



RESEARCH PAPER

Code-Switching on Computer-Mediated Discourse: An Analysis of the Facebookers Walls as Second Language Learners

¹Mudasar Jahan*, ²Khadija Ghulam Hussain and ³Ansa Ahsan

1. Associate Lecturer, Department of English, University of Gujrat, Punjab, Pakistan
2. Associate Lecture, Department of English, University of Gujrat, Punjab, Pakistan
3. Lecturer, Department of English, University of Gujrat, Punjab, Pakistan

***Corresponding Author:** mudasar.jehan@uog.edu.pk

ABSTRACT

This article examines Facebook's language usage and students' code-switching behaviour, highlighting the internet's revolution in communication and the common tendency for users to mix or switch languages. The study investigates English language usage frequency, code-switching types, and Facebook's most important topics using Glaser and Strauss' (1998) Grounded theory and Kelly's (2009) and Romaine's (2009) designs for categorization, using a mixed method research approach. The study reveals that 43% of Facebook users use English, with 60% using intra-sentential code-switching. Conversations are the most popular topic, with other secondary purposes. Facebook language is primarily based on fragmented intra-sentential code-switching. Facebook language is becoming a concern in academic writing, necessitating educators to recognise its recurrent inclination in written communication. Scholars should research the influence of Facebook on academic language and its potential as an international medium while also considering whether this new medium benefits people worldwide or causes language death.

KEYWORDS Code-switching, Communication, Discourse, Facebook, Grounded Theory, Social Networking Sites

Introduction

The study aims to investigate the Urdu-English Code-Switching (CS) phenomenon in written computer-mediated discourse on a Social Networking Site (SNS), Facebook. Herring (2001) says SNS are platforms for public chat. Facebook is a popular SNS with 800 million active users (Crystal, 2006). The major contributors are the students who like its high-tech features. Pakistani national language is Urdu, but colonialism played a fundamental role in promoting and expanding English (Abbas, 1998). Rasool (2006) claims that Pakistanis are fascinated with the English. Traditionally, code-switching occurs in oral communication, but it is observed that Facebook discourse contains traits of orality (Crystal, 2006; Baron, 2001; Dąbrowska 2011a, b, c). Dorleijn and Jacomine, N. (2009) claimed that "Wall Posting" is a wonderful Facebook facility where users can upload their daily statuses. A sample of one hundred Facebook chats from selected students' walls is executed for content analysis.

CS is the alternation of two languages without any conscious effort (Matras, 2009; Weinreich, 1953; Poplack, 1980; Wardhaugh, 1992; Jan-Petter and Gumperz (2020). Poplack (1980) categorises this phenomenon into the following three types: tag, inter, and intra-sentential. Romaine (1995) says CS is when speakers mix languages at the word sentential level. Poplack (1980) states, "Code-switching engages the inclusion of one language into one sentence or utterance in another language" "(p.10). This study aims to determine the percentage of English language used on Facebook by Facebookers, the most important topics on which they switch frequently, and the frequency of the most used type of CS. The Grounded theory by Glasser and Strass (1969) has been executed as a theoretical lens. GT allows data configuration into categories. Kelly (2009) and Romain's (1995) sample categories tabulate and classify the selected data. The significance of the study is that it will add a new perspective to written, electronic social media discourse.

Literature Review

Many research works have been conducted on CS and media texts. Tiana (2009) investigates the phenomenon of CS on Friendster. The study reveals three types of CS, intra-sentential, inter-sentential, and tag-switching, and five reasons are found. Tastan (2012) investigates CS on Twitter and email. The study results show that Intra-sentential CS is the most used type of CS on Twitter. Didegah, Mejlgaard, Sørensen (2018) and Novianti (2013) investigated CS on tweets, too. The study finds three types of CS and six reasons on Twitter. Among the three, the most frequent in percentage is inter-sentential CS (56.67%). Tastan (2012) worked on Twitter, codified and categorized data, and found more inter-sentential code-switching than intra-sentential. Su (2009) probes into the written CS patterns on SMS and Messenger as a threatening task for language. The study's findings show that 40.63% of participants do inter-sentential switching, which is the highest. Further study reveals that participants do CS for lexical needs. Tajudin (2013) checks the occurrence of CS on the Messenger of a Blackberry personal handset. The results reveal that intra-sentential CS is (80%); however, inter-sentential switching is the second most dominant switching type (40.63%).

Many research works have been conducted concerning CS on Facebook. Crystal (2006) views it as an emerging hybrid between traditional speech and writing but warns of the decline of the language skills of young people. Elision (2007) says that people do CS due to shyness in their language. Vyas, Gella, Sharma, Bali, Choudhury (2014) also investigated that CS is present in transliteration and is a major challenge for academic language settings. Praveen and Aslam (2013) examine the reasons for CS on Facebook. Rambow et al. (2014) explore the reason for CS is the exposure to English medium and pure lexical needs in the electronic and technological field. Shafie and Nayan (2013) investigate that CS on Facebook can be a potential teaching and learning tool. Fong (2011) suggests that CS occurs in online written discourse, and the functions and reasons for CS are similar to verbal communication. Chen and Looi (2007) found the expressive, referential, and metalinguistic functions and identified them as the most common functions of CS in online forum discussions. Sohail and Malik (2014) reveal that intra-sentential CS is the most used type but not a healthy practice or attitude in written form.

Many elaborated structures and functions of CS are already done by many researchers (Elison, 2007; Maros & Halim, 2014; Crystal, 2006; Salia, 2011; Rehman & Sultana, 2013; Dąbrowska, 2013, a, b, c). Some other works discuss the reasons for CS (Hooly et al., 2009; Praveen & Aslam, 2013; Rambow et al., 2014). Fong (2011). Sohail and Malik (2014) gave reasons for CS. Many suggested three main types of CS (Shafi & Nyan, 2013; Sudrajat, 2013), while Lung (2011) found four types of CS. In all these studies, structure, functions, reasons, and types of CS have been discussed, but the frequency of the English language used on Facebook, the most used topic on Facebook, and the most used type of CS have not been discussed yet in any work. It needed to look at it.

Material and Methods

A mixed method approach is effectuated for data collection, codification, and tabulation. One hundred snapshots from the selectee's facebookers pages are collected. Frequencies are obtained by getting variations, posts only in English and Urdu, and mixed posts are segregated and tabulated in Excel. Later on, all data is classified into (Kelly, 1992) categories to know about the most used topic on Facebook. Later on, the data is enumerated into Romaine's (1995) categories to get the most used type of CS.

Grounded Theory (GT), inductive and problem-solving, is used as a theoretical lens. It is applied where the need to fetch results for categorical data where existing theories do not suit better (Glaser & Strauss, 1969). GT is quite objective (Borgatti & Ofem, 2010). Major Phases in GT are given below.

Table 1
Phases in GT (Glaser & Strauss, 1969)

| Phases | Steps |
|--------------------------------------------------------|--------------------------------------------------------------|
| Initial or open coding=text | Categorized and properties line by line, word by word |
| Focused or selective coding, category development=code | Selective coding begins when a core category has been found. |
| Axial or thematic coding, sorting=subcategories | Sorting database of memos showing the emergence of theories. |
| Write up=categories. | Communicable form of theory. |

The following categories classify the data to authenticate GT in research to get the most used topic.

Table 2
Categories on types of topics (Kelly, 2009)

| Categories | Description |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1-News | News is a status updated by Facebookers, like news published on national television, radio, or anywhere else. |
| 2-Spam | This type of status shows items like, "Look, I got 4,000 followers in a single day" (Irrelevant and inappropriate emails). |
| 3-Self-Promotion | These are typical commercial statuses about products and services. |
| 4-Pointless Babble / Socialization | The status shows 'going on the activity of the facebookers. |
| 5-Conversational | These are the statuses where people like to write comments and want to continue the conversation. Updater tries to engage friends and followers in conversation, mostly through questions and polls. |
| 6-Pass-Along Value @ | These posts are mostly conversational and self-promotion and usually start with a symbol like "@". |

Table 3
Categories on CS (Romaine, 1995)

| # | Types of Code-Switching |
|---|---------------------------------|
| 1 | Inter-sentential code-switching |
| 2 | Intra-sentential code-switching |
| 3 | Tag-switching |

Snapshots of a hundred selected 18-24-year-old students without gender segregation enrolled in a University, Urdu and English speakers are selected. The coding and counting approach was used to analyse the texts in August and September 2013. Convenient sampling is performed for the statistical procedure. The data is divided into three levels: 1. all the posts were categorised into three divisions (i-posts only in English, ii-posts only in Urdu, and iii-posts in English and Urdu). 2. Then, all posts are classified into the categories designed by Kelly (2009). This coding process enabled us to get various percentages of all posts and make it possible to get the most used topic. 3. Finally, the mixed posts are put into the categories designed (Romaine, 1995) to get the most used type of CS. For ethical permission from facebookers, a consent letter is obtained from users.

Results and Discussion

This research's first and foremost aim is to analyse the posts of Pakistani native students. A hundred posts are selected without gender segregation for content analysis.

Glaser and Strauss's (1969) GT is applied to determine the research. This research method is based on categorisation and codification of data.

All Posts Percentages

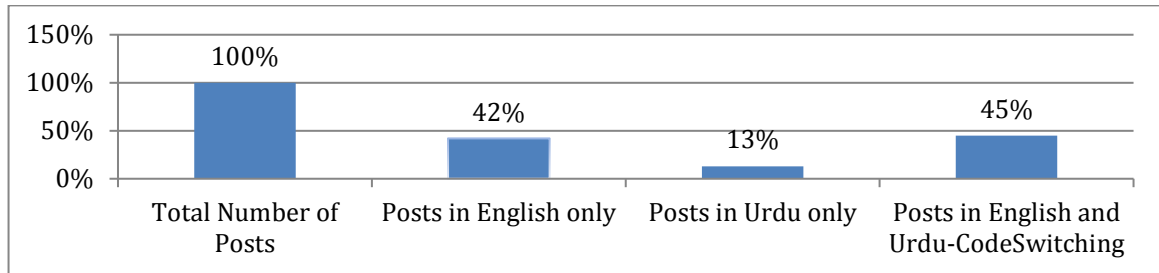


Figure 1. All posts: The most used language on Facebook

It is observed that 42 % of posts are in English, 13% are in Urdu, and 45% are in mixed form. 42% of English posts indicate that students are familiar with this language.

All posts are further divided into Kelly's (2009) categories. This method matches Tasant's (2012) study on Twitter.

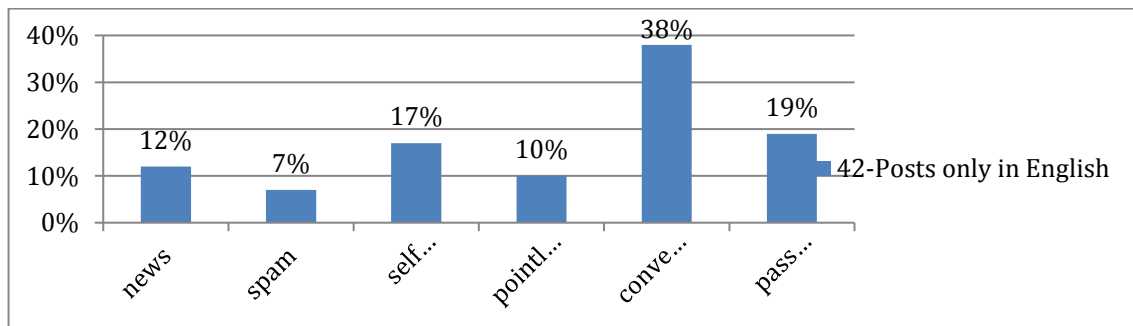


Figure 2. Categorical frequencies of posts only in English (Kelly, 2009).

All posts are further divided into further categories. It is found that conversational posts are at a height level (38 %.), pass long values socialisation is at second (19%), self-promotion, news, pointless babble, and spam (17%, 12%, 10%, and 7%), respectively. The top posts of 38% indicate that people most often use Facebook to get information and establish relations with other community members.

Examples of Posts on Conversation

Example 1. Hiiii frndzzzzz.....

Example 2. Any news abt date sheet?

In the examples mentioned above, the tone of users is conversational. In example number one, the writer calls his/her friends for a conversation. However, the required punctuation mark (?) has yet to be used. The extra presence of (i) and (z) indicates how anxious the writer is to talk to his/her friends. For example, in number two, the tone of the user shows that they want to get information about the date sheet, so he wrote on the wall to get the answer to his question.

Examples of Posts on Pass-Long Value

Example 1. Video club of Mass Communication is going to play a movie "Now Yo See me" on 9th January 2014 Thursday at 12 pm in S-07. Tickets are available at FM 106.6.

Example 2. Uogianss be ready for 6 november first affiliated college quiz compition in UoG. There is an audience round for all of u and the topic of audience round is Biography of Vice Chancellor Dr. Muhammad Nizamul-Din.



In the above examples, the tone of status updates by students is conversational and self-promotional too; in example number 1, it is a type of statement where a student promotes the activity of their department and raises others for conversation as well, it means if somebody asks questions they will write answers on commentary box, so is the case with example number 2, the student is promoting their society and catching attention and ready to give the answers of the asked questions. Overall, all these posts are self-promotional and conversational.

Examples of Posts on Self-Promotion

Example.1: We are providing online work opportunities to students; Job Seekers and house wives Earn good income weekly. By doing easy and simple work at Home. No high investment required, Basic knowledge of internet is enough. For This Work. Grab this opportunity. Get I hour’s online training. And start working from home, For more inbox me, Call us or visit our website.....!!!

The advertisement is titled 'Real Earn Pak-REPAK' and 'How it works:'. It features three numbered steps with icons: 1. Join Now (person icon), 2. Complete Your Work (envelope icon), and 3. Get Your Payments (hand holding money icon). Below each step are specific instructions. At the bottom, it provides contact information: 'Visit us : www.realearnpk.tk', 'www.facebook.com/RealEarnPak', and 'Ph: 03325334284'. There is also a logo for Real Earn Pak-REPAK.

Example.2: OnCe Again in Gujrat !!! Get certification and learn professional development... !!By Ali Raza

The advertisement is for '3D Game Development' training. It includes the text: 'Using C# language and Unity3D', 'After GC and Federal Job Now:', 'In GUJRAT 20-21-2013', 'Get Professional Certifications By Adobe's Trainer, Learn Professional Skills and Development.', and 'For Registration: 933-8412788'. There are three images showing 3D game environments: a car on a road, a character in a landscape, and a character in a different landscape.

In the example mentioned above, number one, typically a commercial announcement has been posted, and it seems quite personal business sake someone used social media as a source to spread the news. All the particulars are mentioned here in the attached photo. In

example number two, another student posted a picture and announced that he/ she had opened an institution where one can get training and a certificate.

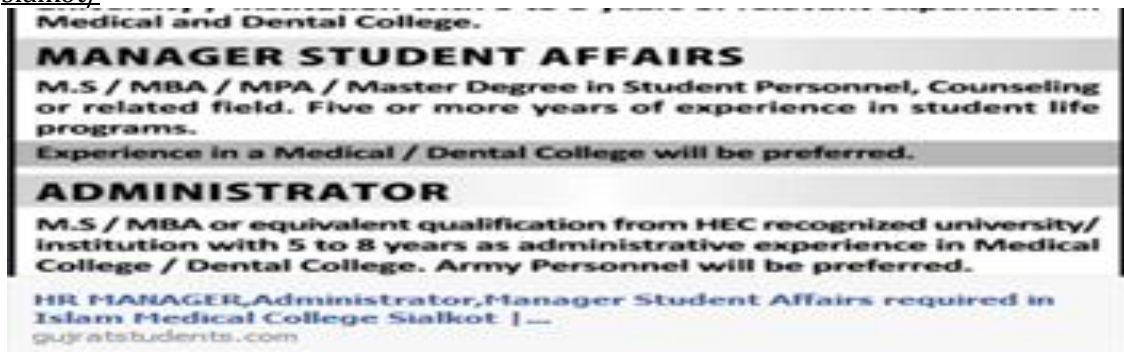
Posts on Pointless Babble

Example: I'm going.

Students who are daily updated or keep in touch with facebookrs usually keep on writing about their ongoing activities. They are going somewhere or leaving facebookrs and updating other regular visitors on that page.

Example of Posts on News

Example: HR MANAGER, Administrator, Manager Student Affairs job in Islamabad Medical College Sialkot >>>Pleas open link in news Tab<<< Http:www.gujratstudents.com/hr-manager administrator manager-student-affairs-required-in-islam-medical-college-sialkot/



In the above example, news from an online newspaper has been posted. Link is mentioned in the status box to open and read the news and other particularities about that news.

Example of Posts on Spam

Example: Good bye 2013.

As cited above, the status is also considered spam and worthless as it does not raise someone for conversation and is not useful for anyone. This type of status is usually less in members.

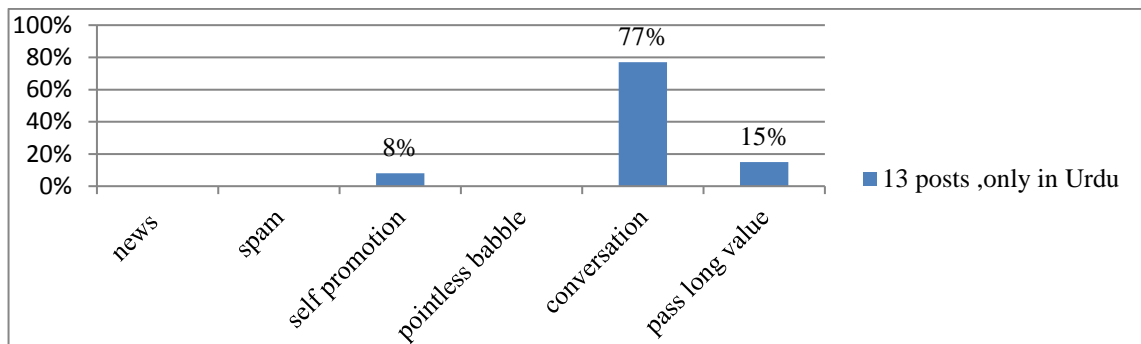
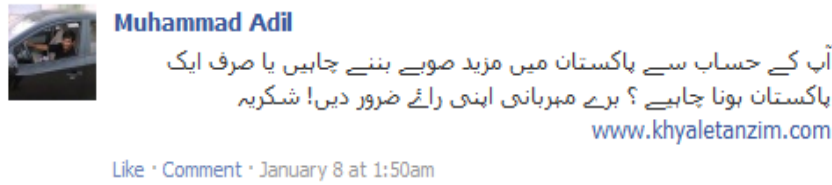


Figure 3: Categorical frequencies of posts only in Urdu (Kelly, 2009)

The numbers who posted in Urdu are 13 posts. 77% of 13 Urdu posts are conversational, 15% of 13 posts in pass-long value, and 8% of 13 posts in self-promotion. Pointless babble, spam, and news in Urdu posts have zero percentage. Another thing mentioned here is that Urdu posts are mostly in Romanized script, which means that the writing style of Urdu posts is in English, but phonologically, they sound like Urdu. Only rare posts are in Urdu writing script. The reason is that commentary boxes are meant for English script as the originators are English people. Common users cannot write Urdu in its original script; only experts in computer technology can use this writing script. Another reason is that the Urdu script is written from the left hand in the Romanized version.

Example of Posts on Conversation

Example:



Translation: Do you think in Pakistan there should be a new province? Please share your views! Thanks.

In this example, Facebook invites the attention of Facebook friends by asking a question and demands their views by posting a question on a timeline.

Example of Posts on Pass-Long Value

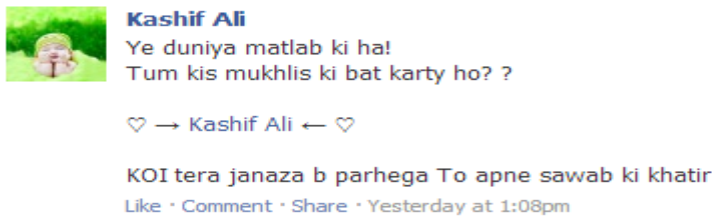
Example:



Translation: Good News! Good news for Gujratis: a famous UNO member and affiliated institute with the Government of Pakistan needs a project male and female, Matric, FA, BA pass. It is a good opportunity for people with less income or who are unemployed. Do contact at 015-7008705.

In this example, the user promotes his activity, invites people to join the institution he opened, writes his contact number for conversation, and invites other users for detailed information in the commentary box.

Example of Posts on Self -Promotion



Translation: This world is filled with selfish people who do not search for sincerity; people here do everything for their benefit. In this example, a Facebooker writes their verse, promotes their profession as a poet, and seeks appreciation from others so that others may start acknowledging him/ her as a poet.

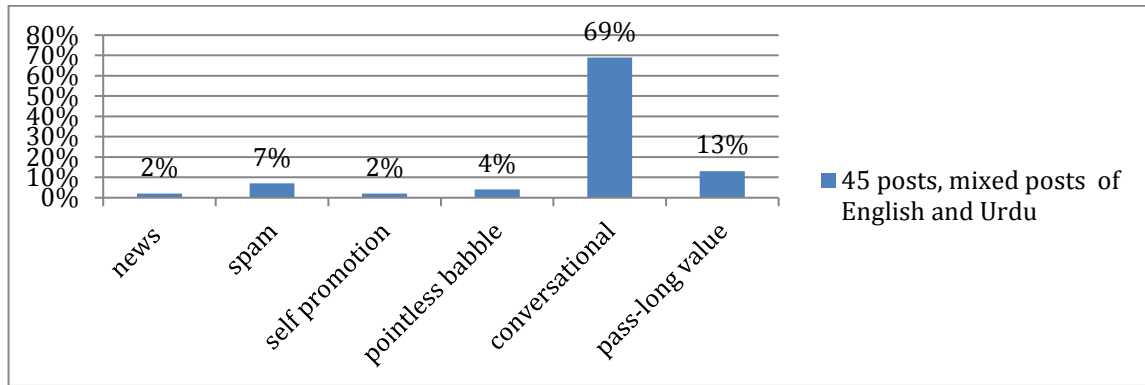


Figure 4. Categorical frequencies of mixed posts (Kelly, 2009)

Mixed posts are further divided into categories (Kelly (2009) found that out of 45 posts, conversational (69%), pass long value (13 %), and spam, news, pointless babble, new and self-promotion at 7%, 4%, 2%, and 2% posts respectively.

Examples of Posts on Conversation

Example.1tell me friends...agr koi ap cheat kary. Ap sy hmsha both boly to ap usy chory dy to agr wo dubra apki life main ana chat ho to kya kea jay???????????

Translation: Tell me, friends, if somebody cheats on someone and always tells a lie, and if you leave him/her but later on if the same body would like to come back into your life, then what would one do?

Example 2: Plz agr koi nadra office mein kaam krta hai boys ya girl to plz help me.

Translation: If somebody does work in Nadra's office, please get in touch with m
In the above example number one, the writer has used mixed language to initiate the conversation on a social issue regarding his life problem. The writer seeks suggestions from Facebook friends. For example, the number two writer invokes someone's help by posting on the wall and discussing issues concerning Nadra's office.

Example of Posts on Pass-Long Values

Example: Assalam-0-Alaikum!!! Ma uni k lie one game bna rha hu, mgy uni ki building chair 3d mai.....agr kisi k pas avail han ya apky kisi frnd k pas ha to plz contact me.....urgently plz.....

Translation. aoa! I am making a game for the university; I need the university building in 3D. If somebody or a friend of anybody has it, please get in touch with me urgently.
In the example cited above, the Facebooker promotes his activity and wants some suggestions and help from students; for this purpose, the writer invokes discussion by writing on the Wall Post.

Example of Posts on Self-Promotion

Example: Plz must watch n listen it now may be it can change ur life ☺ap her roz itni movies n songs n other videos etc etc dekhty hn aj ya b deny zraa for success in your life may be is kach acha impression para pki life py ho sakta apki life change ho jay is sy it's a "life-changing item, acha lgyya koi impression pty kisi pa tou wo muju zru batay is link par click kren just☺.

Translation: Please watch and listen to it now; it may change your life. Daily, you watch many videos and songs to achieve success; it may impact your life as it is a life-changing item. Please let me know if you like it or get some impression. Just click on this link.
In this example, a Facebook user has written something on an issue, wants to make it read by others, invites others to read, and promotes themselves.

Example of Posts on Pointless Babble

Example: Toba ☺ Girls ka tou uog buses mein Murgion ki trha Hashar ho raha hota hai ☺ lol
Translation: Uff ☺ girls in buses seem like poultry, ☺ lol.

In this example, a Facebooker writes on his timeline about the daily activity being observed by them.

Example of Posts on News

Quetta main Eid k Namaziyon par firing, 6 janbahaq, 7 zakhmi Karachi me 13 mazdoor halak Quetta blast 34 police men janbahaq and 40 zakhmi... Waziristan drone family....1 crore people flood affected.... Kya EID MUBARAK.... Koi eid Mubarak nae ... May Allah BLESS ALL THOSE Shuhada....Pray for those people..... only happiness but not celebrate this happiness..... As we are with those affected people who are now too sad, how can I celebrate this Eid..!JazakAllah!!!!!!!

Translation: In Quetta, on the eve of Eid, firing on worshipers in mosques, six people were killed, and seven were injured. In Karachi, laborers were killed. Again, in the Quetta bomb blast, 34 policemen were killed and 40 injured. In Waziristan, drone attacks. One corner people flood affected. Should we celebrate Eid? May Allah bless all Shuhada! Pray for those people. Though it is Eid, we should not celebrate! As we are with those affected people who are now too sad, how can I celebrate this Eid? Thanks to God.

In the example above, a Facebooker posts a news that is telecasted on a News channel and shared on social media to make people aware of the political upheaval and provoke them not to celebrate religious celebrations.

Example of Posts on Spam

Example: Libray b achi jgahairest karny k liy :-p :-p

Translation: The library is a good place to take a rest. :-P :-P

In this example, the writer writes a view about an activity that has no concern by others; it seems quite un-provoking for the general public on social media.

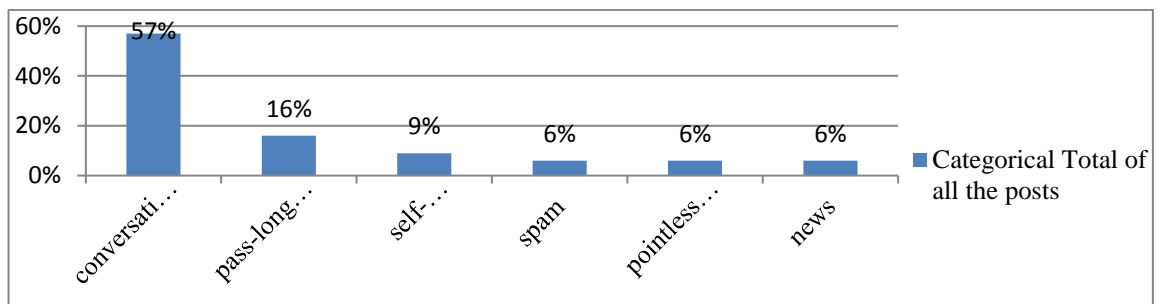


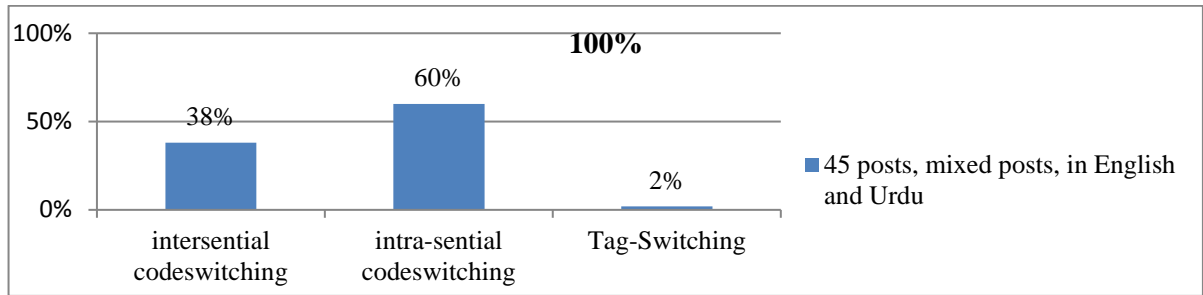
Figure 5. The most used topic on Facebook (Kelly, 2009)

Overall tabulated result shows that most students switch to Facebook to converse with friends, as '57%' of all the posts are conversational. Hooley et al. (2009) research on Facebook language finds out the purpose of joining Facebook university students, and results show that students join Facebook for socializing purposes.

Most Used Type of CS on Facebook

At the third level, data are tabulated according to the categories designed by Romaine (1995). The purpose is to determine the frequency of the most used type of CS.

Figure 6: Frequency of different types of CS (Romaine, 1995)



The most used type of language switching is intra-sentential CS. Out of 45 mixed posts, 60% are intra-sentential switching in their occurrence structure, 38 % are intersentential switching, and only 2 % appeared as tag switching. These results match other research works regarding types of CS (Tiana, 2009; Hidayat, 2012; and Sudrajat, 2013).

Examples of Intra-sentential-Switching

Example.1: Plz koi tell me k uni k pass koi private hostel hai to us ka monthly overall kharcha kitna hai

Translation: Can you tell me about any hostel near the university and monthly expenditures?

Example. 2: Slam to all. Plz tell 2nd list kitna bjay lagni hae and bs math ke first list main candidates kam kue thy pchlay saal ke tu first list main zyad hain????????????????

Translation: Best wishes to all. Can anyone tell me when BS Mathematics' second list will be displayed and why fewer candidates were in the first list last year? They were more than this time?

In examples mentioned above, words like plz (baray maharani), tell (batao), uni (darsgah), private (zaati), hostel (Darsgah ki rahaish), monthly (mahana), overall (kul), tell (batao), 2nd (dosri), list (fahrist), math (Hisaab), first (pahli), candidate (member), all are English words which have Urdu equivalent but being utilised by Facebook in their Urdu conversation while writing mixture of roman script of Urdu and English language. The word BS does not have an equivalent word in Urdu.

Examples of Inter-Sentential-Switching

Example.1: Yahan koi acha photo editor hai kya?????????I need some help!!!

Translation: Is there a good photo editor? I need some help!

Example.2: Dear4nds.Kindly semester freez krany k bary me kici ko info hai toh rep karen ,,,,,, semester freez karwane ki conditions etc. Plzzzzzzz rep it's urgent

Translation: Dear friends, please let me know if somebody knows how to freeze the semester and its conditions.

In the examples above, I need some help, and please, the sentences must be completely switched while writing in Urdu.

Example of Tag-Switching

Example: U know aj Ahmed ni had ki nach nach ka sports gala main

Translation: Today, Ahmed danced too much during the sports gala

In the example above, the writer tags the word U know while writing in Urdu.

Discussion

The results of the first division produce answers for the first question: 42% are in only English, 13 are only in Urdu, and 45 are mixed. The relevant study was conducted by Tastan (2009) and Urback (2007) on online communication, but this article is the first attempt in the case of Facebook. Rasool (2006) writes that people in Pakistan prefer English words in conversations. She elaborates that people consider English a language of success and opportunity. Most people have a great fascination for English, even to the extent of the negligence of Urdu; it reflects an extreme attachment to English, especially those who are prestige conscious. English is considered a part of fashion. Students prefer to use English in their conversation not only for linguistic needs, as mentioned in many research works (Lung,

2011; Sudrajat, 2013; Rambow et al., 2014). Students also switch to English to show lineage with the high elite class for prestige's sake.

The results of the first division produce answers for the first question: 42% are in only English, 13 are only in Urdu, and 45 are mixed. The relevant study was conducted by Tastan (2009) and Urback (2007) on online communication, but this article is the first attempt in the case of Facebook. Rasool (2006) writes that people in Pakistan prefer English words in conversations. She elaborates that people consider English a language of success and opportunity. Most people have a great fascination for English, even to the extent of the negligence of Urdu; it reflects an extreme attachment to English, especially those who are prestige conscious. English is considered a part of fashion. Students prefer to use English in their conversation not only for linguistic needs, as mentioned in many research works (Lung, 2011; Sudrajat, 2013; Rambow et al., 2014). Students also switch to English to show lineage with the high elite class for prestige's sake.

The mixed category items (45%) Urdu-English divided into the tag, inter and intra-sentential, by applying Romaine (1995). The results show that intra-sentential switching (60%) is the maximum, while tag-switching is the lowest level. For inter-sentential CS, fluency is necessary, but intra-sentential CS can be done by users who can only write and understand English. On other sites, like Twitter, email, online blogs, lines, and Friends, the frequency of inter-sentential is high, while in the case of Facebook, the frequency of intra-sentential is high. The elite and educated class mostly use sites other than Facebook, so when they have to switch, the preference for switching is at clause or sentence level, while the Facebook user community is commonly public and not fluent in English, so mostly they do intra-sentential switching.

English borrowed were preferred, though Urdu words exist. It fulfils the prestige hypothesis (Matras, 1999). For example, the words please (baray maharani) and know (Janta). Words relevant to culture and technology support the gap hypothesis (Matras, 1999). The gap hypothesis means that the required words (technology) are not in the first language (Bodomo, 2009; Lung, 2011; Sudrajat, 2013; Rambow et al., 2014). Cárdenas-Claros and Ishrayanti (2009) also say that technology-relevant terms are more frequently triggered than other linguistics particularities. Facebook data also shows that CS is not only a written phenomenon; it has also been extended into written communication.

Contribution: Facebook Language Model

Table 4
Model: Facebook Language

| Facebook Language | Attributes |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Genre | A new genre of mixture and written language. |
| Language | English in High frequency. Code-switching based on national and English language. Local languages are the least in use. Romanized |
| Conversation | One-to-one Many-to-many Social |
| Bridge | A bridge between written and spoken |
| Communication | Universal Informal |
| Time | Synchronic and asynchronous |
| Meaning | Creative |
| Hypotheses | Prestige/ core vocabulary Gape/ international and cultural specific |

The structure of Facebook language is fragmented, and the conversation overheard is one-to-one, many-to-many, and synchronic and asynchronous simultaneously. It is a mixture of English and national languages, usually Romanized. CS is based on the prestige hypothesis, and in the case of electronic and cultural words, it is based on the gap hypothesis. The tone of the language is conversational and social. It is a universal language, unique and creative, and an emerging medium in the modern world or the world of technology.

A new type of language, a new genre that matches the (Barnes, 2003) hypothesis. He said that the time is near when CMC will develop as a genre. Crystal (2006) views internet language as an emerging third medium, a hybrid between traditional speech and writing. People can express themselves freely due to a mixture of emotions and language brevity. It means that on Facebook, English is mixed with the national language and vernacular. It is a bridge between spoken and written language. On Facebook, a unique characteristic is evolving: Romanization or transliteration. The chatty tone of Facebook language is conversational. Facebookers join for conversational purposes or socialisation.

Table 5
Results of the Study.

| # | Results | Percentage (%) or discovery |
|---|---------------------------------|-----------------------------|
| 2 | Urdu-English CS | 45% |
| 3 | Intra-sentential Code-switching | 60% |
| 4 | Most used topic | Conversational |

Conclusion

SNSs have made the world a global village. Communities belonging to faraway can communicate orally and by writing on status boxes. In earlier research, works on CS have been discussed from different angles, functions, structure, reasons, and types of CS. However, the most common type of language, the most used topic, and the frequency of most type of CS is investigated in this research. Implications of the Study are that this research has added some new angles on the domain of Facebook CS. This research recommends that Facebook language is becoming a concern, especially in academic writing; educators need to be aware of this recurring trend as it has become more apparent in written communication. That is why scholars need to be aware of this phenomenon and can do further research in this area, especially the impact of Facebook language on academic language and how an emerging medium can prevail as a medium of international language or universal language. Crystal (2006) attaches threats to the phenomenon of code-switching; he says that global language can cause the death of minority languages. Another aspect that may be taken under observation is the gender-oriented studies by keeping in view Facebook.

Recommendations

The study recommends:

- i. Investigating the reasons behind code-switching among second language learners on Facebook walls. Understanding the motivations can shed light on the social and linguistic factors influencing their language choices.
- ii. Conduct a detailed analysis of the code-switching patterns on Facebook walls to look for patterns related to language choice, frequency, context, and the impact on communication dynamics.
- iii. Investigate the relationship between language proficiency and code-switching behavior. Analyze how second language learners' proficiency levels influence their code-switching tendencies and the effectiveness of their communication.

- iv. Take into account sociolinguistic variables such as age, gender, cultural background, and social networks. Analyze how these factors influence code-switching practices among second language learners on Facebook.
- v. Explore the role of language identity in code-switching behavior. Investigate how second language learners negotiate their linguistic identities and how code-switching on Facebook walls contributes to their language development and sense of belonging.

References

- Abbas, S. (1998). Sociopolitical dimensions in language: English in context in Pakistan. *Journal of Applied Language Studies*, 23(42), 25-42.
- Barnes, S. B. (2003). *Computer-mediated communication: human-to-human communication across the Internet*. Boston (Mass): Allyn and Bacon.
- Baron, N.S. (2001). *Alphabet to email: How written English evolved and where it is heading*. London: Routledge.
- Bodomo, A.B. (2009). *Computer-mediated Communication for Linguistics and Literacy: Technology and Natural Language Education*. University of Hong Kong, Hong Kong. Hershey: IGI Global.
- Borgatti, S. P., & Ofem, B. (2010). Overview: Social network theory and analysis. In A. J. Daly (Ed.), *The ties of change: Social network theory and application in education*. (pp. 17-30). Cambridge, MA: Harvard Press. Pdf.
- Chen, & Looie. (2007). Incorporating Online Discussion in Face to Face classroom learning: A new blended learning approach. *Australasian Journal of Education Technology*, 23(3), 307-326.
- Cárdenas-Claros, M. S., & Isharyanti, N. (2009). Code-switching and code-mixing in internet chatting: Between 'yes,' 'ya,' and 'si' -a case study. *The Jalt Call Journal*, 5(3), 67-78.
- Crystal, D. (2006). *Language and the Internet (2nd ed.)*. New York, NY: Cambridge University
- Dąbrowska, M. (2011) a. Formal characteristics of code-switching in electronic communication (the case of Polish and English). Varella S. (ed.). *Languages and cultures in contact and contrast: Historical and contemporary perspectives*. Athens: 171-188.
- Dąbrowska, M. (2011) b. Language economy in short text messages. – *Studia-Linguistica Universitatis Jagellonicae Cracoviensis*, 128, 7-21.
- Dąbrowska, M. (2011) c. Hindi-English code-switching as a community of practice marker. William E. (ed.). *English in action. Language contact and language variation*. Kraków: 13-42
- Didegah, F., Mejlgaard, N., & Sørensen, M. P. (2018). Investigating the quality of interactions and public engagement around scientific papers on Twitter. *Journal of informetrics*, 12(3), 960-971.
- Dorleijn, M. & Jacomine, N. (2009). Code-switching and the internet. In: Barbara E. Bullock and Almeida J. Toribio (eds.). *The Cambridge Handbook of Linguistic Code-Switching*, 127-141. Cambridge: Cambridge University Press.
- Elison, J. (2007). Language variation on Internet Relay Chat: A social network approach. *Journal of Sociolinguistics: The University of Melbourne, Melbourne*, 5(2), 180-213
- Fong, C.W. (2011). *Functions and Reasons for Code-Switching On Facebook by Utar English-Mandarin Chinese Bilingual Undergraduates*. Faculty of Arts and Social Science Universiti Tunku Abdul Rahman.
- Glaser, B.G., & Strauss, A.L. (1969). *The discovery of grounded theory: Strategies for qualitative research*, New York: Aldine de Gruyter.

- Herring, S. C. (2001). Computer-mediated discourse. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.). *The Handbook of Discourse Analysis*, (pp. 612–634). Malden, MA: Blackwell Publishers.
- Hooly et al. (2009). Facebook, Social Integration, and Informal Learning at University: It is more for socialising and talking to friends about work than for doing it. *Learning, Media and Technology* 34(2), 141–155
- Jan-Petter, B., & Gumperz, J. J. (2020). Social meaning in linguistic structure: Code-switching in Norway. In *The bilingualism reader* (pp. 75-96). Routledge.
- Kelly, R. (2009). *Twitter Study reveals interesting results about usage*. San Antonio, Texas: Pear Analytics”.
- Lung, S.T.C. (2011). Code Switching In A Social Networking Platform: A Case Study: *A thesis for Bachelor of Science with Education (Teaching English as Second Language)*: Universiti Teknologi Malaysia.
- Maros, M., & Halim.N.S. (2014). The Functions of Code-switching in Facebook Interactions. *Social Behavioral Sciences*, 118, 126-133.
- Matras, Y. (2009). *Language Contact*, Cambridge University Press.
- Novianti, W. (2013). The Use of Code Switching in Twitter (A Case Study in English Education Department). *Passage*, 1(2), 1-10.
- Parveen, S., & Aslam, S. (2013). *A Study on Reasons for Code-Switching in Facebook by Pakistani Urdu English Bilinguals*. Language in India
- Poplack, S. (2013). Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPAÑOL” Toward a typology of code-switching. *Linguistics*, 51(s1), 11-14
- Rehman. & Sultana, N. (2013). Language choice insight into Code-Switching on Facebook by Bangladeshi users. *Masters Thesis*, <http://urn.nv.no/urn:nbn:no-41512>.
- Rambow (2014). Foreign Words and the Automatic Processing of Arabic Social Media Text Written in Roman Script. *First Workshop on Computational Approaches to Code Switching, October 25, Doha, Qatar. Production and Manufacturing by Taberg Media Group AB Box 94, 562 02 Taberg Sweden*.
- Rasool, S. (2006). Language Hybridization in Pakistan as Socio-Cultural Phenomenon: An alysis of Code-mixed Linguistic Pattern. *National University of Modern Languages Islamabad*.
- Rahman, N. S. (2013). *Language Choice Insight into Code-switching on Facebook by Bangladeshi Users* (Master's thesis). University of Oslo Library. <https://www.duo.uio.no/login>.
- Romaine, S. (1999). Bilingual language development. *The development of language*, pp. 251–275.
- Salia, R. (2011). Between Arabic and French lies the Dialect: Moroccan Code-Weaving on Facebook. *Under Graduate Thesis*. Columbia University.
- Shafie. & Nyan. (2013). Languages, Code-Switching practice and primary Functions of Facebook among University students. *Study in English Language Teaching*, 1, 187–199.

- Sohail, R., & Malik, N.A. (2014). Co-Relational Study of the Extent of Intrinsic/Extrinsic Motivation to Code Switching on Facebook. *European Scientific Journal*, 10, 1857 – 7881.
- Su, H.Y. (2009). Code-Switching in managing a face-threatening communicative task: Footing and ambiguity in conversational interaction in Taiwan. *Journal of Pragmatics*, pp.41, 372–392.
- Sudrajat, A. (2013). An Analysis of the English Language Used in Chatting on Social Networking. English Education Study Program Language and Arts Department of Sekolah Tinggi Keguruan dan Ilmu Pendidikan (*STKIP*) Siliwangi Bandung.
- Tajudin. (2013). The Occurrence of Code Switching On Personal Messages of Blackberry Messenger. *Journal of English and Education*, 1 (2), 103–114.
- Tastant, F.D. (2012). Language Contact in Computer-Mediated Communication: The use of English on Twitter by Turkish Native Speakers. *Department of Filologia Inglesa I, UCM, Spain*.
- Tiana, A. (2009). The Study Code Switching in Friendster comments (A Case Study in a social networking site). *Bandung: Unpublished paper UPI*.
- Urback, K. (2007). Code-switching in Computer-Mediated Communication: Using Swedish and English in an Internet discussion forum. *Vaxjo University, School of Humanities, English ENC163*.
- Vyas, Y., Gella, S., Sharma, J., Bali, K., & Choudhury, M. (2014). Pos tagging of english-hindi code-mixed social media content. In *Proceedings of the 2014 conference on empirical methods in natural language processing (EMNLP)* (pp. 974-979).
- Wardaugh, R. (1992). An Introduction to sociolinguistics. *Oxford: Blackwell*.
- Weinreich, U. (1953). Languages in contact: Findings and problems. *The Hauge: Mouton*.