Introduction
INTRODUCTION

The focus of my thesis is to investigate and study the most common ‘communication strategy of transfer i.e. code-switching, in both the L1 and L2 of Urdu/Hindi speakers of English. Code-switching is an inevitable consequence of bilingualism or multilingualism. The huge multilingualism in India, its heterogeneous linguistic setting and the position of English in this linguistic setting have made India a suitable ground for Code-Switching.

As a brief introduction to the concept, we will try to understand the basics of code-switching by explaining communication strategy and going anterograde instead of the usual retrospective approach. According to Tarone (1977:195) CSs are “....used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought” (Ghaleb, 2000: 7). Traditionally they were considered as problem solving tools. Language transfer is a sub-category of communication strategy. Various language transfer strategies have been proposed of which the most frequently encountered is code-switching.

Now we need to understand the definition of code-switching. Hudson (1996:53) defines Code-Switching as the “inevitable consequence of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances.” Code-switching is the intermixing of two languages as Crystal (1995) states, “Code or language switching occurs when an individual, who is bilingual, alternates between two languages during his or her speech with another bilingual person” (Walwadkar, 2013: 46).

First thing that justifies this study is the pervasiveness of transfer strategy, particularly code-switching, in our society. In a place like Aligarh Muslim University and urban Aligarh, where students from various ethnic background come, study and interact and where the official language of classroom teaching is English, the phenomenon of code-switching can be experienced in abundance both inside and outside the campus. Also the predominance of Urdu and Hindi speakers here justifies the inclusion of both languages as L1. As will be discussed later, this phenomenon is not random as it may seem but is rule governed (Myers Scotton 1993). It should be studied qualitatively as well as quantitatively, with its focus on comparison between various study groups.
formulated on the basis of age, sex, level of education and medium of instruction at school level. The effect of these four independent variables will be seen on the extent of code-switching in this study. The comparative aspect in the empirical work will be taken care of by dividing the task into different categories and drawing a comparison between them from the perspective of above mentioned variables. To enhance the applicability of the empirical work, apart from the well educated class, less educated and illiterate subjects will also be included.

After giving brief concept about the key words the researcher would like to discuss the purpose of this study and intend to identify and analyze the occurrence of code-switching in different age groups in the urban population of Aligarh. The association of the prevalence of the same is studied with various socio-linguistic variables of the subjects. Also the researcher will try to identify what are the motivating forces which compel speakers to indulge in code-switching either consciously or unconsciously.

**AIMS AND OBJECTIVES**

The aim of this comparative work is -

1. To study the influence of age, sex, level of education and medium of instruction at school level on the use of code-switching in terms of extent, type and direction i.e. whether from the target language to the mother tongue or vice versa.

2. To study the use of code-switching by Urdu/Hindi speakers in their speech and writing on the same topic, first in their mother tongue (L1) and then in English(L2).

3. To find the motivation/reason behind this phenomenon.

**RESEARCH QUESTIONS**

This study addresses four major research questions in order to investigate the impact of the above mentioned sociolinguistic factors, i.e. age, sex, level of education and medium of instruction at school level on code-switching-

1. Do different age groups and different generation use code-switching differently?

2. Is there a difference in the way males and females use code-switching?
3. Is the use of code-switching influenced by the level of education?

4. Does the medium of instruction at school level, whether L1 or L2, affect the use of code-switching?

SIGNIFICANCE OF THE STUDY

Nowadays, globalization and modernization along with the advent of TV channels have led to the emergence of a new kind of language which is neither Hindi nor English but can be called Hinglish. Grammar which was hitherto considered as the back bone of a language is being neglected now. Language alternation has special significance in the Indian context considering the variety of language distribution throughout the country. In a country like India where there are a total of 122 languages, 234 mother tongues and a total of 22 official languages (census, 2011), it is not difficult to understand why multilingualism is widely prevalent here. Bilingual processes such as code-mixing and code-switching are the most commonly noticed instances of code alternation. These processes are included in the cluster term code-switching, in the general context of bilingualism.

Purists consider this phenomenon as having negative influence on our culture. Especially they consider this as a threat to our national language Hindi. But majority of researchers believes that the phenomenon of language switch is a welcome change since it brings Indians closer to English (Kumar 1986). No one can dispute the fact that English is widely acknowledged language and that is why it is considered as a language of prosperity and prestige. The two main local languages of British times in India were Sanskrit and Persian. These two languages were deeply embedded in traditions, religion, and day to day life. When the economy went gradually into the hands of British, these languages began to interact with English. Though there was initially a long-standing debate about the obvious danger of extinction, the educated people of that time relied on English as a superior language. The clear dominance of English in urban societies, corporate institutions, premier educational institutes and even in Indian Judiciary compels anyone with a rational approach to accept the authority of English. But this dominance of English has encouraged us to use it indiscriminately in our local language. Particularly the younger generation is more prone to this phenomenon.
This thesis intends to identify the target group, categorised on the basis of age, sex, level of education and medium of instruction at school level, which uses code-switching more frequently and also the reason for doing this. We also intend to do a comparative study based on the above mentioned socio-linguistic variables.

Although a lot of work has been done on code switching before but almost all of them were based on interview or other communicative task and thus their main focus seems to be on conversational switching. A comparative work on code switching has never been performed on this topic before in Aligarh. This study consists of L1 and L2 based written and oral tasks and it intends to compare the extent, type and direction of code-switching between these four task groups. This approach allows us to do a comparative study on code-switching as a communicative strategy of transfer. By studying the influence of age, sex, level of education and medium of instruction at school level on the use of code-switching, this research also seeks to explain the pervasiveness of code-switching in our society. Moreover, the inclusion of less educated and illiterate subjects lends a broader perspective and enhances the scope of this study.

ORGANIZATION OF THE STUDY

My thesis is divided into five chapters

Chapter one intends to give a detailed account of communication strategy. It starts with a brief background of its history and concludes with the different approaches towards its proper definition. The purpose of this chapter is to understand what communication strategy is? Subsequently it will help us to understand its offspring and our topic of study, code switching. Next the researcher will focus on the various taxonomies proposed by researchers to classify communication strategies. As it has been discussed, code switching is a type of language transfer which in turn is a sub-category of communication strategy. So it is important to understand where exactly language transfer (and in turn code switching) lies in the evolution of typology of communication strategy. Thus, the purpose of this chapter is to give a detailed account of various taxonomic approaches to communication strategies.

Chapter two intends to give a detailed account of language transfer as a separate entity and how it can be comprehended as a sub-type of communication strategy.
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After a brief background, the significance, manifestations and various factors affecting language transfer is discussed.

Chapter three deals with the focus of the study i.e. code-switching. It consists of detailed account of code-switching, its definition, its classification and its various motivating factors. It also deals with other related terminologies and the rationale behind our focus on code-switching. This chapter concludes by giving a detailed account of the research methodology, the rationale and justifications for choosing research design, research settings and participants, research instruments, data collection procedures and data analysis procedures.

Chapter four concerns with the detailed analysis of the results obtained in this study. It also includes statistical analysis of the collected data and its interpretation. This chapter is divided into three sections. First section presents the various demographic details of the subjects recruited in the study. A general account of code-switching analysis of the subjects is discussed in the next section. Section three incorporates the statistical analysis applied on the data divided according to the four task groups.

Chapter five is devoted to the discussion and conclusion of the findings obtained in chapter four. It intends to correlate the various findings, justifies the viability of this research and provides answers to the four research questions. The implications, strengths and limitations of the current study are also summarized. Finally the chapter concludes by providing recommendations for further research.

SUMMARY OF EMPIRICAL WORK

The study concludes that code-switching as a transfer strategy, is employed chiefly by the younger age group and the difference between them and older age group is significant when the subjects are code-switching from their L1 (Urdu/Hindi) to L2 (English) (written and oral) and from L2 to L1 (oral only). Only when the subjects code-switch from their L2 to L1 while performing written task, the difference between middle and older age group is found significant. This strategy of code-switching is employed more in oral than written communication and the preferred direction of transfer is from the speaker’s native language to second language. Age, sex and medium of instruction at school level have a significant effect on the occurrence of code-switching, whereas same cannot be established for level of
education due to lack of statistical proof. Regarding motivations for code-switching, ‘Ease of use’ is clearly the most prevalent motivational factor which compels the speakers to use code-switching. Apart from the educated class of the society, less educated and even the illiterate population also uses this strategy quite liberally in their conversation.