

CO-RELATIONAL STUDY OF THE EXTENT OF INTRINSIC/EXTRINSIC MOTIVATION TO CODE SWITCHING ON FACEBOOK

Rabia Sohail

(MS Applied Linguistics Candidate)

University of Management and Technology, Lahore, Pakistan

Nazir Ahmed Malik

(MS Applied Linguistics) Bahauddin Zakaria University, Multan, Pakistan

Abstract

The people, who switch code, are divided on the basis of their intrinsic or extrinsic motivational scores. This division helps in recognizing the direct agents of language change. It also helps in identifying people's behavior towards language on the basis of their motivational pattern. 30 intrinsically and extrinsically motivated people of society of age from 15 to 40 years are selected through convenient sampling. Their motivation level is estimated through a specifically designed questionnaire. Along with Facebook data a questionnaire has served the purpose of measuring the participants' motivation level. To co-relate these two variables of motivation and code switching, the scores were compared and co-relational coefficient was calculated.

The results show that higher level of motivation; extrinsic or intrinsic shows least Code switching as correlation was found in both groups. Further examination revealed that intrinsically motivated participants show uniform behavior of least code switching and more use of English with the higher score of motivation whereas in extrinsically motivated group this trend is not clear as there are participants who exhibit varied responses. The participants who are motivated in both ways who have no clear distinctive motivational behavior are usually undecided and they do more code switching. Moreover female participants are more intrinsically motivated than male participants. The co-relational coefficient shows that the study was successful in finding a relation between the two variables.

Keywords: Extrinsic and intrinsic motivation, code-switching, co-relation, Facebook

Introduction

Purpose of the study

Code mixing and Code-switching have been important and effective agents of language change. The purpose of this study includes the exploration of; who are the people and in how much ratio, using which kind of code Switching. The study would be useful for adding to the knowledge of this huge language phenomenon among Pakistani Facebook users. Code switching among Facebook users is an under researched area. The mixing of English and Urdu at intra-sentential and inter-sentential level are studied in this research as an outcome of their motivational level. Motivation is a universal phenomenon but it is to be measured in terms of cultural and social values because the most basic motivations or drives of human beings are culturally specific. Since within a community or a society people have differences in terms of their economic and social background, religious or cultural practices, and even norms and values, there should be a variable to connect all these people. This variable is found out to be motivation in this study, moreover there is another aspect which can relate so many people and enables comparisons. This is what is known as language choice or language preference. So, it does not make any difference if a Facebook user is from Gujrat or Lahore or Faisalabad, if their preference of English and motivational scores are reliable they should get equal chance of being the participants of the study.

This study is carried out keeping in view that code switching specifically intra-sentential code switching which receives negative attitude is perceived as not a successful use of linguistic expression in written form. So when motivation is something that the higher level of which is one of the contributing factors of successful learning then it must be there when people exhibit different linguistic behavior of code switching on Facebook. That would mean that those who are highly motivated and conscious about language use would do code switching less. Moreover in written expression both intrinsically and extrinsically motivated people may have equal proficiency because the former is more likely to speak in a way native speakers do so, in written data there would be uniformity in data. This study combines the aspect of motivation to a very social phenomenon of code switching. It identifies that, who are the motivated people and how they are contributing in this widely spread and studied language phenomenon. This co-relational study would eventually be useful in identifying and categorizing people and predicting their behavior and towards this linguistic phenomenon and on the basis of results the researcher would be able to predict the behavior of participants in representing different motivational orientations.

This is an interesting exploration that such people who do not code switch on Facebook must not have zero motivation as motivation cannot be zero as it is always there behind every action or reaction verbal or physical. So what kind of motivation they have is the main question of this study the answer of which is not simple. Since it is equally acceptable that those who code switch and those who do not are motivated to certain extent the data containing no traces of code switching must not be overlooked.

Motivation can be intrinsic or extrinsic if we consider the Expectancy theory. Moreover same action may be done by people who have either extrinsic or intrinsic motivation. Like participants having high score of intrinsic motivation and would prefer using English at the same time participants having higher motivation at extrinsic scale would also use only English or only Urdu in their written data. So the participants who have higher level of motivation may be either extrinsically or intrinsically motivated and do same amount of code switching or no code switching. Before going into detail first the type of motivation is to be distinguished and data showing code switching from Facebook should be analyzed separately.

In Pakistani context it is of worth to study the behavior of people towards code switching which again is not a simplistic issue. It might be that people having proficiency in both languages may have negative or positive attitude towards code-switching in written medium. This might be a consequence of effort to keep separate both these languages. Urdu and English are usually mixed in oral communication but here in written medium people are inclined to use English more on Facebook. Since the logo of the website is to connect people, so they interact in English to be understood by foreigners as well (Dabrowska, 2013). The question that whether Urdu or English is host or Matrix language in written communication also requires serious consideration. It is not early to infer that people who might be intrinsically motivated may not approve of mixing of Urdu in English and people who are extrinsically motivated may not approve of mixing English in Urdu. In first case the chances are there that the statement may be confirmed, but since for the latter case it is inevitable that Romanized Urdu on computers or mobile phones must be showing switches from English the chances are that the extrinsic group may have a positive attitude towards code switching.

Problem Statement

Code Switching causes change in language, hence in our multicultural society, under the influence of English our national language Urdu is undergoing change. To identify the people who code Switch one needs to understand their motivational behavior towards language. Only then the agents of language change will be identified and policies would be made

to elevate the situation. It would be easier to understand the motivational patterns of people who code switch, through this study. It will be helpful to predict the behavior of people in future and the type of language change by co-relating the two variables.

Objectives

1. To develop a parallel between the extent of code mixing to the degree of motivation.
2. To find if intrinsic motivation causes more code mixing
3. To explore the patterns of code switching by extrinsically and intrinsically motivated people
4. To discover who are more code switchers; people having extrinsic or intrinsic motivation
5. To know who would least code switch; people having extrinsic or intrinsic motivation
6. To develop a scale of motivational attitude for the people who mix code.
7. To make categories of people and form groups ranging from extremely extrinsically motivated to extremely intrinsically motivated people
8. To find out if there is a direct relation between the two variables

Research Questions

1. Does higher level of code switching reveal lower level of motivation?
2. Do extrinsically motivated participants show more code switching?
3. Is there any difference in negative attitude towards higher level of code switching among extrinsic/intrinsic group?
4. Does code switching appear more in least motivated people?
5. Why do extrinsically motivated people code switch?
6. Is there any difference in the pattern of code-switching by extrinsically and intrinsically motivated people?

Hypotheses

1. People who switch code can be divided into groups according to their level of motivation from extremely extrinsically motivated to extremely intrinsically motivated people.
2. People who are extremely motivated either way are prone to use least Mix language.
3. People who switch code more have low motivation, are less conscious about the pure use of language hence they do more code-switching in written expressions on Facebook.

Literature review

Motivation

All the actions are guided by motives. Motives help to initiate, direct and sustain activity. “It is a set towards a certain goal, not a situation.(Jordan, 1952, p. 76)”. Socially motivated goals are to be defined as ‘...to gain positive judgment/avoid negative judgment of social attributes’ (Dweck & Legget, 1988, p. 264)as cited in (Britto, 2002). It is hence social goals are predictive of motivational patterns. So to gain more acceptability on Facebook in written expressions people who are more motivated would least likely to switch code.

“A working definition of motivation would be that, it consists of internal processes which spur us on to satisfy some need”(Child, 1993, p. 35). What researchers believe by need is a physiological idea of *homeostasis*. The body performs action to correct the appearance of disequilibrium between internal and external environment (Child, 1993) as cited in (Britto, 2002). In it a human being is considered as a passive agent whose homeostatic disequilibrium and urge to survive cause him to take an action of learning. “Cognitive and social motives are akin to physiological motives to the extent that they all seem to operate on the basis of needs...that drive us to satisfy those needs” (Wagner, 1999, p. 149) as cited in (Britto, 2002). Need among humans cannot be isolated from social context and situation. “...all human motivation can be considered social even the most basic human drives are [being] influenced by culture” (Davidoff, 1987, p. 312). Participants who would display excessive use of English language in an attempt to appear acceptable or to show off their proficiency in that language will have certain level of motivation which can be measured and classified to be able to throw light on their linguistic behavior of code switching.

Motivation being a process in constant flux could not be defined with consensus in the field of second language learning. Although motivation can be identified through its effects this condition is not necessarily to be the most sufficient one in success in learning motivation which can be measured in terms of achievement. “The higher the achievement the higher motivation is said to be had” (p.1), likewise motivation as an implication can measure success. “The higher motivation the higher chances of success”(p, 1), so whether viewed from learner or the educator’s perspective motivation is an important factor in language learning. Moreover success is facilitated by three conditions, aptitude conditions, exposure conditions and motivation conditions (Spolsky, 1989) as cited in (Britto, 2002). Motivation being one of the biggest determining factors of achievement in second language learning process received a great attention. Robert Gardner and Wallace Lambert in social psychological framework put forth eminent and most

influential work in the presence of which alternative theories were neglected (Crookes & Schmidt, 1991) as cited in (Dornyei, 1994).

Motivation has been studied in many ways in Motivational Psychology and Social Psychology. In Motivational Psychology cognitive factors of motivation are studied which include two important theories which are Expectancy Theory and Self Determination Theory. Self-determination Theory offers insight to Extrinsic and Intrinsic motivation which suit the purpose of study which throws light on the behavioral patterns of the extent of their behavior of code switching. Since the cognitive factors imply certain actions in certain social setups so both Motivational Psychology and Social Psychology are important for giving rationale of the study and determining instrument for collecting data respectively. Cognitive aspects of motivation have been the latest trends in educational psychological research internal and external factors of motivation are to be explored in this section.

Ford (1996, pg 226, 3 & 78) believes ‘...motivation is indeed the foundation on which learning and skill development must be built...’ motivation can be said ‘the organized patterning of set of intimately related processes’ further he adds that motivation is ‘the organized patterning of three psychological functions that serve to direct, energize and regulate goal-directed activity: personal goals, personal agency beliefs, and emotional arousal processes’ (Ford, 1992) as cited in (Britto, 2002).

In our society English language is learnt at school level and motivation helps to learn it to a certain extent of proficiency. Those who are more inclined towards English culture learn it so that they are able to speak it with certain native like accents because integrated motivation helps positively in improving pronunciation like native speaker and semantic systems (Spolsky, 1989). For those to whom it is believed to be imposed, they have to learn it to get higher jobs. They are able to learn it as well. It is difficult to define motivation in totality, but educators have “intuitive understanding” of motivation and they try to use that understanding to make informed attempt to have an effect on improved development on second language learning process. There is consensus that motivation is important factor in learning and it is generated through external and internal means and everyone is motivated the degree of which varies.

‘Motivation is a process rather than a product’ but we commonly understand motivation by its effects.(Pintrich & Schunk, 1996), as cited in (Britto, 2002).Initially in the second language field motivation was considered as a stable trait of learners. Later it was viewed as dynamic ever changing factor under the effect of internal and external influences (Dornyei Z. , New themes and approaches in second language research, 2001). The effect of motivation can be the use of learnt language on Facebook, which is the outcome of motivation. Since in his study, motivation is understood in

terms of the process of learning he took a dynamic over view of motivation which is not wholly sufficient for ongoing process of language learning. But the current study is not taking the whole process of learning rather it employs an efficient way of correlating the two important variables. It is to be noted that the tradition of correlating motivation with factors of achievement gave way to more complex theories (Dornyei Z. , *New themes and approaches in second language research*, 2001). It is believed that motivation may also act as an affective filter stopping input from getting into that part of brain which is responsible for language acquisition (Krashen, 1985) as cited in (Schmidt, 2010). Even this view does not affect this study as the people are expected to have affective filters that affect their language learning and even traces of fossilization are expected to occur in data, which would be representing their motivational level. The more motivated one would positive attitude towards keep on learning and improving.

Moreover there is another view explicitly stating the role of motivation, saying that motivated learners are active learners and they are more successful in learning as compared to unmotivated learners, because they pay more attention towards morphology and syntax along with the content of the learning material (Gardner R. C., *The Socio-educational Model of Second Language Learning: Assumptions, Findings and Issues*, 1988) as cited in (Schmidt, 2010). It is proposed that models of motivation can be made better by identifying ‘mediators’ and exploring why on one variable has effects on the other (Tremblay & Gardner, 1995).

Integrativeness and Instrumentality

Gardner’s motivational construct is regarded in terms of integrativeness and instrumentality. The former is said to have positive attitude towards becoming a part of the community of second language, whereas the latter is believed to have material gains as driving force for learning second language. “The important point is that motivation itself is dynamic. The old characterization of integrativeness and instrumental orientation is too static and restricted”(p,4)(Gardner & MacIntyre, 1993) as cited in (Dornyei, 1994).So mentioned above are too simplistic and broad sub-systems.

Reasons for studying a second language can be of two broad categories, a) identification with the target culture and b) practical interests without any wish of getting close to the community of target language. It is claimed that above reasons or orientation cannot be equated with motivation. Moreover one might be having positive attitude towards the foreign culture and may not be motivated to learn the second language, likewise one can profess instrumental motivation and either may or may not be motivated to learn the second language (Noels & Clement, 1989) as cited in (Masgoret &

Gardner, 2003). This view cannot be supported as language learning is a process those who learn a new language willy-nilly are motivated to some extent, even if we take this point to be true for language learning process, the presents study would not be affected. Because this study views motivation of the participants who have already acquired language to some extent and their motivation for use of mixed language of Facebook cannot be zero. Even if they are not motivated towards English language for instance they must be motivated to use Urdu language. So, code-switching is such a phenomenon that allows this study to view motivation for use of English, Urdu and mix of English and Urdu. Even if a participant lacks in motivation for using one language motivation would be there for using the other.

Integrative orientation does not correlate more than instrumental motivation to the levels of higher achievements as (Crooks & Schmidt, 1991, p. 473) claim that relationship of integrative motivation with success in learning a second language “disappear when other influences such as age were statistically controlled”. It means that integrative motivation changes with age variation. Considering temporal dimensions of motivation researchers admit that second language acquisition process may take years for reaching a successful point and during this time motivational level of the learner varies considerably (Ushioda, 1996, p. 240) as cited in (Dornyei, New themes and approaches in second language research, 2001). The researchers found “integrativeness to be the most powerful general component of the participant’s generalized language-related affective disposition, determining language choice, and the general level of efforts the students intended to invest in the learning process” (Dornyei & Clement, 2000, pp. 50-51). Here language choice is also mentioned so motivation has a direct link to choice of language or code which is the focus of this study.

Integrativeness in second Language Acquisition has been associated to something positive for second language. “A strong motivation to learn a second language follows from a desire to be accepted as a member of a new linguistic community”. (Gardner & Lambert, 1959). Instrumentality is considered encouraging for getting better job and higher salary. The claim that characterization of motivation in these two terms is rather static and motivation is rather dynamic is appropriately justifiable but its usefulness in empirical studies of motivation is clearly admitted (Dornyei, 1994). Among the three dimensions of integrative motivational subsystems were;

1. Interest in foreign language, culture and people
2. Desire to broaden ones’ views and avoid provincialism
3. Desire for new stimuli and challenges
4. Desire to integrate in a new community

The fourth point can also be included in instrumental motivational subsystem. Moreover there were researches that claimed more reasons that

would not fall in both of these subsystems (Dornyei, 1994). So social and pragmatic dimensions of motivation are cultural specific, they require understanding of social context, social identity and the kind of Second language and the factor associating to that language.

Intrinsic and Extrinsic Motivation

The self-Determination theory by Deci and Ryan (1985) elaborates extrinsic and intrinsic construct. This theory does not view extrinsic/intrinsic motivation as poles opposite. In this self-determined and controlled forms of motivation are expressed in terms of a continuum. Behaviorism an eminent school of psychology gave reinforcement theory which helped greatly in the exploration of extrinsic motivators. Incentives, and reward and punishment can be such motivators. Some needs mentioned in (Maslow, 1970) relate to intrinsic motivators. Through personal traits like curiosity, exploration and manipulation a human being can attain actualization and satisfy his needs, which are actually life affirming activities and a cause of success. So these three traits are sources of energy for realizing the difference in balance and maintaining it at both instinctive and cognitive level because “failure to satisfy deficiencies lead to stagnation” (Britto, 2002, p. 9).

Here it is to be mentioned that the source of motivation determines that it is extrinsic or intrinsic. Stimulus affecting outside or within the subject is said to cause extrinsic and intrinsic motivation respectively. The reality is believed to be in the middle of two extreme ideas which say a) our values are our own and b) We learn our ideas entirely form society (Britto, 2002). Extrinsic motivation makes a person do things for material benefits and rewards rather than the fun of doing them. It has three degrees.

1. External motivation is based on purely monetary benefits
2. introjected motivation makes people do things to sustain life
3. Identified motivation is based on what a person wants to do. All of them together form external social factors that force a person to behave in a certain way.(Petri, 1991).

When internal factors instigate a person to achieve some goal it is in fact intrinsic motivation. In linguistic expression, intrinsic motivation makes people choose certain mixed code. Three needs lead to intrinsic motivation;

1. Competence which is achieved through succeeding in what one does
2. Relatedness which helps maintain connecting with desired people
3. Autonomy which means that the persons feel to have control in their life.(Deci & Ryan, 1985). Intrinsic motivation is more useful than external manipulated factors for motivating people. In a study the researcher came to the conclusion that “...engaging in an intrinsically interesting activity to obtain the extrinsic reward can undermine intrinsic motivation”

(Pintrich & Schunk, 1996, p. 262) as cited in (Britto, 2002). Hence intrinsic motivation can be affected by extrinsic motivators and vice versa. It is to be noted that under certain circumstances if extrinsic and intrinsic motivation are self-determined and internalized the extrinsic reward can bring intrinsic motivation. Self-Determination theory arranged these two in a continuum ranging from self-determined to controlled form of motivation.

1. External regulation: it is the least self-determined form of extrinsic motivation.

2. Introjected regulation: is based on externally applied rules.

3. Identified regulation: it is when a learner identifies the usefulness of the task.

4. Integrated regulation: in it the importance of the task is fully assimilated with the values and needs of the learner (Dornyei, 1994). This subdivision of the subsystem of motivation is not overlooked in this study. Since among extrinsically motivated people there are going to be people who would have intrinsic qualities but classified as extrinsically motivated, it would be better to find correlation for these two groups separately. Due to presence of such people the research is expected to have different results for intrinsically and extrinsically motivated participants.

In this study however focus is not to motivate or de-motivate people but motivation is seen as a factor affecting people's linguistic behavior of code switching. Since it implies that intrinsic motivation yields more results it is tested through this research that intrinsically motivated people are to be least active agents of code-switching or not. A person's consideration of social status, job and financial benefits are functions of social learning process. "Basic modes of behaving are learned in social situations and are inextricably fused with needs require for their satisfaction, the mediation of other person" (Rotter, 1954, p. 84).

The interplay of extrinsic and intrinsic motivation is important to study. Personal motivation and social environmental pressures combined cause actions. The types of motivation have been described on the basis of which they are internalized (Benabov & Tirole, 2003). To internalize is to change from extrinsic motivational factors to personal liking and instigation. So this offers a new possibility in the study. The people who are intrinsically motivated may have reward as a motivation for using English language in their conversations. Thus they have integrated regulation, which means that they share the qualities of intrinsically motivated people but they are classified as extrinsically motivated because they have highest level of autonomy. So there might be a possibility that the group classified as having extrinsic motivation may exhibit varied behavior regarding code-switching due to integrated regulation. People's beliefs about personal needs may make them switch code. These people would code switch because of some

academic or professional reasons. They are self-determined which shows the highest level of independent thinking and such people may have higher motivation and higher score of motivation due to which extrinsically motivated group may not show uniform pattern and higher score of correlation.

This study however does not take into account the dynamic relationship of these two extremes as a continual process as it is specifically required in language learning. It employs a survey to measure the level of motivation of the participants at a particular time of their age in order to match it with the extent of code mixing by them. As Britto(2002) says, 'being contextual the same activity can be extrinsically motivating for one person and intrinsically motivating for the other'. So code-switching can be done by both type of motivated people and it is important to differentiate and explore their motivational level. Moreover it is a misconception that extrinsic and intrinsic motivations are pole apart. So in this study it would be useful to make a continuum of motivational score using likert scale.

If people are highly motivated then they must be more concerned about the successful or pure use of one language. The ones who are less motivated in either way must be less concerned about pure use of one either Urdu or English language. So it is expected that those who use meta-language are less motivated and in an attempt to show off their knowledge of English would mix items of English in syntactic structures of Urdu according to their capacity. The purpose of this study is to understand and explore motivation and to formulate an appropriate tool to measure it in order to be able to co-relate it with patterns of code switching..

Code-Switching

“Absence of code switching can be as significant as the presence of it” (Heller, 1992) as cited in (Duran, 1994). This is the very basis on which data from Facebook showing code switching and even no code switching were taken in the present research for the purpose of calculating correlation, whereas (Dabrowska, 2013) excluded the data where there was no code-switching from his research. The reason is that those participants showing no code switching do not necessarily have zero motivational score; in fact motivation cannot have a zero value. Moreover excluding them would mean serious loss.

In Africa English became the language of colonial administration and education after colonization in Africa. It is necessary for getting jobs especially in the civil services. On the detriment of their indigenous languages, English language and those proficient in English language gained so much importance and respect among Igbo people. Acquiring Whiteman's language became a trend. The extreme desire to speak English at any

possible opportunity makes them frequently do code-switching (Obiamalu & Mabagwu, 2008). This behavior is however viewed negatively as a 'linguistic sabotage' (Ahukana, 1990) as cited in (Obiamalu & Mabagwu, 2008).

Pakistan is not an exception where post-colonial traumas of language confusions have firm foundations. People have admiration for English language or not whether they have the same behavior of likeness or whether there are people who would differ would be the significant outcome of this study. People's choice of code determines their preference of that language. They are either intrinsically motivated to have positive attitude towards English language or they are just extrinsically motivated and want to get higher jobs. In either of the two cases code-switching mirrors their motivation and attitude towards English and Urdu language. There can be two types of attitudes towards code switching positive or negative. But the thing is it would be too simplistic to treat all people equally, a sophisticated analysis is required to be able to predict the behavior of the people towards mixing of Urdu in English on one hand and mixing of English in Urdu on the other. For this, first people on their type of motivation should be identified. Like motivation Code-switching is also a widely researched and deeply analyzed phenomenon which is to be understood before building further rationale for this research.

What is code switching, is it done to show solidarity with the favored language, and if there is switch from a preferred language to the native language then what will be the attitude towards such code-switching; these questions are of great interest for this study. There are two possibilities; preference for English would allow switching to Urdu as negatively perceived phenomena and preference for Urdu would allow switching to English as something negative. For finding answers to these first the motivational scores should be measured and after getting an overview of the general pattern of motivation, further analysis must be done.

Code is an umbrella term for all types of languages, dialects and styles whereas switching is alternation of different languages of bilingual speakers during conversation. This linguistic behavior, conscious or unconscious can be motivated by certain facts.(Brezencovic-Shogren, 2011). Ideal bilingual switches were said to be according to appropriate speech situation and those switches would not occur in a single sentence (Weinreich, 1968) as cited in (Motes-Alcala, 2000). However later it was found that intra-sentential code-switching is actually the sign of true bilingualism. As types of code-switching vary with the degree of bilingualism she divided the corpus of her data in two categories, inter-sentential and intra-sentential Code-switching. She hypothesized that those who have positive attitude towards code-switching would produce complex types of intra-sentential

code switches as compared to those who have negative attitude towards it. (Motes-Alcala, 2000).

Wikipedia cites that Code mixing includes both Borrowing and Code switching. While code switching indicates alteration from one grammatical structure to another Code mixing indicates a hybrid form, in other words code mixing emphasizes language competence and Code Switching emphasizes linguistic performance. Types of Code switching include;

1. Inter-sentential Code switching; it occurs outside the sentence or clause level. It involves switching at sentential boundaries (MacCswan 1995 p, 1)

2. Intra-sentential Code switching; it occurs within a sentence or clause. It takes place within a clause boundary (Hamers & Blanc 2000 p, 260). This type of switching is equated with code mixing in written medium (Dabrowska, 2013).

3. Tag Switching: it is the switching of a tag, phrase or a word.

4. Intra-word switching which occurs within a word itself.

5. Extra-sentential code switching involves attaching a tag from one language to an utterance entirely in the other language (Hamers & Blanc 2000 p, 259). It is disregarded by researchers (Gabrys, 2000) but it was found in the data collected on Facebook by (Dabrowska, 2013) but he assumes that it must have been the result of Hindi borrowing in English.

Code-switching is the use of two languages simultaneously or interchangeably (Valdes, 1977) as cited in (Duran, 1994). This is debatable in the light of existing researches. Vague terminology can badly affect the results in any study so (Balamoti, 2010) in his dissertation explored the use of terms like code-switching and code mixing as it had been used by different researchers. Gumperz' view (1982, p59) cited in (Balamoti, 2010) that code switching is 'the juxtaposition within the same speech exchange of passage of speech belonging to two different grammatical systems' and Myers-Scotton's (2006, pg 41) view that code switching is there 'when two or more language varieties are found in the same clause but only one of these varieties is the source of morphosyntactic frame for the clause' both include all types of language contact phenomena in a common term known as code-switching. Whereas (Muysken, 2000) has different views about code-mixing and code switching. (Balamoti, 2010).

Pafaff (1959) uses mixing as a neutral term for code mixing and borrowing (Pafaff, 1959). Code mixing is not accepted by some researchers because of it being least favored and unclear designation (Beardson, 1991) whereas McCloughlin (1984) relates code mixing with borrowing, interference, transfer, and switching (McCloughlin, 1984). So, code mixing allows transfer of elements from a lexical item to sentence making it difficult

to separate from code switching (Grosjean, *Life with Two languages: An Introduction to Bilingualism*, 1982) as cited in (Fakeye, 2012).

Code mixing is a rather neutral and broad term as opposed to Code Switching. CS only implies that alteration type of mixing is involved. Intra-sentential code mixing includes insertion, alteration and congruent lexicalization. Insertion means use of lexical item or entire constituent from language into the structure of a language. Insertion of an alien lexical or phrasal chunk can be confused with borrowing but it differs from Borrowing as the former is of bigger size for instance switching of noun phrase or a noun. Alternation which Muysken (2000) believes to be true switch occurs between structures from different languages. It is in the communities where keeping languages separate is a tradition and it may have speakers who are stable bilinguals. They show alteration. Finally congruent lexicalization is related to style shifting and language shift and variation, in which material from different lexical inventories into a shared grammatical structure is another form of intra-sentential Mixing (Muysken, 2000).

There are so many different terminologies because code-switching and code mixing are used by different researchers in their own different context of languages and cultures, secondly every community may have different base, matrix or host language, thirdly the host language having some constraints on the basis of grammar of that language may receive new lexical items differently from other host language and lastly every language is in a state of change because of different processes sped up by cyber communication and other national or international media. Since researchers deal with this process of language change focusing on how it takes place does not give them consensus on what is actually meant by code-switching. This research takes into account an efficient way of correlating motivation and code-switching in order to identify the people who might be more active code-switchers than others. This would help to predict the direction of this change. The study focuses on Code-Switching because the data is collected from Facebook that reveals the extent of switched code which is primarily language performance and not a clear representation of language competence. In order to make data measurable the samples of data is to be analyzed in terms of considering these categories. The incidents of switching are calculated and a final total score is measured against the motivational score. But for all this a serious consideration of what is meant by code-switching is important.

In African context some researchers classify code switching in three types, borrowing, quasi borrowing and true code switching. Borrowing is when lexical item from one language into another is taken and those items assimilation of those items morphological and phonological type into the host language. This is caused by any lexical gap in the receiving host

language. Quasi-borrowing is when the host language has equivalent and it is used by both monolinguals and bilinguals and which may not be assimilated into the host language. What they call true switching is the preference of use of equivalent items of guest language instead of the host language (Obiamalu & Mabagwu, 2008).

Dulm (2007) gives an account of development of trends in code switching. He reported that researchers propose rules or constraints on code switching. Blom and Gumperz(1972)cited in (Dulm, 2007) distinguished between two types of switching. Metaphoric switching takes place with a change of topic. Situational switching takes place because of change in speakers' perception of their rights and obligations. Situational switching relates to a diglossic situation, (Gumperz & Hernandez-Chevaz, 1972) believed that Code switching is a behavioral strategy which indicates ethnic identity and confidentiality. Dulm (2007) related markedness model was modeled on Grice's co-operative principles (1975)cf(Dulm, 2007). (Myers-scotton, 1993)She formulated negotiation principle according to which speakers choose the form of utterance according to the set of rights and obligations (RO set).According to Myers Scotton,(1993) speakers have markedness evaluator which makes them recognize varying degree of markedness in linguistic continuum and the ability that how addresses would comprehend marked versus unmarked choices differently. Speakers' RO set allows them to perceive in a certain way which is linked with their motivational patterns. The choice of speakers' code reflects their RO set. Markedness model (Myers-scotton, 1993) as cited in (Mesthrie, Swann, Deumert, & Leap, 2000)represents social motivations for code-switching. Code-switching is either a marked or unmarked choice. It is a safe or unmarked choice when in social or situational setting it is determined by factors which are not the part of conversation. Marked choice on the other hand can be predicted and it disregards social and situational factors and expectations within the interaction. A marked choice will allow negotiation regarding the speakers and their relationship with other participants (Myers-Scotton, Multiple voices: An introduction to bilingualism, 2006) as cited in (Fong, 2011). The Markedness Model suggests four possible situations for code-switching.

1. It occurs in order to index change in RO set,
2. Code switching itself may be an unmarked choice when the CS pattern is in accordance with required communicative intentions.
3. When speakers dis-identify with RO set and switches code as a marked choice and to make new RO set as unmarked for communication.
4. It may occur due to speakers' being unsure about expected outcome and would like to explore which code choice would match their RO set.

Researchers considered code mixing for inter-sentential switches, and code switching for intra-sentential switches (Balamoti, 2010). Avoiding any kind of confusion he used code-switching as an umbrella term in his research. This study also uses code switching as an umbrella term for inter-sentential and intra-sentential alternation between Urdu and English in written medium of communication on Facebook.

In order to analyze written data the concept of matrix language is to be understood. Base or Matrix language is that in which other language is brought by either code-switching at word, phrase clause or sentence level or through borrowing (Grosjean & Soares, 1986). Parallel to it was presented a host-guest model in which they believe that intra-sentential code switching occurs when guest elements appear in host language while following the rules of the host language.

Factors Motivating Code Switching

Factors that motivate code-switching are important for the study to be able to develop a sound research instrument. ‘The code choice of bilingual speakers is not only determined by linguistic but also by extra-linguistic elements, such as cultural and social factors’ (Brezencovic-Shogren, 2011, p. 27). This would help in formulating statements for the questionnaire to measure the motivational score considering cultural and social aspects. Code-switching can “...be subsumed under a broader explanation which views a desire to attain a high reward as possible as the determining factor in language choice” (Myers-Scotton, 1979, p. 73). Four reasons are enlisted by her as cited in (Dabrowska, 2013) a) Lack of knowledge of one language or lack of facility in it b) The use of another language to exclude some persons from an interaction c) In order to introduce a new subject and d) to impress others. He disapproves of the second function stating that Facebook is used to connect people and not to exclude them. This statement is rather mechanical and impractical as if though with the use of computers people’s personal beliefs and biases are dissolved. The present study finds the relevance of the second function as the participants using invariably English language, were against switching code in written expressions on Facebook. Their attitude towards people who use other mixed code would also be not positive and it might be the case that their choice of code is in favor of English because they want to exclude others on the basis their switching code, this might be an interesting study for further exploration. Outburst of emotions, condemnation, jesting, incantation in claiming socio-cultural identity also cause a bilingual to switch code (Rafiu, 2009) as cited in (Fakeye, 2012).

There are two types of reasons of this linguistic behavior of code switching, linguistic reasons which are related to clarification, reinforcement

and emphasis on verbal exchange and the non-linguistic reasons include showing personal behavior of acceptance or disapproval (Baker, 1997) after (Gabrys, 2000). There are three types of motivation, “the use of given language for register identification, formal clues for style identification, and a device for clarification and interpretation (Kachru, 1983, p. 197) as cited in (Dabrowska, 2013). There are three factors motivating language mixing, a) speech accommodation, multiple identities, social distancing, b) situational factors, c) message intrinsic factors (Bhattia, 2011) as cited in (Dabrowska, 2013). He added in his study on Facebook more items as motivational factors for code switching; they include “introducing humor, a lack of equivalent vocabulary in the L1, topic specification, a reinforcement of uttered meaning, and reporting somebody’s words as they were originally uttered” (Dabrowska, 2013, p. 73).

Is Code Switching A Successful Use of Language?

Negative attitude have been reported in a Rawandan linguist who rejects the impure or dilute form of language in which alternation of language is to be initiated by code switching (Gafaranga, 2007) . Although code switching is appreciated in increasing effectiveness of advertisements among Mexican-American youth (Bishop, 2006) it has been disliked in educational settings. This is because the domains of use of language are different. It is to be noted that recent trends include bilingual instructions but for the purpose of students’ evaluation they are not expected to write while switching code.

In majority of communities social stigma is attached to the mode of speaking by both in and out group (Duran, 1994). Chana (1984) was considered less fluent, less intelligent and less expressive while speaking in a mixed code as compared to when he was speaking in only Punjabi or English (Chana, 1984). Code-switching would show lack of knowledge and exclude the people from both cultures (Weinreich, *Language in Contact*, 1953) as cited in (Fakeye, 2012). Code-switching has been discussed as socially stigmatized phenomenon that shows “illiteracy, lack of formal education or lack of proficiency in one or the two languages” (Montes- Alcala, 2000, p. 1). Their community did not respect code-switching but she viewed a change in that negative attitude among the informants of her study. It was interesting to note some of the statements from her research that show extreme behavior towards code-switching like, “when I mix languages other regard me as less intelligent” according to her 80% informants disagreed with it. (Montes-Alcala, 2000, p. 223). This is debatable because the learners from which this high percentage in affirmation was gathered may have positive attitude towards code-switching because of their own inabilities. Secondly the attitude of a learner is naturally expected to be positive as it would allow

ease in learning, this question must have been put to the general public whose negative attitude matters more than the learner's. According to (Blanci & Hammers, 2000) code-switching and code mixing were considered as signs of incompetence as cited in (Fakeye, 2012). Psycholinguistic explorations of this behavior of language are paving the way to acceptability for code switching which “is not a hit or miss” (Myers-Scotton & Jake, Explaining aspects of Code Switching and their implications, 2001) cited in (Lowi, 2005).

Code Mixing is viewed by the Hong Kong academics as a process by which the integrity of Cantonese language is threatened. As cited in Mark and Regan (2003),(Gibbons, 1987) reported English native speakers in Hong Kong are those who are skilled and high salaried professionals such as their proficiency in English co-relates with their prestigious employment and income. When Chinese bilingual native speakers use English to one another they give,“...an impression of status and Westernization, when they use Cantonese they give an impression of Chinese humility and solidarity”(Gibbons, 1987, p. 119). They apparently disliked MIX but they used it frequently. According to Gibbons this is because they had an overt negative attitude towards MIX which was preferred only in informal settings. (Mark & Regan, 2003). This adds to the belief that societies, in which there is a sharp difference between their native language and prestigious English language which is a tool to get highly paid jobs or other extrinsic benefits there is a tension to keep the two languages separate. Hence for them using a mix language or code switching is apparently disliked.

Intra sentential code switching specifically was considered a sign of lack of bilingual proficiency and inference. It was found that it too, not randomly in a sentence but occurs at specific points (Muysken, 2000) Even if it does not show lack of proficiency and it is a domain of psycholinguistics and is considered academically unacceptable among teachers. In L2 classrooms it is not considered anything of value or worth (Macaro, 2005).Ideal bilinguals were said to be those who switch from one language to another according to change in speech situation and they should not be switching within a single sentence (Dulm, 2007). Hence intra-sentential Code Switching is more viewed negatively.

Code-switching is not considered something to be proud of, and people are being considered as careless, thoughtless, clumsy or disrespectful towards language and relation of academic knowledge to multilingual life(Nortier, 2011).While she gives justifications against this negative attitude towards code switching, her comments show that the people who code switch more have certainly been considered as disinterested and careless socially. The people who code switch frequently in written expressions on Facebook are differently motivated from the ones who purely

use English or Urdu, because there is this general assumption that “code switching indicates a more limited linguistic confidence on the part of the user than in the case of the all-English messages” (Dabrowska, 2013, p. 69).

The researcher deliberately used the phrase ‘successful use of language’ instead of ‘negative attitude towards language’ so that motivation and success would be related to attempts of code-switching. This implies that highly motivated people having negative attitude towards code-switching may or may not attribute pure use of language as successful.

In the communities where there are attempts to keep separate English language and the native or national language the attitude of code-switching varies from those communities where the two languages are mixed enthusiastically. Like in Igbo people switching is perceived as favorable where people like to speak English whenever they get an opportunity (Obiamalu & Mabagwu, 2008) and the same phenomenon is seen as source of overt prestige where people like to mix their own native language in an official other language (Mark & Regan, 2003). So, in Pakistani context where English is having much prestige and importance and Urdu is being a national language this relationship of switching code may receive diverse behavior caused by different motivational patterns. The presence of pure use of language either Urdu or English among highly extrinsically and intrinsically motivated people would mean that there are people who want to keep the two languages separate.

Code Switching on Facebook

Facebook is a fast growing social media website. It allows people to connect share information through posts, pictures, videos etc. This gives great opportunity to access code-switching in written medium. In order to collect data one has to be a part of it.

There are three types of written bilingual data. Type one text is the monolingual text in which there are some Spanish words in English literature or vice-versa. Type 2 text is the bilingual text in which lines from the two languages alternate with the switches at the phrase or sentence boundaries. Type 3 text is the bilingual text which would include intra-sentential code-switching which is the most developed form of switching (Lipski, 1978) as cited in (Duran, 1994).

“...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” (Fong, 2011). Dabrowska (2013) taking Polish and Hindi Facebook users’ posts analyzed the function of code switching on Facebook considering frequency of use of English, length of posts and typology of switches. He believes English to be a “marker of Computer Mediated Discourse” (2013,

p.64)because people have sense of safety and through internet they also interact with people from abroad, so they frequently use English in Social media including Facebook, where making friends is easy if one can communicate in English. This might be one of the reasons why people like to express their views in English. While scanning many posts and knowing about their authors, he came to know that Facebook users choose naturally to post in English because it connects so many people of different countries having different languages. His study was focused on analyzing and identifying the switches so he did not consider the 36 out of 150 Polish users' posts that were entirely in English.

In this study however such data which shows no switching and purely the use of English is equally important as it signifies the motivation with which it is to be correlated. Moreover in his study he considered three types of switching while analyzing his data; inter-sentential, intra-sentential and extra-sentential. For borrowing he believed that for bilingual users “the boundary between switches and borrowing” is not easily definable. (Dabrowska, 2013, p. 70).

Functions of Code-switching in nonverbal communication should be analyzed differently as opposed to widely researched Code-switching in verbal communication because Facebook is a different medium and the users have time and opportunity to edit content and review it. The reasons and causes of switching or no switching on Facebook may also be considered keeping in view the written medium of Facebook. “Computers and mobiles have brought various communicative functions and reasons for code switching”(Fong, 2011). Fong took 38 participants from age 20 to 25 because Facebook privacy settings make certain features unavailable to users who are not in the friend list of the researcher so convenient sampling method was adopted (Fong, 2011). Similarly in the present study thirty participants were taken because it is not just the quantitative data collected from Facebook that mattered, their qualitative data containing switches or no switches were also considered.

Moreover computers and mobile phones have brought about various communicative functions and new causes of code switching. The problem arises how one can analyze data from Facebook. Based on the assumption that sentences are made up of items which can be from two lexicons, the sentences pattern must be analyzed to which extent it is built on the interaction of the two lexicons cf(Brezencovic-Shogren, 2011). Interesting here is to know that which the base or matrix language is in written medium on Facebook. “...a misplaced faith in the role of Matrix language underlines the failure of many grammatical proposals to account fully for code switching data” (Gardner-Chloros, 2009, p. 92).

The problem arises whether English or Urdu is the matrix language. Since in written expressions Romanized Urdu is presented differently and the Facebook users have limited options on their mobile phones or computers so the use of English is more expected to be seen on Facebook

English became source of power and excluding other participants from certain conversations is the actual display of it. This also shows their personal statuses and linguistic skills, their proficiency in written medium make them identify with the target culture. This affiliation is a source of different identity for the highly intrinsically motivated group who would likely to have negative attitude towards code-switching.

Methodology

Research Design

This research employs both quantitative and qualitative method to collect and analyze data. A questionnaire serves the purpose of selecting participants on the basis of their motivation level. Since the hither to researches used motivation as only a factor for language teaching the questionnaire is developed by the researcher for the purpose of language use. Qualitative data from Facebook was collected keeping in view ethical considerations. That data was then made quantifiable by measuring the percentage use of English language in the given written expression. That percentage was calculated in terms of sentence and word level and added to find a total value which was then correlated with motivational score using excel.

Sampling Technique

Using convenient sampling technique, 30 male/female participants from the age of 15 to 40 were given the questionnaire to fill along with a consent form out of which intrinsically motivated people and extrinsically motivated people were selected on the basis of test score through convenient sampling. The younger participants are generally expected to be more intrinsically motivated. Since the research concerns wide range of Facebook users, the people from 26 and 40 years were also included. So, 13 female and 17 male participants were selected for research. Their data was collected from their posts on Facebook that were either public or allowed to be used for research with their consent. Like(Fong, 2011) here too convenient sampling method was carried out.

Instrument

A specifically designed questionnaire served the purpose of classifying participants in groups ranging from extrinsically to intrinsically motivated people. All the statements were affirmative indicating likeness for

English language and culture. This was done on purpose as the Facebook posts showed more use of English as compared to Urdu due to some limitations on keyboard of computer or mobile, so it was inferred that participants would be more inclined towards the use of English language. Those who would choose to tick all the columns indicating strong agreement would have great affinity to English language and culture and thus would be intrinsically motivated for using English language in their conversation on Facebook. Those who would tick all the columns indicating strong disagreement would be extrinsically motivated. The rest of the intermediate categories were made according to the test score results. Groups on the basis of motivation were formed according to test scores.

Data Collection

Qualitative data from 30 people was collected through Facebook. The conversation of these people was analyzed. After that some of the participants were sent questionnaires online and remaining were given questionnaire by hand. The data collected through Facebook was analyzed in terms of extent of code switching for this participants' use of English language was calculated. Then their scores of motivation were counted and the participants were arranged in groups so that their data would be compared with their motivation level and correlation could be found. This question had reverse coding and it was put to be able to find and excluded carelessly filled questionnaires.

Tools for data analysis

Data collected from questionnaire was analyzed using software SPSS16 and to measure reliability of the questionnaire the same software was used and Cronbach's Alpha was found to be more than 0.7 and precisely 0.966. Co relations for the two groups were separately calculated while using Microsoft Office Excel 2007.

Data analysis

Data collected from the participants were of two types. The results from questionnaires showed their level of motivation and type of motivation. Five groups were made on the scores ranging from 20 to 100. Then the data in the form of mixed code was gathered from the participants from Facebook. Their conversation was analyzed in terms of percentage of code-switching.

Percentage of use of English language was taken from considering inter-sentential and intra-sentential code-switching separately. For intra-sentential code-switching, excluding borrowing, the switched words were counted against the total words. For inter-sentential code switching the

switched clauses were calculated against the total clauses. Then the sum of percentage of these two scores was taken in terms of maximum use of English language in speech. It was such that those whose expressions were entirely in English were given maximum value instead of zero. This was done because a zero value of code switching not necessarily means zero level of motivation. The scores gathered in that way were then actually representing the extent of use of English language between its highest and lowest value. Its lowest value would mean minimum use of English and maximum code-switching.

On the basis of the level of motivation; scores were gained from the questionnaire. 5 groups were made as there was very less chance that any participants would only tick on either of the extreme columns of strongly agree and strongly disagree so a group starting from minimum and the only value of 20 would not be possible so the first group was taken from minimum score 20 to 35. Likewise the rest of the groups were made accordingly. Then each participant's level of motivation was matched to his/her percentage of code-switching.

The correlation was calculated after the division of the participants on the basis of their motivation scores in two main groups. One group containing 16 participants was arranged in ascending order of their motivation score and that group was labeled as the intrinsically motivated group. The other group having 14 participants was arranged in the descending order of their motivation scores and was labeled as extrinsically motivated group. The ascending and descending orders of scores represent from higher level to lower actual motivation level.

Quantitative Data Analysis

Table 1

Groups	Scores for each group	Total participants (30)	Male/female 17/13
1. Strongly extrinsically motivated	84-100	2	1/1
2. Extrinsically motivated	68-83	6	6/0
3. Undecided/have both traits	52-67	5	2/3
4. Intrinsically motivated	36-51	10	3/7
5. Strongly Intrinsically motivated	20-35	7	5/2

Interpretation

1. Out of thirty 8 participants, 7males and 1 female are extrinsically motivated which means 26.67%. This shows that most participants are not in this group and these participants have materialistic approach towards English language and its use. Group 2 has got no female participant that means that majority of females learn or use English because they are intrinsically motivated. In our society

having predominantly Islamic norms, it is not a compulsion for females to earn their livelihood so their motivation for using English language is not based on monetary factors this is why they are more inclined intrinsically towards English language and culture. Their attitude towards code-switching might be positive for using more Urdu as compared to English.

2. 17 out of 30 participants, this means 56.67% are intrinsically motivated which is more than fifty percent. In this group there are 9 female and 8 male participants. This shows that females are mostly intrinsically motivated. This shows the trend of the people towards English language which is predicted to be more inclined towards factors motivating intrinsically. Their attitude towards code-switching from English to Urdu might be negative.
3. 5 participants are categorized in the group three. These participants are likely to have greater percentage of code switching in their data on Facebook in written form. Their attitude towards code-switching might be neutral.
4. 7.69% females are included in the extrinsically motivated group whereas 69.23% females are intrinsically motivated remaining 23% are classified in the middle group. This shows that among females there is much more trend towards learning or using English while being intrinsically motivated.

Qualitative Data Analysis

The data collected from Facebook is attached in appendixes, shows the participants who switch code and their motivational level, on the bases of which correlations were found out.

Correlations

Groups for co-relation

The data was arranged in accordance with the independent variable motivation. The groups were made by taking 16 participants in intrinsic group (as the participants were more in this group as compared to the other group) and 14 in extrinsic group, in such a way that the former was arranged in ascending order and the later was arranged in descending order.

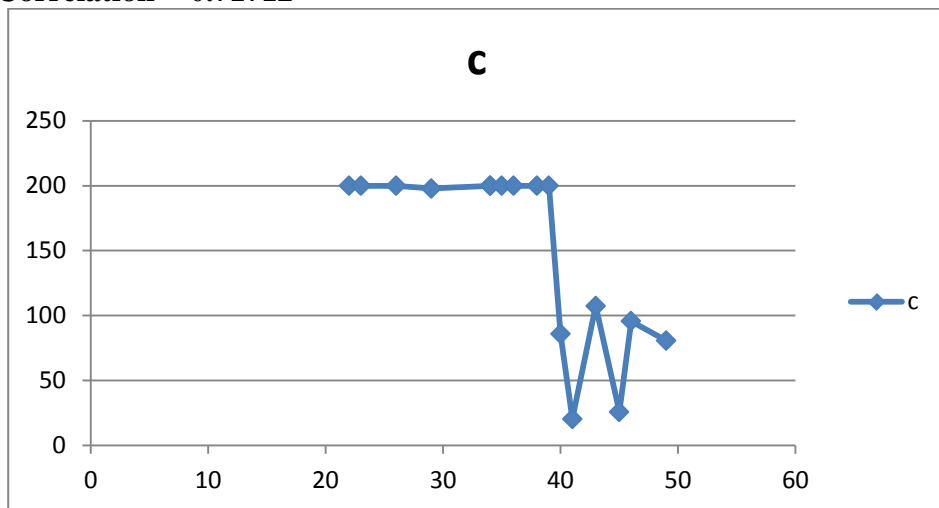
Table 4

Intrinsically motivated group		Extrinsically motivated group	
Motivational score (ascending order)	Percentage use of English	Motivational score (descending order)	Percentage use of English
22	200	94	45.9
23	200	89	200
26	200	81	4.08
29	197.8	80	200
32	200	80	32.5
34	200	77	155.48
35	200	69	52.55
36	200	69	107.78
39	200	55	76.78
40	85.84	54	116.78
40	200	53	84.92
41	28	52	12.80
43	107.36	52	103.57
45	25.8	49	125
46	95.71		
49	80.68		

Intrinsically motivated group

Figure 1.1

Correlation 0.71712



Interpretation

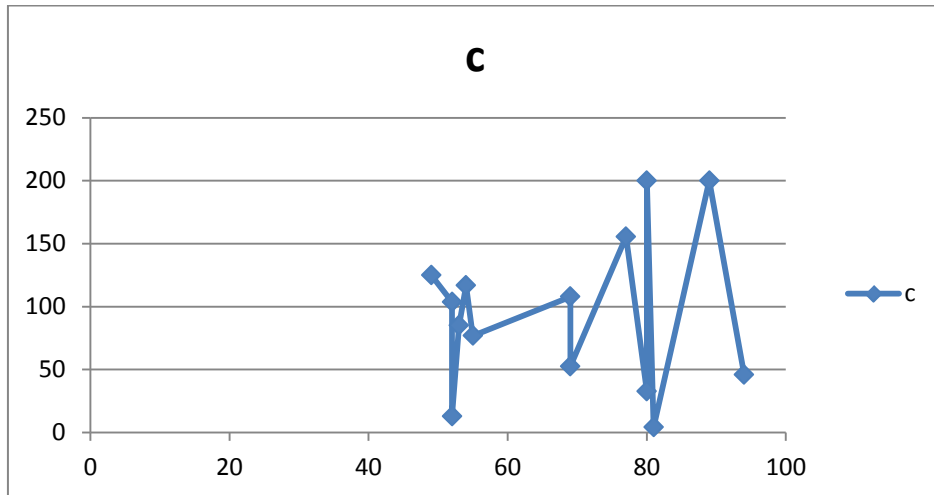
This higher negative score 0.71712, shows that higher level of intrinsic motivation will allow maximum use of purely English language and least attempts of code switching in written expressions. This is to keep in mind that the least score of motivation actually means higher level of intrinsic motivation and lowest level of extrinsic motivation. So the values

were arranged in ascending order. This higher score establishes the hypothesis that there is a strong relationship between higher level of intrinsic motivation and lower code switching.

Extrinsically motivated group

Figure 1.2

Correlation 0.116196



Interpretation

This lower score 0.116196 shows that there is indeed relationship between the two variables but as compared to the intrinsic group this value is rather low. So it establishes the hypothesis that there is a relationship between the two variables but in varying degree among people who are more extrinsically and least intrinsically motivated. This also shows the successful and timely evaluation done by the researcher who divided the whole data into two groups. Had it been that the data were not divided in groups the sophisticated relationship between the two groups could have been neglected even though co-relation would then be found but not in such a sophisticated way.

Results and findings

Findings

It was found out that extrinsically motivated people are less in number most of the people who use Facebook are intrinsically motivated to use English language in their posts. Among them there are more females intrinsically motivated than males. Those who are highly motivated intrinsically do not code switch. Their behavior is uniformly positive towards English it is expected that they will have negative attitude towards switching code in written expressions which can be of concern for further studies. This

group showed higher score of correlation which means that their behavior can be predictable. They are likely to do least code switching and use more English.

The extrinsically motivated people are few in number. Their correlational score is low, it means they are more prone to use mix language on Facebook. It is because of integrated regulation that, people who are highly motivated extrinsically like to use more mix language even when they have proficiency in both languages. However correlation could be found in this group but the low value suggests a weaker relationship. There is less uniformity in this group's behavior and those who are highly motivated can be those who use mix language more. So people of this group must have positive attitude towards using mix language. They must have a complex attitude towards English language and code switching.

This gives clear answer to research question number 3 that there is a clear difference between the negative attitude of both intrinsic and extrinsic groups. The former is reported to have negative attitude or least preference for code switching with increase in the value of their motivation, whereas the later group has a varied response towards use of mix language.

In the light of results the researcher is able to find answers to all the questions concerning this particular research. As regards question number 1 and 2, higher level of motivation in only the intrinsic group will yield least code-switching and it has least effect on the code-switching behavior of extrinsic group who as compared to the other group use more mixed language. The above statements show that Qno3 has an affirmative answer. Question 4 can be answered in a way that people who have lower levels of motivation show more code-switching but this statement can only be generalized to the intrinsically motivated group.

Question number 5 is important to explore. Its rationale has been provided in chapter two that among extrinsically motivated group some members show mixed behavior they have integrated regulations. They code switch even when they have higher score of motivation and bilingual proficiency. Questions 6 required detailed exploration of the data collected from Facebook. The researcher found that there was no difference in the pattern of code switching because this is a matter of proficiency and proficiency is not a variable of this study. Question 7 also has positive answer. It is assumed through the results that highly intrinsically motivated participants would show least preference for mix language in written expressions. This can be a topic for further research.

The mono-directional hypotheses of this research are proved to be correct. First one has been practically proved since this study found correlations in both groups. Second hypothesis was true for intrinsic group

and partially true for extrinsic group. Third hypothesis was also found relevant however more research can be done on this. s

Unlike the Igbo people in Pakistani context not all the people are in favor of using English language. Data show that people even they have proficiency in English language, would like to use Urdu of Facebook and do more code-switching. It is because these individuals are intellectually independent they have the qualities of intrinsically motivated people but they are classified in intrinsically motivated group.

Results

The results of correlation in intrinsic and extrinsic group vary considerably, although in both these groups co relation was found out and the hypothesis is supported that there is a relation between motivation and cod switching. If the researcher would have taken the co-relation of the entire data without making the groups the results even then would come out to be positive but the meticulous and careful handling of data allowed the researcher to identify the varied behavior of the extrinsic group. The interesting thing was that co relation among intrinsically motivated group of participants was -0.71712 this shows that higher level of motivation will result in least code switched expressions. This also shows that this group tends to maintain a uniform behavior of using maximum expressions of English in written expressions. They are more predictable and their behavior would be negative towards excessive code switching.

The extrinsically motivated group has also shown correlation 0.116196 which is rather a low score and shows weak relationship. This is because primarily extrinsically motivated people like to express in both Urdu and English. For them English is a need. Their results show mixed response from the participants. Those who are highly extrinsically motivated are equally involved in code switching. Their use of English language varies. There is no uniformity in this group's behavior regarding use of English expressions. So they are unpredictable in terms of their use of both languages. They tend to cod switch more often even when they have highest score of extrinsic motivation. This is because they have positive attitude towards using Urdu language in written expression on Facebook and because they are intellectually independent they do not need to express in English language in order to be appealing to others. Written data was very useful because there is no face to face interaction among the participants and they can express their views freely without any pressure. Such data in which there is no application of conversational restrictions, negative facial expressions or any impact of body language actually gives insight into the unaffected thinking of the participants. So the classification of people on their

motivational scores was possible and such high level of correlation could be found.

The reliability of the questionnaire was 0.966 which was more than 0.7, showed internal connectedness of the items. The results of the questionnaire reveal that 8/30 26.6% people are extrinsically motivated out of which 1/8 was a female and 17/30 56.6% participants were intrinsically motivated out of which 9/17 were females. This shows growing trend among the females to be inclined towards English language and culture. The remaining participants who were motivated but could not be fit in either of the two categories were the ones who showed more code-switching.

Conclusion

The study was successful in bringing out a relationship between the two variables. Since it is a sophisticated research the researcher took special care to measure the behavior of code switching separately among extrinsically and intrinsically motivated people. The findings show that extrinsically motivated people show varied pattern of code switching whereas the intrinsically motivated people have a predictable attitude as they show more score of correlation. Higher level of intrinsic motivation means more use of English language and less code switching in written expression on Facebook whereas on the other hand the participants who are extrinsically motivated also show this behavior but since it was based in chapter two that there are people who have both qualities of intrinsic motivation but are classified as extrinsically motivated people, they show solidarity with Urdu language. They use frequently Urdu language on Facebook. As they are autonomous, intellectually independent they do not rely on a foreign language for asserting themselves. They are the ones who code switch more and it would be interesting area of research to analyze why they are motivated to do so. Hence this study successfully identifies such people who have remarkable motivational score on one hand and strong affinity to their own national language on the other. This identification of such people is a first remarkable step of this study the impact of such people on language maintenance can be of interest for more studies. The majority of people in our society are intrinsically motivated towards learning and practicing English language. This study throws light that more females are inclined towards English language and English culture as compared to males. This is because in our society females are not compelled for earning money for their families so their approach is different. They learn and use English for pleasure and enjoyment, whereas more males have a practical outcome based approach towards English language. They learn it to be able to get good jobs.

Recommendations

Co-relational study can also be done on extrinsic/intrinsic motivation and attitude towards code switching in which like motivation attitude towards code switching would also be calculated in a gradable scale. Researchers can also extend this research instrument and purely do research on motivational patterns of male/female participants to study the differences. This tool can also be modified and enlarged and used to do research on people of different age groups to find out at which age people are motivated intrinsically or extrinsically. Moreover there can be researches in different years and comparison can be made in different time. This study can be replicated in different context as well. This study can be adapted to study code switching of Urdu and Punjabi or any other languages considered having difference in social status.

The data above from code switching can be further analyzed and patterns of code switching can be compared among participants having different motivation among male/female participants. What kind of code switching do different people do, can be another important question for future studies. A study can be conducted on this pattern to analyze the motivation of younger participants to test the general assumption that the younger people are usually intrinsically motivated.

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Appendices
Questionnaire

Name

Gender.....

Age.....

Academic

qualification.....

Occupation.....

Bilingual.....yes/no

Sr #	Questions	SD 5	D 4	N 3	A 2	SA 1
1.	English culture is more desirable for you.					
2.	Most English movies, songs and actors and musicians are your favorite.					
3.	English language should be taught for getting good jobs.					
4.	English language is more sophisticated and polite.					
5.	You prefer speaking in English while making new friends.					
6.	You use English to broaden your views and become more educated.					
7.	Those who speak English are more intelligent.					
8.	Fluent English speaking is a sign of good schooling.					
9.	You like to speak English with friends in informal settings.					
10.	You feel confident when you are able to express your ideas well in English.					
11.	You find comfortable expressions of compliment in English.					
12.	You can express feelings to your friends well only in English.					
13.	English Language should be used at workplace.					
14.	Apologies can be well expressed in English.					
15.	There are phenomena for which you are unable to find word in Urdu.					
16.	You might be made to feel embarrassed when you are talking in your mother tongue in informal settings.					
17.	The ability to speak English fluently will make you appear more in-fashion and presentable.					
18.	You want to excel in English because it is a symbol of higher status.					
19.	You don't enjoy/like excessive use of English but it is inevitable in academics and in jobs.					
20.	You enjoy speaking English because it is a hobby and it comes easily and naturally to you.					