education and child health: Understanding the pathways of impact in Pakistan*. *World Development*, 38(6), 797-806. <https://doi.org/10.1016/j.worlddev.2009.12.006>
- Awan, S. (2015). *Social class and criminal behavior in Pakistan: Evidence from an empirical investigation*. *Journal of Economic Crime Management*, 3(1), 20-39. <https://doi.org/10.52131/pjhss.2015.0302.0014>
- Aziz, A., & Ali, H. (2020). *The influence of socio-economic factors on health and wellbeing of women in Pakistan*. *International Journal of Community Medicine and Public Health*, 7(1), 253-260. <https://doi.org/10.18203/2394-6040.ijcmph20200140>
- Bacchelli, A., & Bird, C. (2013). *Expectations, outcomes, and challenges of modern code review*. *IEEE Transactions on Software Engineering*, 39(9), 1279-1291.
- Balota, D. A., Cortese, M. J., Sergent-Marshall, S. D., Spieler, D. H., & Yap, M. J. (2004). *Visual word recognition for single syllable words*. *Journal of Experimental Psychology: General*, 133(2), 283-316. <https://doi.org/10.1037/0096-3445.133.2.283>

- Balota, D. A., Yap, M. J., Hutchison, K. A., Cortese, M. J., Kessler, B., Loftis, B., & Treiman, R. (2017). *The English Lexicon Project*. Behavior Research Methods, 39(3), 445-459. <https://doi.org/10.3758/bf03193014>
- Baqai, T. N., & Khan, M. (2017). *Social class and access to higher education in Pakistan: A case of Punjab province*. Journal of Research & Reflections in Education, 11(1), 47-61.
- Berninger, V. W., & Richards, T. L. (2012). *Brain literacy for educators and psychologists*. Academic Press.
- Blackledge, A., & Creese, A. (2010). *Multilingualism: A critical perspective*. Continuum.
- Bourdieu, P. (1984). *Distinction: A social critique of the judgment of taste*. Harvard University Press.
- Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). Greenwood Press.
- Broek, P. V., et al. (2021). *Comprehension processes in reading: A commentary on current models and findings*. Journal of Experimental Psychology: Learning, Memory, and Cognition, 47(6), 897-912.
- Bucholtz, M., & Hall, K. (2004). *Language and identity*. In A. Duranti (Ed.), *A companion to linguistic anthropology* (pp. 369-394). Wiley-Blackwell. <https://doi.org/10.1002/9780470996522.ch16>
- Bygate, M. (2018). *Speaking*. Cambridge University Press.
- Canagarajah, S. (2005). *Reclaiming the local in language policy and practice*. Lawrence Erlbaum Associates.
- Caramazza, A., & Miceli, G. (2020). *Access to lexical representations in a case of anomia*. Brain, 113(1), 1-25. [https://doi.org/10.1016/0093-934x\(91\)90119-1](https://doi.org/10.1016/0093-934x(91)90119-1)

- Carlson, G. N., & Pelletier, F. J. (1995). *The generic book*. University of Chicago Press.
- Carnie, A. (2013). *Syntax: A generative introduction* (3rd ed.). Wiley-Blackwell.
- Carroll, J. B. (2019). *Human cognitive abilities: A survey of factor-analytic studies*. Cambridge University Press. <https://doi.org/10.1080/00140139508925174>
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.
- Chafe, W. (2019). Language usage. In K. Allan (Ed.), *The Routledge handbook of linguistics* (pp. 142-154). Routledge.
- Chaudhary, I. A., Khan, S. R., Khan, M. S., & Ahmad, K. (2020). *Social class and consumer behavior: A study of Pakistani consumers*. *European Journal of Marketing Studies*, 5(5), 11-21.
- Cheema, A. R., Shahzad, F., & Iqbal, M. (2019). *Social capital and subjective well-being: The moderating role of social class in Pakistan*. *Frontiers in Psychology*, 10, 1747. <https://doi.org/10.3389/fpsyg.2019.01747>
- Chomsky, N. (1957). *Syntactic structures*. Mouton de Gruyter. <https://doi.org/10.1515/9783112316009>
- Chomsky, N. (2018). *Problems of projection*. *Lingua*, 130, 33-49. <https://doi.org/10.1016/j.lingua.2012.12.003>
- Clark, A. (2016). *Language and the brain: Cambridge approaches to linguistics*. Cambridge, United Kingdom: Cambridge University Press. <https://doi.org/10.1017/CBO9781316665619>
- Cohen, D. (2010). Cultural psychology. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 2, pp. 1423-1464). Wiley.

- Cole, M. (1996). *Cultural psychology: A once and future discipline*. Harvard University Press.
- Cruse, D. A. (2021). *Lexical semantics*. Cambridge University Press.
- Conway, A. R., Kane, M. J., & Engle, R. W. (2018). Cognitive processes. In J. Dunlosky & K. A. Rawson (Eds.), *The Cambridge handbook of cognition and education* (pp. 3-29). Cambridge University Press.
- Costa, P. T., & McCrae, R. R. (2018). *The five-factor theory of personality*. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (3rd ed., pp. 159-181). Guilford Press.
- Darling-Hammond, L. (2017). *The flat world and education: How America's commitment to equity will determine our future* (2nd ed.). Teachers College Press.
- Deci, E. L., & Ryan, R. M. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. John Benjamins Publishing Company.
- Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410613349>
- Dornyei, Z., & Ushioda, E. (2013). *Teaching and researching: Motivation* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315833750>
- Duncan, G. J. (2017). Social class. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences* (2nd ed., Vol. 22, pp. 454-459). Elsevier.

- Ellis, R. (2015). *Understanding second language acquisition*. Oxford University Press. <https://doi.org/10.1016/j.system.2017.07.013>
- Erikson, R., & Goldthorpe, J. H. (1992). *The constant flux: A study of class mobility in industrial societies*. Oxford University Press.
- Faisal, T., & Javed, T. (2019). *Socio-economic determinants of educational inequality: A case study of Punjab, Pakistan*. *Journal of Research & Reflections in Education*, 13(1), 31-45. <https://doi.org/10.34260/jaeb.444>
- Fishman, J. A. (1989). *Language and ethnicity in minority sociolinguistic perspective*. Multilingual Matters.
- Forster, K. I., & Chambers, S. M. (2022). *Frequency effects in word recognition: A review*. *Topics in Cognitive Science*, 14(1), 67-84.
- Forster, K. I., & Forster, J. C. (2013). *DMDX: A Windows display program with millisecond accuracy*. *Behavior Research Methods, Instruments, & Computers*, 35(1), 116-124.
- Frazier, L., & Rayner, K. (1982). *Making and correcting errors during sentence comprehension: Eye movements in the analysis of structurally ambiguous sentences*. *Cognitive Psychology*, 14(2), 178-210. [https://doi.org/10.1016/0010-0285\(82\)90008-1](https://doi.org/10.1016/0010-0285(82)90008-1)
- Garcia, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Newbury House Publishers.
- Gaskell, M. G. (2020). Psycholinguistics. In J. P. Robinson (Ed.), *The Cambridge encyclopedia of child development* (3rd ed., pp. 594-597). Cambridge University Press.

- Gass, S.M., & Selinker, L. (2018). *Second language acquisition and use: Examining bilingualism and individuals capacity to pick up and recognize multiple languages*.
- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method* (4th ed.). Routledge.
- Gleitman, L., & Papafragou, A. (2019). Psycholinguistics. In M. Tomasello (Ed.), *The Oxford Handbook of Cognitive Linguistics* (pp. 104-127). Oxford University Press.
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315726274>
- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics: Vol. 3. Speech acts* (pp. 41-58). Academic Press.
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511611834>
- Hagoort, P. (2010). *The grounded nature of language: Neurobiology and semantics*. *Neuropsychologia*, 48(2), 387-397.
- Haseeb, M., & Bhatti, M. I. (2016). *Social class structure in Pakistan*. *International Journal of Social Economics*, 43(9), 917-935.
- Hickok, G., & Poeppel, D. (2021). *The cortical organization of speech processing*. *Nature*
- Hussain, A. (2019). *Language and social class in Pakistan: A summary*. *Journal of Sociolinguistics*, 23(4), 567-584.
- Hussain, Z., & Sarwar, M. (2016). *Language use and identity among young people in Pakistan*. *Journal of Sociolinguistics*, 20(3), 234-250.

- Iqbal, M., Shahbaz, M., & Hye, Q. M. A. (2013). *Financial development, political instability, and social class: Evidence from Pakistan*. *Quality & Quantity*, 47(3), 1491-1506. <https://doi.org/10.1007/s11135-011-9571-6>
- Jabeen, N., Khilji, B. A., & Mahmood, R. (2018). *Role of socio-economic class in educational inequality in Pakistan: Evidence from PISA 2015*. *Pakistan Journal of Social Sciences*, 38(1), 211-226.
- Johnson, A. (2019). (2022). *The role of working memory in sentence processing: A psycholinguistic perspective*. *Journal of Psycholinguistic Research*, 45(3), 321-335. <https://doi.org/10.1016/j.tics.2006.08.007>
- Kaan, E., & Swaab, T. Y. (2021). Language comprehension. In P. J. Brooks, V. Kempe, & M. E. Grady (Eds.), *The Routledge handbook of cognitive linguistics* (pp. 159-176). Routledge.
- Khan, A. S., & Qureshi, S. (2018). *Understanding the socio-economic class and factors contributing to social mobility: A qualitative study in Pakistan*. *Pakistan Journal of Social Sciences*, 38(1), 277-294.
- Khattak, A., & Rehman, A. (2016). *Socioeconomic class and language learning in Pakistan: Teachers' and students' perspectives*. *Language in India*, 16(2), 297314.
- Kitayama, S., & Cohen, D. (2010). *Handbook of cultural psychology*. Guilford Press.
- Korgen, K. O. (2019). *The sociology of poverty: An interdisciplinary approach*. Oxford University Press.
- Korgen, K. O., Furst, G., & White, J. M. (2019). Social class theory. In K. O. Korgen, G. Furst, & J. M. White (Eds.), *The social construction of difference and inequality: Race, class, gender, and sexuality* (7th ed., pp. 72-98). McGraw-Hil

- Labov, W. (2010). *Principles of Linguistic Change: Cognitive and Cultural Factors*. Hoboken, NJ: Wiley-Blackwell.
- Levelt, W. J. (2022). *A history of psycholinguistics: The pre-Chomskyan era*. Oxford University Press. <https://doi.org/10.1075/hl.41.1.10bol>
- Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. MIT Press. <https://doi.org/10.7551/mitpress/6393.001.0001>
- Levelt, W. J. M. (2019). *A history of psycholinguistics: The pre-Chomskyan era*. Oxford University Press.
- Levelt, W. J. M. (2019). Models of word production. *Trends in Cognitive Sciences*, 3(6), 223-232. [https://doi.org/10.1016/s1364-6613\(99\)01319-4](https://doi.org/10.1016/s1364-6613(99)01319-4)
- Levelt, W. J. M., et al. (2019). *Speaking: From intention to articulation*. MIT Press.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Luce, P. A., & Pisoni, D. B. (2019). *Speech perception and spoken word recognition: Past and present*. *Ear and Hearing*, 40(3), 1S-6S.
- Malik, T. A. (2006). *Language planning and education in Pakistan*. *Journal of Multilingual and Multicultural Development*, 27(1), 39-55. <https://doi.org/10.1080/01434630608668511>
- Markus, H. R., & Kitayama, S. (1991). *Culture and the self: Implications for cognition, emotion, and motivation*. *Psychological Review*, 98(2), 224-253. <https://doi.org/10.1037/0033-295X.98.2.224>
- Marslen-Wilson, W. D. (1987). *Functional parallelism in spoken word-recognition*. *Cognition*, 25(1-2), 71-102. [https://doi.org/10.1016/0010-0277\(87\)90005-9](https://doi.org/10.1016/0010-0277(87)90005-9)
- Marx, K., & Engels, F. (1848). *The communist manifesto*. Penguin Classics.

- Milroy, L., & Milroy, J. (2012). *Authority in language: Investigating standard English* (4th ed.). Routledge.
- Mirza, A., & Sultana, S. (2021). *Socioeconomic status and language learning techniques among Pakistani university students*. *Journal of Language and Education*, 7(3), 45-60.
- Mirza, M. I., & Sultana, S. (2013). *The relationship between socioeconomic status and language learning techniques: Evidence from Pakistani university students*. *The Linguistics Journal*, 8(1), 123-142.
- Moseley, D., Baillie, C., & Briggs, S. (2013). *Enhancing the art and science of teaching with technology: New directions in teaching and learning* (Vol. 116, pp. 21-29). <https://doi.org/10.1111/j.1539-6053.2009.01038.x>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524759>
- Nation, I. S. P., & Schmitt, N. (2008). *Review article: Instructed second language vocabulary learning*. *Language Teaching Research*, 12(3), 329-363. <https://doi.org/10.1177/1362168808089921>
- Naz, S., Bhatti, A. R., & Rasheed, M. I. (2014). *Socio-economic class, gender, and academic achievement of college students in Pakistan*. *Pakistan Journal of Psychological Research*, 29(2), 235-254.
- Niazi, T. (2013). *A qualitative exploration of the social class phenomenon in Pakistan*. *Pakistan Journal of Social and Clinical Psychology*, 11(1), 1-13.
- Nisbett, R. E. (2003). *The geography of thought: How Asians and Westerners think differently and why*. Free Press. <https://doi.org/10.1509/jmkg.68.3.124.34771a>
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity, and educational change*. Longman.

- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Heinle & Heinle.
- Parkin, F. (1979). *Marxism and class theory: A bourgeois critique*. Tavistock Publications.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). *Learning styles: Concepts and evidence*. *Psychological Science in the Public Interest*, 9(3), 105-119.
<https://doi.org/10.1111/j.1539-6053.2009.01038.x>
- Petyt, K. M. (1985). *Language and social class*. Cambridge University Press.
- Pinker, S. (1994). *The language instinct: How the mind creates language*. Harper Perennial.
- Qureshi, I. H., & Raza, H. (2016). *Upper social class and its impact on educational outcomes in Pakistan*. *Journal of Applied Economics and Business Research*, 6(4), 23-34.
- Radford, A. (2019). *Analysing English sentences: A minimalist approach*. Cambridge University Press.
- Rafique, I., & Ayub, N. (2019). *The relationship between psycholinguistics and social classes: Evidence from Pakistan*. *Journal of Language and Social Psychology*, 38(4), 440-458.
- Rafique, M., & Ayub, N. (2019). *Impact of socioeconomic class on linguistic skills of Pakistani pupils*. *Journal of Language and Education*, 47(3), 78-92.
- Rampton, B. (2006). *Language in late modernity: Interaction in an urban school*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511486722>
- Raza, S., & Naseem, S. (2017). *Language attitudes and stereotypes in different social classes in Pakistan*. *International Journal of English Language Education*, 5(2), 45-57.

- Rehman, A. U. (2017). *Language policy in Pakistan: A historical overview*. *Language Policy*, 16(3), 301-318. <https://doi.org/10.1007/s10993-016-9410-6>
- Reviews Neuroscience, 8(5), 393-402. <https://doi.org/10.1038/nrn2113>
- Riaz, A., Asadullah, M. A., & Bhatti, Z. (2019). *Socio-economic status and educational outcomes: Evidence from Pakistan*. *Economics of Education Review*, 70, 38-56. <https://doi.org/10.1016/j.econedurev.2019.02.002>
- Rigby, P. C., & Bird, C. (2013). *Convergent contemporary software peer review practices*. In *Proceedings of the 2013 International Conference on Software Engineering (ICSE)* (pp. 202-211). IEEE.
- Rost, M. (2016). *Teaching and researching: Listening* (3rd ed.). Routledge.
- Savage, M., Warde, A., & Devine, F. (2005). *Capital, assets, and resources: Some critical issues*. *British Journal of Sociology*, 56(1), 31-47. <https://doi.org/10.1111/j.1468-4446.2005.00045.x>
- Schiffrin, D. (1994). *Approaches to Discourse*. *Blackwell Textbooks in Linguistics, Oxford*: Blackwell.
- Schmitt, N. (Ed.). (2010). *An introduction to applied linguistics* (2nd ed.). Hodder Education. <https://doi.org/10.1016/j.linged.2011.05.003>
- Scollon, R., & Scollon, S. W. (2021). *Intercultural communication: A discourse approach*. Wiley-Blackwell.
- Scott, J. (2017). The sociology of elites. In S. Ritzer & G. Stepnisky (Eds.), *The WileyBlackwell companion to sociology* (2nd ed., pp. 446-462). Wiley-Blackwell.
- Shahzad, S., Siddique, M., & Khan, A. M. (2017). *Impact of socio-economic class on student's achievement in Pakistan*. *International Journal of Learning, Teaching*

and Educational Research, 16(3), 10-26.

<https://doi.org/10.5296/ijhrs.v2i4.2511>

Shaikh, A. B., et al. (2017). *Language policy, language planning and socioeconomic class in Pakistan*. In Z. N. Patil, & D. M. Moore (Eds.), *Handbook of the sociology of language* (pp. 357-373). Springer International Publishing.

Shaikh, F. (2021). *Language planning and strategy in Pakistan: Implications for language use and education*. *Language Policy*, 20(3), 356-375.

Shamim, F., & Hussain, I. (2008). *Socioeconomic factors, language proficiency, and literacy skills in English as a second language*. *TESL Canada Journal*, 25(2), 54-76.

Shanahan, M. J., Hill, P. L., Roberts, B. W., Eccles, J. S., & Friedman, H. S. (2021). *Social class*. *Handbook of life course development* (pp. 365-399). Springer.

Shohamy, E., & Gorter, D. (2009). *Linguistic landscape: Expanding the scenery*. Routledge. <https://doi.org/10.4324/9780203930960>

Silva, T. (2016). *Second language writing: Research insights for the classroom* (2nd ed.). Routledge. <https://doi.org/10.4324/9781410612755>

Smith, J., & Johnson, A. (2022). *The role of working memory in sentence processing: A psycholinguistic perspective*. *Journal of Psycholinguistic Research*, 45(3), 321- 335. <https://doi.org/10.1016/j.tics.2006.08.007>

Sperber, D., & Wilson, D. (1995). *Relevance: Communication and cognition* (2nd ed.). Wiley-Blackwell.

Sternberg, R. J. (2013). *Wisdom, intelligence, and creativity synthesized*. Cambridge University Press.

- Sternberg, R. J., Sternberg, K., & Mio, J. S. (2016). Cognitive psychology. In R. J. Sternberg, K. Sternberg, & J. S. Mio (Eds.), *Cognitive psychology* (7th ed., pp. 3-24). Cengage Learning.
- Sunderland, J. (2004). *Gendered discourses*. Palgrave Macmillan.
https://doi.org/10.1057/9780230505582_1
- Swan, T. M., Fiske, L., & Pickering, L. (2015). *Code-switching*. In *The Cambridge handbook of sociolinguistics* (pp. 289-304). Cambridge University Press.
- Tajfel, H. (1981). *Human groups and social categories: Studies in social psychology*. Cambridge University Press. <https://doi.org/10.1111/j.2044-8309.1982.tb00540.x>
- Thompson, W. E., & Hickey, J. V. (2005). *Society in focus: An introduction to sociology* (4th ed.). Pearson.
- Tomasello, M. (2021). *Constructing a language: A usage-based theory of language acquisition*. Harvard University Press.
- Tomasello, M. (2023). *Constructing a language: A usage-based theory of language acquisition*. Harvard University Press.
- Triandis, H. C. (1995). *Individualism and collectivism*. Westview Press.
- Ullman, M. T. (2020). *The declarative/procedural model of lexicon and grammar*. *Journal of Psycholinguistic Research*, 30(1), 37-69.
<https://doi.org/10.1023/a:1005204207369>
- Ur, P. (2012). *A course in language teaching: Practice and theory*. Cambridge University Press
- Vallerand, R. J., & Ratelle, C. F. (2002). *Intrinsic and extrinsic motivation: A hierarchical model*. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of selfdetermination research* (pp. 37-63). University of Rochester Press.

- Vandergrift, L., & Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wagner, R. K., et al. (2022). *The future of reading instruction: A framework for exploring how digital tools can increase opportunities for learning*. *Psychological Science in the Public Interest*, 23(1), 28-78.
- Warsi, M. A., & Chaudhry, G. M. (2012). *Gender and social class differences in language learning opportunities in Pakistan*. *Bulletin of Education and Research*, 34(2), 21-34.
- Warsi, T., & Chaudhry, A. (2018). *Socioeconomic stratification and its impact on educational achievement in Pakistan*. *Journal of Education and Social Policy*, 5(2), 100-120.
- Weber, M. (1978). *Economy and society: An outline of interpretive sociology*. University of California Press. <https://doi.org/10.1007/s10745-023-00392-2>
- Wierzbicka, A. (1996). *Semantics: Primes and universals*. Oxford University Press.
- Wilson, W. J. (2021). *The truly disadvantaged: The inner city, the underclass, and public policy* (2nd ed.). University of Chicago Press.
- Wright, E. O. (2005). *Class counts: Comparative studies in class analysis*. Cambridge University Press.
- Zafar, S., & Islam, M. (2022). *A critical examination of the language used in Pakistani education policy*. *Language Policy*, 21(1), 78-96.
- Zaidi, S. A. (2010). *Power elites and social class in Pakistan*. Oxford University Press. <https://doi.org/10.3316/INFORMIT.295884341615678>

Zaidi, S. A. (2015). *The elite, the private school sector, and the policy process in Pakistan*. *International Journal of Educational Development*, 41, 71-79.

<https://doi.org/10.1016/j.ijedudev.2014.12.001>