A Study on Reasons for Code-Switching in Facebook by Pakistani Urdu English Bilinguals

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Abstract

With over 800 million active users, Facebook is changing the way hundreds of millions of people relate to one another and share information. Language has also been influenced in terms of its usage and practices as it is one of the favored modes of communication on the Internet. Code switching is one of the language phenomena where such changes can be traced. This paper aims to find out code-switching in online interaction also the reasons for doing so by

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examining participants' bilingual exchanges in social networking website. This study adapts Malik's (1994) ten reasons for code-switching as a framework to investigate the reasons of code switching by Urdu English bilingual students of five postgraduate institutes of Pakistan. The data consisted of messages posted by bilingual students on their Facebook profile pages. The study uses descriptive qualitative method to analyze data collected through convenient sampling method. Findings show that code-switching is a prevalent phenomenon in Pakistani Urdu English bilingual speakers on facebook. Based on the analysis the study concluded that code switching is not only apparent in spoken discourse but also in online written discourse and the reasons for switching codes are similar to those of verbal communication.

Keywords: Code switching , Facebook, Reasons, Bilingual

Introduction

Code switching is a widespread phenomenon in bilingual speech and it is therefore not surprising that a great proportion of research on bilingualism focus this. More often than not, bilinguals will find themselves switching or mixing between languages that they are familiar with while engaging in a conversation daily. Known as code-switching in linguistics, many bilinguals will utilize their ability to shift from one language to another to communicate with others in an unchanged setting and usually within the same utterance (Bullock & Toribio, 2009).

Code-switching, alternatively known as code-mixing, is not an unfamiliar linguistic phenomenon in Pakistan, a multilingual country where bilinguals often communicate with more than just one language or variety in everyday interaction. Code-switching, which may be defined as the alternation between two or more languages in a speaker's speech, occurs naturally in the speech of bilinguals. According to some studies, code-switching often happens subconsciously;

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people may not be aware of the fact that they have switched, or be able to report, following a conversation, which code they used for a particular topic (Wardaugh, 1998, p. 103).

Myers-Scotton and Ury (1977) explained code-switching as the "use of two or more linguistic varieties in the same conversation or interaction." Thus, code-switching may be defined as the alternate use of two or more languages by bilinguals in a conversation. Unlike other sociolinguistic phenomena such as pidgins and creoles where speakers in contact only need to have knowledge on the common language that is used to communicate with speakers of other languages, code switching requires its speakers to know at least two or more varieties, making it an activity exclusive to only bilinguals.

The occurrence of code-switching is often seen as a natural and subconscious phenomenon in bilingual speech. According to Nomura (2003), speakers may not be aware that code-switching has occurred in their communication or be able to report which language they have used during a particular topic after the conversation.

However, research has shown that the phenomenon does not happen without a purpose. A study by Ariffin and Rafik-Galea(2009) showed that code-switching is a tool or employed by speakers or discourse strategies used to effectively communicate their intents and express social and rhetorical meanings in their conversation.

Although code-switching and borrowing are often debated as having similarities, many linguists have since proved both phenomena to be very distinct. Myers-Scotton (2006) asserted that borrowed words arise in conversation with some level of predictability while the same aspect cannot be applied to code-switching words. This means that borrowed words tend to be used in other conversation as well but code-switching words may occur only once and not in other discourses. Also, phrases are unusually borrowed from their original languages as it is hard

to do so without losing their original elements and intended usage. It is parallel to Gumperz's (1982) claim that the borrowing phenomenon happens at word and clause level while code-switching at syntax level.

While many linguists have placed their interest on code-switching that takes place in verbal communication, the emergence of various non-verbal communication devices due to the rapid technology development over the past decades has resulted in the increased amount of computer-mediated exchanges such as in instant messaging, e-mail and social networking websites.

Facebook, the world's largest social network website that allows users to connect with other people, share information and communicate online, is one of such electronic media where code-switching often happens. Non-verbal communication provides bilinguals with different conditions for code switching. The mediated nature of online conversation allows bilinguals the time and opportunity to edit the content before being sent to another party, a feature that is not available in verbal interaction as conversation is spontaneous. In other words, the growing use of various communication tools for electronic devices such as computers and mobile phones has brought about various communicative functions and reasons for code-switching.

Statement of Problem

Due to the bilingual education system and multilingual communication patterns in Pakistani society, speakers are bound to know more than one language. Other than acquiring their mother tongue through informal family instruction at young age, students also learn and use a second or even a third language through formal education (Gulzar, 2010). Therefore, code switching is more likely to occur in order for communication to be successful among speakers of different social backgrounds. While extensive studies have been done to explain the linguistic

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phenomenon in verbal communication, the area of code-switching in computer-mediated communication has not been clearly defined especially social networking website that has only become popular in the recent few years. Thus, this research attempts to fill this gap by revealing the reasons for code-switching in non-verbal communication as opposed to the widely researched code-switching in verbal conversation

Objectives of the Study

The primary objective of this study is to examine the phenomenon of code-switching in computer-mediated communication (CMC) by bilingual university students. The various reasons for code-switching are identified by collecting and analyzing students' bilingual texts in social-networking website which has been a popular medium of communication on the Internet.

Significance of the Study

This study will add to the existing literature on code-switching, specifically on online conversation. Information gained from the study will help to provide insight on how and why code-switching occurs not only in spoken but also in written form. It is important as bilinguals will then be aware of the code-switching that occurs during online communication via social networking website. As a result, code-switching can be used to obtain positive effects in online conversation by bilinguals such as to express group solidarity, establish goodwill and emphasize a point as mentioned by Muthusamy (2009).

Research Questions

The research questions for this study are as follows:

1. What are the reasons for Pakistani Urdu English bilingual students to switch codes in online messages sent via social networking website?

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2. What are the most frequent reasons for the phenomenon of code-switching among Pakistani Urdu -English bilingual students in social networking website?

Literature Review

The convergence of the Internet and the web has brought about a new medium for information sharing and communication known as computer-mediated communication (CMC). Crystal (2006) used the term Internet linguistics to refer to the study of the new styles and formats and the development of language that emerged from the new electronic media.

According to Thurlow, Lengel and Tomic (2004), CMC fundamentally refers to any human communication achieved through, or with the help of computer technology. The areas include all types of Internet activity such as e-mail, instant messaging, games interaction and bulletin boards.

Crystal (2006) views CMC as an emerging third medium, a hybrid between traditional speech and writing where certain properties are shared by CMC while others are not.

The trending usage of CMC is indeed imposing different conditions for language to be used than those by other forms of conventional communication. Studies have shown contradicting results of how language is used in CMC. Therefore, the change in code-switching can also be traced from the language of the swiftly developing medium of communication.

Facebook

Facebook is a social network website that provides an extensive number of features for its users to socialize and share information about themselves. Users can sign up on the website with a valid e-mail address and create a profile page, allowing them to keep updated with friends' social activities, upload photos, share links and videos and connect with people. As of January

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2011, the network was estimated to have more than 600 million monthly active users worldwide (Carlson, 2010). One of the main features is the News Feed where users can publish status updates and share them with users in their network. The status updates posted on users' profiles pages will then available to be replied or commented on at any time by other users. Thus, Facebook has become the leading social network platform on the Internet and a vital communication tool globally.

Bilingualism and Code Switching

Bilingualism is a concept often associated with code-switching as a speaker must be able to perform more than a language in order to code switch. Numerous attempts have been made by linguists to describe and fully understand the concept from various aspects such as categories, factors and degree of bilingualism.

One of the earliest studies carried out by Bloomfield (1933) broadly defined bilingualism as the "native-like control of two languages." The definition raised some questions on the degree of mastery or competency of a speaker in the languages in order to be considered to have native like control.

Haugen (1953) further explained that bilingualism only exists when a speaker of one language has the ability to produce complete meaningful utterances in another language. While the definitions remain vague and do not entirely reveal what exactly is needed for a speaker to be a bilingual, both Weinreich (1953) and Mackey (1957) provided a more or less similar definition where bilingualism is said to be the alternate use of two languages or more by the same speaker, altogether embracing the concept of multilingualism in its definition.

Code and Code-switching

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The concept of *code* was put forward by Bernstein (1971). It refers to any system of signals, such as numbers, words, signal, which carries concrete meaning. Wardhaugh pointed out that the term *code* is a neutral term rather than terms such as *dialect*, *language*, *style*, *pidgin* and *creole* which are inclined to arouse emotions. Code can be used to refer to "any kind of system that two or more people employ for communication" (p.86). When a particular code is decided on, there is no need to stick to it all the time. People can and should shift, as the need arises, from one code to another .In the studies of code-switching, there have been various definitions of the term "code-switching".

Gumperz referred to it as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (p.59). Cook came up with the notion that code-switching is the process of "going from one language to the other in mid-speech when both speakers know the same languages" (p.83). As defined by Lightbown, it is "the systematic alternating use of two languages or language varieties within a single conversation or utterance" (p.598).

To be brief, code-switching is the shift from one language to another within a conversation or utterance. In the context of foreign language classroom, it refers to the alternate use of the first language and the target language, a means of communication by language teachers when the need arises.

Types of Code-Switching

There have been many attempts to give a typological framework to the phenomenon of code-switching. One of the most frequently discussed is that given by Poplack . Poplack identified three different types of switching which, more often than not, bilinguals will find themselves switching or mixing between languages that they are familiar with regularly while

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engaging in a conversation daily. Known as code-switching in linguistics, many bilinguals will utilize their ability to shift from one language to another to communicate with others in an unchanged setting and usually within the same utterance (Bullock & Toribio, 2009). Code-switching is traditionally assumed to be an indication of language knowledge deficiency in bilingual speakers. However, various researchers have proposed that code-switching is also commonly used by bilinguals to achieve particular interactional goals in a conversation with other speakers (Shin, 2010).

Additionally, code-switching was viewed as a choice in determining the linguistic choices used in a conversation where the rewards and costs for using either of the languages was weighed by the switcher to achieve a particular outcome (Myers-Scotton, 1979).

The theory was further represented in Myers-Scotton's (1993) Markedness Model based on the social motivation of code-switching. The model centers on the notion of code-switching as low level proficiency in the second language .The model centers on the notion of code-switching as language choices made by speakers and it is seen as either an unmarked or marked language choice in different speech situations. Code-switching is deemed as an unmarked or safe choice when it is more or less expected in a particular type of interaction that is determined by factors other than the conversation content such as social and situational settings. In contrast, marked choice is unpredictable, disregarding social and situational factors and what is expected in the interaction. Therefore, a marked choice is a negotiation about the speaker and the speaker's relationship with other participants (Myers-Scotton, 2006).

Types of code-switching

In one of the early researches, Bloom and Gumperz (1972) identified two types of code-switching: situational and metaphorical. Situational code switching is influenced by situation

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change in a conversation or discourse such as the change in participant, topic or setting. Metaphorical or conversational code-switching, on the other hand, works as a conversational strategy to assist conversational acts such as an apology, request, complaint or refusal. From another perspective, Poplack (1980) categorized code-switching into the following three types: tag-switching, intersentential and intrasentential.

Tag-switching

Tag-swiching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of code-switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions thus not violating syntactic rules when being inserted into monolingual sentences. Common English tags such as *I mean*, *you know* and *I wish* are some of the examples that fit into that category.

Intersentential Switching

Intersentential switching happens at clausal or sentential level where each clause or sentence is in one language or another. Occurring within the same sentence or between speaker turns, this type of code-switching requires its speaker to be fluent in both languages in order to conform to the rules of the languages.

Intrasentential Switching

Intrasentential switching is possibly the most complex type among the three, can take place at clausal, sentential or even word level Since the early 1970s, code-switching has gained the interest of scholars as a naturally occurring use of languages by bilinguals (Ariffin & Rafik-Galea, 2009). The motivations, functions and reasons of code-switching have been studied extensively by a number of researchers from various linguistics perspectives.

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Malik (1994) in discussing the sociolinguistics of code-switching of the language situation in India explained ten reasons for speakers to code-switch.

Frame Work for This Paper

In this research article about code switching in a social network between speakers of Urdu and English Malik's (1994) review on ten reasons for code-switching will be used to discuss the occurrences of code-switching in online communication. The reasons are: lack of facility, lack of registral competence, mood of the speaker, to amplify and emphasize a point, habitual expressions, semantic significance, to show identity with a group, to address different audience, pragmatic reasons and to attract attention.

This framework is used for justifying the phenomenon of code-switching in social-networking website. The framework that is used is as illustrated below:

Malik's (1994) ten reasons for code-switching

➢ Lack of facility

➢ Lack of registral competence

➢ Semantic significance

➢ To address different audience

➢ To show identity with a group

➢ To amplify and emphasize a point

➢ Mood of the speaker

➢ Habitual expressions

➢ Pragmatic reasons

➢ To attract attention

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Methodology

This research about code switching in a social network between speakers of Urdu and English, adapts a framework by Malik (1994),the ten reasons for code switching. Data in the form of online written texts was drawn from a social networking website known as Facebook.

Two instruments are used in this study:

1) Profile pages on Facebook

   Data taken from Facebook is used as a primary source data. It was randomly selected through the participant's profile pages where they used to update o the recent activity and also to communicate with their peers. The status posted is open for others to comment and also data are collected on what their friends has written on their profile pages or known as wall.

2) Malik's ten reasons for code switching

   Data gathered are then analyzed on a framework adopted by Malik (1994).

The study uses descriptive qualitative methods since it is the best way to describe the reasons of bilingual speakers' code switching in Pakistan on Facebook. Convenience sampling method is employed by researcher in selecting the participants in order to gain access to the posted messages. Participants are made up of 50 Urdu-English bilingual speakers from Government College University Faisalabad, University of Education Lahore, Kinnaird College for Women Lahore, National Textile University Faisalabad and University of Agriculture Faisalabad. Ten participants from each institute participated in this study. Out of the 50 participants, 30 of them are male while the remaining twenty are female. Participants are aged between 22 to 28 years old.

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For this study, a total of 100 messages dated between April 2013 and 20 June 2013 were collected by the researcher through participants' profile pages based on participants' activity on the website and the occurrence of code-switching are marked.20 messages were same as they were repeated in different situations so the occurrences were marked out of 80 messages.
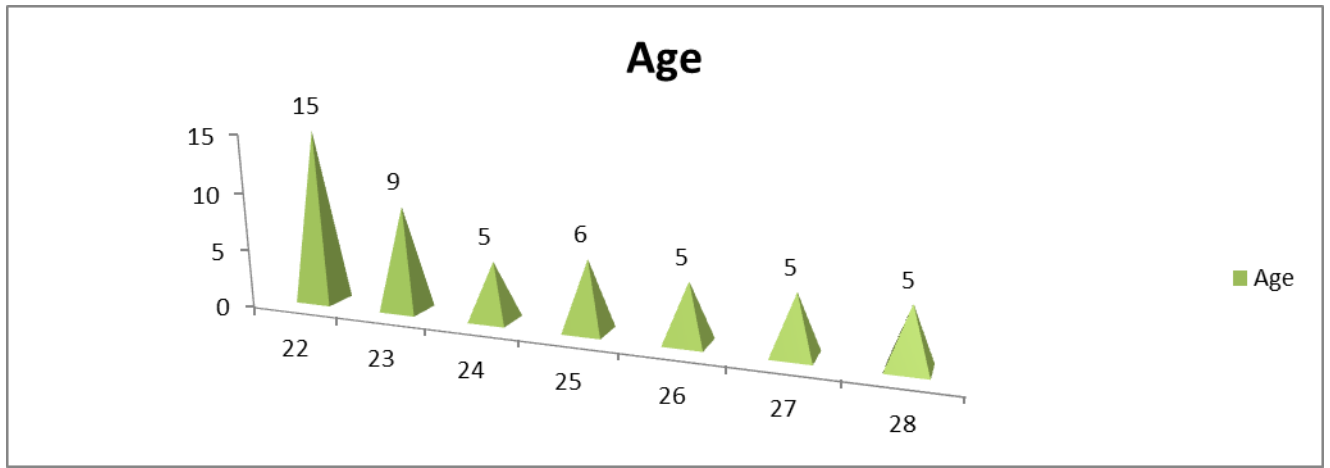
Findings and Discussion

From the collected data it was seen that majority of the online messages and statuses posted in Facebook by participants were in Urdu with insertion of English and Punjabi. Data was examined based on the occurrences of code switching and the reasons for bilingual speakers to switch code in Facebook, through their statuses, comments and chat. Malik's (1994) ten reasons for code switching were applied to the occurrences of code switching in Facebook. To give a clearer understanding on participants' background, demographic information of the bilingual university students is also included.

Number
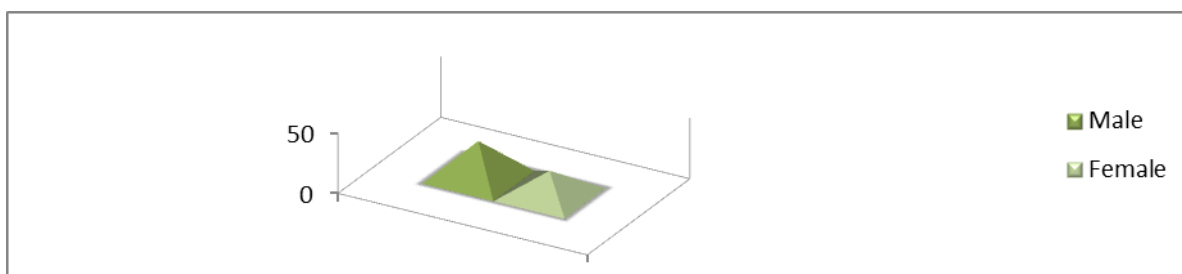
Findings has shown that 30 (60%) out of 50 participants are male and the 20 (40%) participants are female.

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Number of Participants (Age)

The age of the participants range between 22-28 years old. Results have shown that 15(30%) out of 50 participants are aged 22 years old. 9(18%) out of 50 participants are aged 23 years old. 6(12%) out of 50 participants are aged 25 years old. 15(30%) participants out of 50 participants are aged between 26-28. Only 5(10%) out of 50 participants fall in the category of 24 years old.

List of Institutes
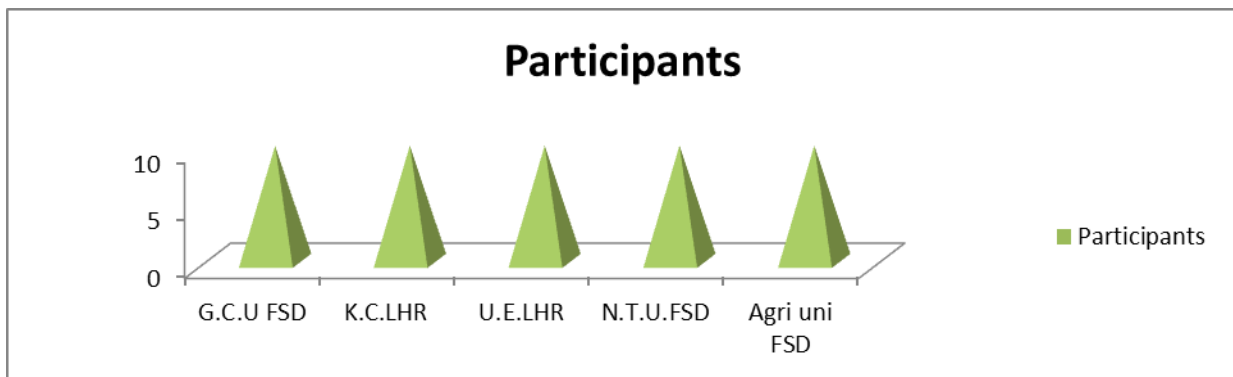
Members of 5 postgraduate institutes are included in sample and all are given equal participation. Ten participants of each institute are randomly selected for the study.

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Reasons for code- switching	Number of occurrences	Percentage %
Lack of facility	31	38.75%
Lack of registeral competence	17	21.25%
Habitual expressions	11	13.75%
To amplify and emphasize a point	3	3.75%
Mood of the speaker	10	12.5%
To show identity with the group	2	2.5%
To address different audience	1	1.25%
Semantic significance	3	3.75%
Pragmatic reasons	2	2.5%
To attract attention	0	0%
Total	100	

1. Lack of Facility

According to Malik (1994), bilinguals or multilinguals often explain that they code switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. The reason for switching may however be culturally conditioned and David (2003) notes that an alien concept often has a speaker switch to the language from which the concept is borrowed. as in the following example:

"sb thek hy koi f b py hi nah bus thory sy log hai kuch k to contact no hi nai hay"

Urdu does not have any word for fb so in usual conversation borrowed words are used.

"M.phil ka course work complete kia ajkal research chal rahy hy"

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According to Malik (1994), the above example shows that the participant couldn't find an appropriate expression or vocabulary item for course work in Urdu at that moment of conversation.

"it was guuud,abi to 14 grade walo ko training di ja rahy hy"

"zara kuch activities btao jo kara sakon students ko"

The word activities here refer to the learning practices in classroom but as the speaker does not have a substitute urdu word for activities so speaker use it.

"wts up buddy?"

"molvi sb reached for fatiha tmko b bejogy "

In this example speaker obviously does not have English word for fatiha so here switching is culturally conditioned.

2. Lack of Register

When speakers are not equally competent in two languages and when the speakers do not know the terms in two languages, then code-switching occurs. For example, in certain occupations code switching takes place in the speech of doctors, lawyers, engineers while they interact among themselves owing to the fact that proper terms in Urdu or in any other language other than English may not be available to them. As a result, they utilize the English terminology that they are familiar with.

"wo kuch different is liy b hy k is ma educational research b hy wo hamin spss b karwaingy"

"ma sham ko update karongy abi to ami ki sugar chek karany jana hy"

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In these examples speakers don not have appropriate words for spss and sugar so they switch code from Urdu to English, this is further elaborayed by these examples:

Han phly Pakistan kals b ziada expensive nai the but abi zardari ny tax hi bht laga dia hy"

Wo b thek hai phd kar rahy y leave py"

Yahn mery jan py bani hy linguistics ki presentation hy merrrrrryyyyyy"

"yar antomology k paper ma theorem hi solve karny hay bus"

In these the speakers use Tax, PhD, Linguistics, Entomology and Theorem as they are not familiar with Urdu substitutes. These are different terms used in educational environment so these are commonly used and understood. As David (2003) notes, it is vital to use specific terminology to refer correctly to an object or a character. The use of the exact terminology or vocabulary is important in this situation when the terminology plays an important role and has the potentiality to make a major impact on perception. Therefore, whichever the code is that enables the speaker to get his/her exact meaning across will be the one that is acceptable to the interactants including one where language mixing occurs.

3. Mood of the Speaker

Malik (1994) claims that usually when bilinguals are tired or angry, code switching takes place with a new dimension. This means, when the speaker is in the right state of mind, he/she can find the appropriate word or expression in the base language. Very often he/she knows exactly the word in both the languages (X and Y) but the language Y may be more available at the point of time when the speaker has a disturbed mind. Such circumstances may create a hurdle in getting the appropriate word or phrase in the language in which the speaker may be more proficient if he is not mentally agitated.

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"drama b acha hy or song b ala hy ulooooo ho tm sb ho Indian love stories dekhny walo its reality dear"

"yar tm koi ziada hi Pakistani mat bna karo"

I love baba quam"

In this conversation X is speaking to Y in an angry passionate mood so he switches to English as well in Urdu words, he switches to English: Indian love stories and its reality dear, although he has easy Urdu substitutes for these words. In the example,

"I lov baba quam," he switches to Urdu by using *baba quam* in his mood of passionate patriotic feelings.

4. Habitual Expression

Malik.(1994) stresses the fact that code switching often occurs in fixed phrases of greeting and parting, commands and request, invitation, expressions of gratitude and discourse markers such as O, yes (listen) and You know, etc.

"O u did it menu pta c tu kar lena hy yarrrrr ..... fantastic"

"Chill..... chill kar raha ho buddy"

Here *fantastic* and *chill* are used as usual expressions and in using these even the speakers may not be conscious that they are switching.

"oooo waoooo great   mubarkan hamary liy b dua karna"

"o shitttt lit offfffffff hogai hyyyy"

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"okkkkaz gud nit abi yad aia k tmny book mangoi the bhol gai yar soooo sorrry"

"what a mosamm plzzzzz ak cup tea to bna do ma ata hon plzzzzz "

O sunnyyy kidr ho?????????? Congrtats yarrrrra"

"obviously garmi hy lahr ma b "

5. To Emphasize a Point

Switching is also used to emphasize a point. Gal (1979) reports several instances in which a switch at the end of an argument not only helps to end the interaction but may serve to emphasize a point. She has taken an example from English/German code switching and stressed that switching from English to German is a means of adding more force to the statement.

"SS k test ka w8 kar raha hon ...wesy kesa test hota hy mjy to bht tension hy ....suggest me plzz"

"paper hy kal jan mat khao mery kuda ka wasta hy try to understand the concepts"

"kuch khany ko hy to ma aon hstl bht bhok hy ....dying...."

"lawn prints bht piary thay dil chaha sb kharid lon bhttttt piary thay....really...."

In these examples, speakers switch to English at the end of the statement just to add more force in their arguments.

6. Semantic Significance

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Malik (1994), Gumperz (1970, 1976, 1982), and Gumperz and Hernandez (1972) all stresses that switching at a particular moment conveys semantically significant information. It is a communicative resource that builds on participant's perception of two languages. Lexical choice conveys meaning during code-switching.

"That tells auntie that u r a living breathing hatta katta guy…….yeaaa u r normal nd all of us have been there now havn't we???????????"

"yar todays is party v wll go no more fight asi konsi 751 hy us sy tery"

These examples reinforce Gal's view that listeners interpret code switching as an indicator of the speaker's attitude, or communicative intents and emotions as code switching is a tool for conveying appropriate linguistic and social information. By the same token, David (2003) describes a range of speech acts like reprimands, directives, requests, and warnings that are conveyed by using different intricate strategies to show the semantic significance in certain specific situations.

7. To Show Identity with a Group

Di Pietro (1977) reports that Italian immigrants would tell a joke in English and give the punch line in Italian, not only because it was better said in Italian but also to stress the fact that they all belong to the same minority group, with shared values and experiences (cited in Malik, 1994).

O God CDA is finished ,mjy bhhhhhht tension hy bhai log k bilingualism ka kia karna hyyyyyy lay bethin gy asim rai sbbbbbbbbb lif ws guuuuuud I don't know yyyyyy akhir yyyyyyy I put

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myself in this siapppppaaaaaa, plz help for comprehnsiv bus jan chut jay fatay chak dityyyy aas phd nyyyy"

In this case, the issue being talked only appeal to those who know what CDA and Bilingualism mean and what is the relationship of the speakers with the person named as *asim rai*. Here, the speaker is referring to the English Language topics, Critical Discourse Analysis and Bilingualism and someone relating to these. The end words *siapppppa* and *fatay chak dityyy* also show that the speakers have shared identity of Punjabi and Urdu

8. To Address a Different Audience

Malik (1994) states that code switching is also used when the speaker intends to address people coming from various linguistic backgrounds. For example, in Pakistan the television announcer often uses Urdu as it is the national language but also switches to English and Punjabi as well.

"O dear frnds sajno ty mitrooooo finally journey form Ms 2 mmmmmmmmrs is finisheddddddddd mubark salamt kahiy janab jiii wadhian paoooo jiii o say me congrats sohnoio"

This status given by a Facebook user elaborates this idea clearly that the speaker is addressing different people having different linguistic backgrounds.

Similar types of situations have also been reported in some other settings. One reason for such use of mixed languages is to address simultaneously persons from different linguistic backgrounds. Also, the speaker clearly distinguishes whom he/she addresses and what should be

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communicated. Hence, the speaker uses part of the sentence in one language and the other part in another language.

9. Pragmatic Reasons

Sometimes the alternation between two languages is highly meaningful in terms of the conversational context (Malik, 1994). Gumperz (1970) also notes that switching may emphasize varying degrees of speaker's involvement.

"there are other men in the world u knw nd just becus u r 35 does not mean that u wll never ever hv the pleasure of parking urself on the shadi ka stage"

This statement shows the conversational context where the use of "shadi ka stage" with the idea of 35 year age refers to a specific situation in Pakistani context; so, here switching is consciously made to assert an idea.

10. To Attract Attention

Malik (1994) shows that in advertisements (in both written as well as in spoken) in India, code-switching is used to attract the attention of the readers/listeners. In English newspapers when the readers come across non-English, either Hindi or any one of the other Indian languages, the reader's attention is automatically drawn to depend on the language background he/she originates from. A similar situation prevails in advertisements that involve audio and video output. In collected data of hundred messages, no example of code switching in order to attract attention, is found as it is only applicable to written and spoken advertisements

Conclusion

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In this study, the phenomenon of code switching in status and messages posted in social networking site Facebook by Urdu English bilinguals was analyzed by using Malik's ten reasons approach to code switching. It can be concluded that code switching not only apparent in spoken discourse but also in online written discourse and the reasons for switching codes are similar to those of verbal communication. The findings also show that there are many reasons why code switching takes place in particular social situations. The ability of the interlocutors who are able to speak more than one language fluently plays an important role during their interaction. The study has shown that lack of facility, lack of registral competence, along with habitual expressions are main reason for code-switching. Besides these, mood of the speaker is also another contributing factor for code switching.

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