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Title:

Exploring the Attitudes and Motives Behind Students' Use of Code-Switching on Social Media

The Case of EFL Students' Facebook Activity at Mohamed Kheider University of Biskra

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A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the

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Dedication

Praise is to Allah who has granted me the power to accomplish this work.

This dissertation is dedicated to my beloved parents, who supported me all the way through this

journey.

And to my dearest friends Ikram and Maissa without whom this work would not have been

successful.

In memory of uncle Nacer.

Declaration

I, Wiem DAKHIA, do hereby solemnly declare that the work presented in this thesis is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

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Abstract

As the number of social media users increased, a prevailing tendency of switching between languages has been observed in the multilingual Facebook discourse of EFL students, entitled code-switching or (CS). Accordingly, this study sought to explore the situation in the English Department at Biskra University, through eliciting the attitudes and motives of students that lie behind the utilization of such language switching on Facebook. In addition, in seeking answers to our research questions, the study employed a qualitative approach. Therefore, a questionnaire was administrated online to EFL students, in addition to online interview sessions via Zoom website. The results indicated that a great majority of EFL students code switch on Facebook. Furthermore, it was found that they are highly positive in their attitudes toward the use of code-switching in Facebook communication. The findings also suggested that EFL students employ code-switching as a tool to communicate thoughts effectively and clearly.

Key words: Code-switching, Social media, Facebook, EFL students, Biskra University.

List of Abbreviations and Acronyms

CALL: Computer Assisted Language Learning

CS: Code-Switching

EFL: English as a Foreign Language

FB: Facebook

HE: Higher Education

SM: Social Media

SVCN: Social Virtual Communication Network

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GENERAL INTRODUCTION

Introduction

Language and humans are two inseparable entities. Language cannot exist if it is not used by human beings to communicate or interact because according to some scholars, language apparently influences people's life. More than a single language is being actively used in various locations around the world. In Algeria for instance, we uncover more than two languages presumably spoken by the majority of the population which are Arabic, French and Berber; in Hong Kong, both Cantonese and English are spoken; in the USA, although English is the de facto official language, immigrants opt to use both of their mother tongue and English.

Nowadays, the widespread of multilingualism contributes to the study of various phenomena by language researchers in multilingual speakers who develop knowledge regarding the use of their languages depending on, for example, the social context, the topic of the conversation, and the interlocutors. One of these phenomena is code-switching (or, as it is sometimes written, code switching or codeswitching) which is generally defined as a branch of sociolinguistics, and it is understood as the alternation between two or more languages, or language varieties, in the course of a text or a conversation. This phenomenon has arguably provided a new and useful teaching tool in EFL classrooms. In addition to the consequences of the fast development in science, technology and media are reflected in the dramatic change of the classic language class learning. For example, exchanging educational materials, discussions, assignments are carried out through social media. The latter offers so much, from expressing views to sharing different content, and especially facilitating communication between people, building relationships, and providing reliable information. Accordingly, linguists' attention has been directed toward code-switching phenomenon among students online due to the widespread of social media, which played a significant role in promoting English language learning processes.

1. Statement of the problem

Due to the great linguistic and cultural diversity which unable Algerians to manipulate a variety of languages, such as Arabic, French, and Berber depending on their needs and contexts, this undoubtedly resulted in instances of code-switching. In Sociolinguistic, code is a particular language or language variation, which is used by a person to interact and communicate with the other party in a given context (Wardhaugh, 2005). Gal (1988) describes code-switching as a conversational approach, which is used to reify both boundaries and relationships (as cited in Wardhaugh, 2005). The switching between different codes is highly detected among bilingual and multilingual communities, such as Algerians. The main focus of the study are students of the tertiary level who seem to showcase prominent influence of globalization and social media; especially through the heavy use of platforms such as Facebook where code-switching has become socially and communicatively essential in transmitting thoughts and accomplishing activities. Numerous technological analysts, moreover, have highlighted social media feasibility in higher education contexts, so it is not surprising to observe a remarkable shift and utilization of such technologies among students and educators.

With the increasing number of researches directed to the use of code-switching (CS) in educational settings, the present research is carried out to explore students' attitudes and motives behind the use of code-switching on social media, Facebook precisely, among EFL students. A questionnaire and an interview will be both distributed to our participants, and analyzed in order to gather data that would determine students' attitudes and reasons behind this switching in Facebook communication.

2. Research Questions

To this end, we are seeking to answer the following research questions:

RQ1: To what extent is code-switching used on Facebook by EFL students?

RQ2: What are the main motives behind EFL students' switching between languages on Facebook?

RQ3: How is code-switching on Facebook perceived by EFL students in terms of gender and English competence?

3. Research Hypotheses

The present research is based on three hypotheses that shall be tested and verified through:

H1: We hypothesize that code-switching is always used on Facebook by EFL students.

H2: We hypothesize that the lack of language proficiency leads to code-switching.

H3: We hypothesize that code-switching is perceived positively by both genders with limited English competence.

4. Aims of the Study

The research aims at exploring why code-switching is utilized among EFL students from Biskra University and their attitudes toward the application of such tool in Facebook communication, upon which the advantages or disadvantages are clarified.

5. Research Methodology

The study intend to explore the students' attitudes and motives behind the use of code-switching in Facebook communication. It is an exploratory research which will use a case study research design as an approach to acquire and gather data for this dissertation. Moreover, as a qualitative study, it is significant that we employ a descriptive method in order to gather data from the participants.

6. Research Instruments

The researchers have mainly relied on two instruments in collecting data from the sample, which are the questionnaire and interview. Both tools are administered to the relevant sample and data is collected based on a variety of questions (multiple choice questions, Likert scale questions, open ended questions and close ended questions) about the topic under investigation.

7. Significance of the study

With the growing number of studies that address the role of code-switching on social media, research in the area with reference to higher educational sector is regarded to be of great importance. The widespread of such technologies, and Facebook being currently the most popular platform, its prevalence among students have raised controversial opinions among scholars on applying Facebook to education. The findings of the current study will benefit both teachers and students considering the popularity of code-switching in Facebook communication among EFL learners. Furthermore, results will indicate students' actual usage and perception regarding code-switching and assist the learners in considering its effectiveness in enhancing academic achievements. The findings can also be used by educators to incorporate or limit code-switching in the EFL classroom or online study groups.

8. Limitations and Delimitations

We had the intention to distribute and conduct both the questionnaire and the interview respectively face-to-face with students; however, it was not possible due to several unsatisfactory factors imposed by the Corona Virus confinement. Hence, this study opted for online data collection.

9. Dissertation Structure

In order to answer the afore-mentioned research questions, this present study is planned so as to include mainly three chapters, with the aim to exhibit the development of the study from theoretical to practical chapters.

First, Chapter One presents the first variable, that is social media; it constitues a brief background about social media and other related titles; in addition to Facebook concept.

Second, Chapter Two constitutes the second variable, code-switching. It disscusses some elements in the filed of sociolinguistics; in addition to code-switching.

Finally, Chapter Three deals with the collection and interpretation of data obtained from the analysis of the feedback that is gathered from the targeted participants of the study.

CHAPTER ONE:

SOCIAL MEDIA

Introduction

   Technology has evolved tremendously over the past two decades and the world has advanced in unexpected ways. Technological advancements have allowed people to connect around the globe and engage on smartphones and computers. Today, individuals are communicating without delineation of boundary, language or culture through the giant hollow of knowledge known as social media. Social media networks, such as Facebook have expeditiously developed into one of the best liked modes of communication on the Internet and have increasingly drawn attention of learners. The following chapter will present a brief background about social media, in addition to Facebook and its utilities in communication and tertiary education.

1.1.What is Social Media?

   Due to diverse perspectives forwarded by different scholars about social media, it is almost impossible to describe this concept in only a couple of words. Safko and Brake simply stated that social media "is the media we use to be social. That's it" (as cited in Etana & Zerai, 2015, p. 11). However, there are also other connotations associated with it. Howard and Parks (2012) define social media as a collection of tools, contents, and people who create and consume digital content. As a consequence, social media is more than just an application; it is a collection of interconnected organizations that create and consume digital content, as well as their associated characteristics. The term is also referred to by Andreas Kaplan and Michael Haenlein (2010) as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content" (p. 101). So it can be viewed as any web based applications that allow users to interact with one another, as well as create and share their content.

Dollarhide (2021) defines social media as 'a computer-based technology' which provides a variety of facilities for users to share their ideas and content, such as documents and videos. She adds that people are now able to connect with one other and have access to an infinite amount of information. The article also showcased social media's significant role in assisting businesses. It facilitates client communication, data collection, as well as product and service promotion, thus boost loyalty by building a strong customer relationship. According to Manning (2014), the term 'social media' is also used to describe emerging types of media that allow for immersive interaction. Furthermore, he indicated that individual connectivity on a broad scale became simpler for individuals than ever before as a result of the advent of digital and mobile technologies; and as such, a modern media age was born, with interactivity at the heart of new media functions. Significantly, nowadays, people are afforded more opportunities than ever to voice their thoughts and emotions. They are able to communicate with one another from one end of the world to the other in a matter of seconds and search content from a variety of sources to converse with others and share opinions.

1.1.1. Social Media History

Social media is often contributed by identifying particular applications such as Facebook or Instagram. However, as a matter of fact, this term is not a recent phenomenon as it has become increasingly prevalent in the ancient times. The evolution of social media is demonstrated in *Figure 1*.
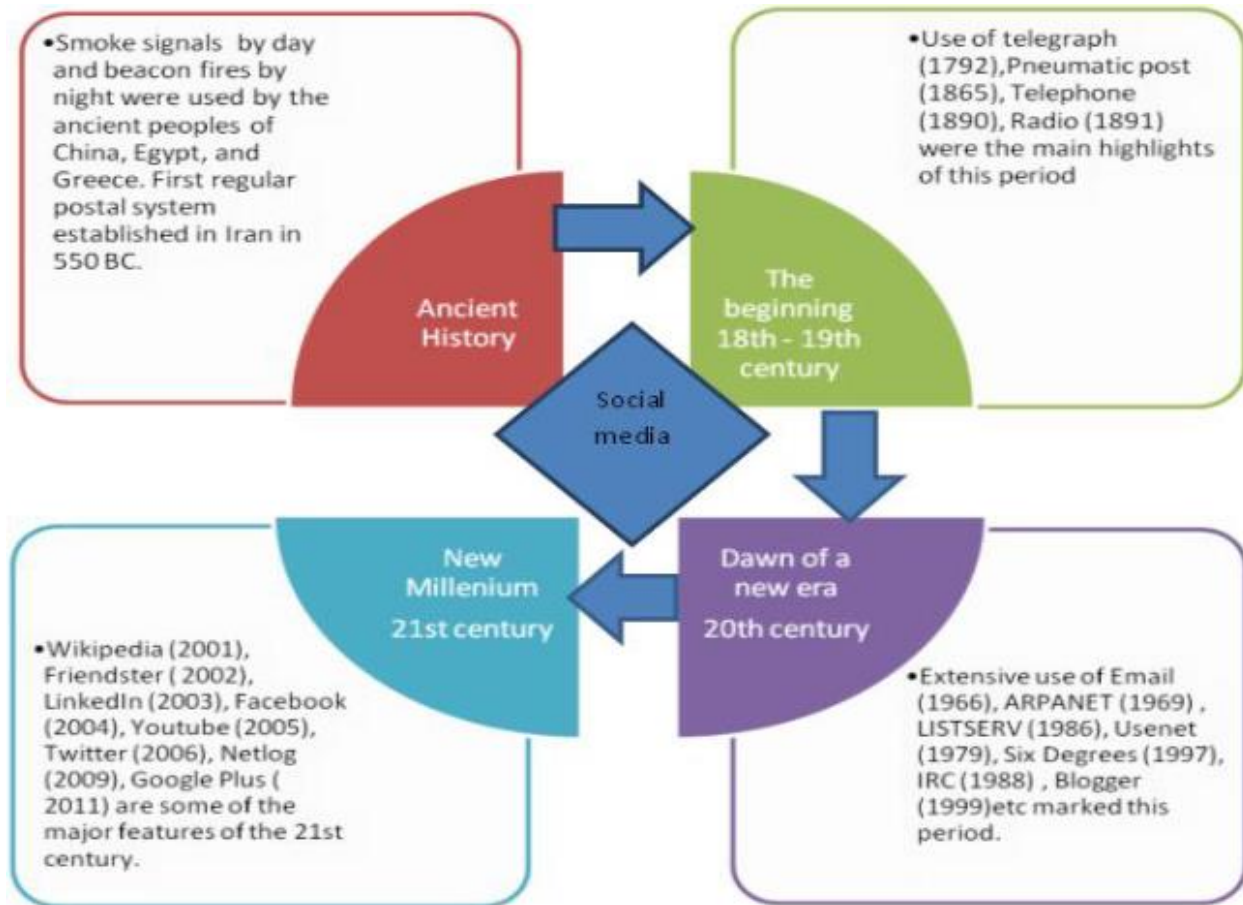
Figure 1. History of social media, retrieved from (Baruah, 2012, p. 3)

Social media has a far richer history than expected since the earliest means of communication, as reported by Baruah (2012), were smoke signals and fires. They were mainly used by Chinese, Egyptians and Greeks; whereas the first method of postal service dates back to 550 BC in Iran where mails were dispatched over great distances. The beginning of the 18th and 19th century was marked by functional inventions like the telegraph (1792), pneumatic post (1865), telephone (1890) and radio (1891). These devices made it possible for people to deliver messages instantly over vast distances even quicker than a horse could. Both last two inventions still exist today, but they are much more advanced than their forerunners. By the 20th century, technology continued to evolve at a frenetic rate, eventually leading to the birth of the Internet. With such developments, people were able to connect virtually and exchange messages through a digital

world. Email, ARPANET, USENET, BBS (Bulletin Board System), Six Degrees, IRC (Internet Relay Chat), Listserv and Blogger were some of the prominent sites. Social media observed a tremendous growth by the 21th century. Sites like Wikipedia, Friendster, LinkedIn, Facebook, Youtube, Twitter, Netlog and Google Plus were lunched and briskly shifted the attention of the public, ushering in a whole new way for people to connect and collaborate through vast distances.

1.1.2. Social Media Characteristics

Undoubtedly, social media become such an essential part of our everyday lives. With its various websites, apps, and Internet communication devices that enable users to connect with others and share content online, social media proved its superiority to traditional devices or systems by opening up a world to new possibilities. Taprial and Kanwar (2012) stated five distinctive characteristics of social media:

- **Accessibility:** social networking is easy to use and takes no or low cost to communicate with others.

- **Speed:** when publishing a content, it will be available to one's audience. Not only is communication possible, but it is also near instantaneous.

- **Interactivity:** social media enables for two-way or multi-communication channels which makes interaction between users easy and interesting.

- **Longevity/Volatility:** social media content is available for a long while due to its nature. It can even be updated at any time.

- **Reach:** users can access and share anything with anyone.

1.1.3. Social Media Benefits

Technology has progressed significantly and altered how people communicate with one another. People are now able to produce and distribute content via highly interactive platforms known as social media. Individuals and businesses have a wider reach and use them effectively. As claimed by Taprial & Kanwar (2012), the benefits it offers are largely experiential and diverse:

- **Personal Use:** typically, people use social media to stay in touch with their friends and families; as well as receiving updates on anything convenient.

- **Explore Your Creativity:** social media is a place to seek out new experiences or explore own interests, thus unleashing one's creativity thanks to the platforms' diverse features.

- **Social Interaction:** humans are born to interact. Social media enables people to communicate, and share a wide range of content with others.

- **Get Empowered:** individuals have the ability to 'influence' others by sharing their experiences with different services, products, holidays etc.

Moreover, businesses also benefit from such tools in order to connect their brands with the world, attract ideal customers, and manage reputation. As stated by Taprial & Kanwar (2012), the following are some opportunities offered by social media:

- **Online Branding:** which represents the 'identity' of the business. Interaction on social media allows brands to remain visible for future clients and engage with them.

- **Marketing:** which is built on product/service promotions and client connections.

- **Building Relationships:** social media allow businesses to engage with their customers and build strong relationships to ensure general satisfaction.

1.1.4. Social Media Use in CALL

Computer Assisted Language Learning, also referred to as CALL, is defined by Gamper and Knapp (2002) as "a research field which explores the use of computational methods and techniques as well as new media for language learning and teaching" (para. 1). With the advent of technology, this field's popularity has increased rapidly to be included in language learning systems. Thus traditional learning methods "gradually shifted from individual learning to cooperative learning, because of the ubiquity of e-Learning" (Chuang, Yang & Tsai, 2012, p. 226). Significantly, these technologies offer a wide range of possibilities to broaden the scope of teaching and learning and to support collaboration between the peers (Kurhila, Miettinen, Nokelainen & Tirri, 2004). Indeed, CALL encourages collaborative learning and leads to greater interaction between students.

1.1.5. Social Media Impact on Students' Learning

Due to the obstacles faced within institutions of higher education, the means in which they generate and distribute services have changed dramatically, and online learning courses and programs were established (Andersen, 2013). Institutions and students around the globe rallied to benefit from the available e-learning programs that urged an increase in educational opportunities. Additionally, this endeavor to online learning has necessitated an increase use of social media technologies by students and educators since it encourages interaction and knowledge sharing. According to Moran, Seaman and Tinti-Kane (2011), social media is regarded as "... the potential to transform from a way of pushing content outward to a way of inviting conversation, of exchanging information, and of invoking unparalleled individual, industry, societal, and even global change" (as cited in Andersen, 2013, p. 25).

Many researches indicate the effectiveness of social media's role in transforming the educational system as it has become a common means for students to share and discuss knowledge

in learning contexts. It can positively forecast students' learning success, improve and promote academic learning and assist students in achieving dissertations that incorporate a variety of analytical capacities and different forms of information that are valuable in the learning process (Lin, Warschauer & Blake, 2016). According to British Library, Jisc, doctoral and research students are becoming more reliant on secondary research sources and are having difficulty accessing them due to authentication issues and subscription license restrictions (as cited in Ali, Yaacob, Al-Amin Bin Endut & Langove, 2017). Hence, SSRN, Social Science Space, Acadamia.edu, and ResearchGate are some examples of social media platforms that facilitates information and content sharing among researchers. Furthermore, social media are also utilized for non-educational purposes which in return can negatively impact students' academic performances and learning experiences (Kuppuswamy & Narayan, as cited in Ali et al., 2017). While students mostly use social media technologies for entertainment, various platforms like Facebook might pose obstacles for learning. It is incontestable that social media enhances learners' academic performance since such innovations provide functional tools for education, but there are also some drawbacks. Thus it is unclear whether social media leads to students' long-term success or not.

1.1.6. Social Media Classification

Various types of social media on the internet can be distinguished such as "Magazines, Internet Forums, Weblogs, Social Blogs, Micro-Blogging, Wikis, Podcasts, Photographs, Videos, Rating and Social Bookmarking" (Taprial & Kanwar, 2012, p. 30). In 2010, Kaplan and Haenlein created a classification scheme consisting of six different types which are usually identified under the term social media. *Table 1* illustrates these types.

Table 1

Classification of social media, adapted from (Kaplan & Haenlein, 2010, p. 102)

	Social Presence/Media Richness		
	Low	**Medium**	**High**
Self-presentation/self-disclosure			
High Blogs and microblogs (e.g. Twitter)		Social networking sites (e.g. Facebook)	Virtual social worlds (e.g. Second Life)
Low Collaborative projects (e.g.Wikipedia)		Content communities (e.g.YouTube)	Virtual game worlds (e.g. World of Warcraft)

Apparently, social media platforms are evolving, connecting people from around the world in more ways than previously imagined. The scope of social media is immense, and its use spans a wide range of fields offering a variety of avenues to communicate with one another from blogs and microblogs to virtual game worlds; nonetheless, our study is concerned with social networking, precisely Facebook which shall be tackled and discussed in under the following title.

2.1. Facebook

Facebook, which was founded in 2004 by a Harvard student, Mark Zuckerberg, alongside some of his classmates, is a popular and free social networking that enables users to create accounts, upload content (e.g. videos and pictures), send messages, and socialize with people, family, and colleagues. With over one billion users as of 2012, Facebook has been the world's biggest social network, with about half of the popularity interacting and sharing content daily (Hall, n.d.). Bodomo (2010) asserted that:

Facebook… one of the most popular websites… Its popularity has increased so much so that not only the youth but some prominent members of older generations… use it to get in touch with customers, constituents. (as cited in Zitouni & Saaid, 2019, p. 113)

Facebook is the largest social networking site in the United States and Europe, with the highest penetration among Internet users which justifies its adaptation as the initial platform (Dijck, 2013). According to Noyes (2021), the Facebook family services (Messenger, Instagram and WhatsApp) estimated to have 2.60 billion users on every day basis. Hall (n.d.) suggested that the site is proving to be a centripetal force in managing people's social life, as shown by the continually expanding numbers of users joining up for the service. New users can create accounts, upload images, enter existing communities, and create their own. The platform includes a variety of features, including Timeline, a space on each user's profile page where users can add content and friends can post messages; Status, which allows users to notify friends about their current position or situation; and News Feed, which keeps users up to date on updates to their friends' profiles and status. *Figure 2* demonstrates a simple mockup for a Facebook profile for both desktop and mobile versions.
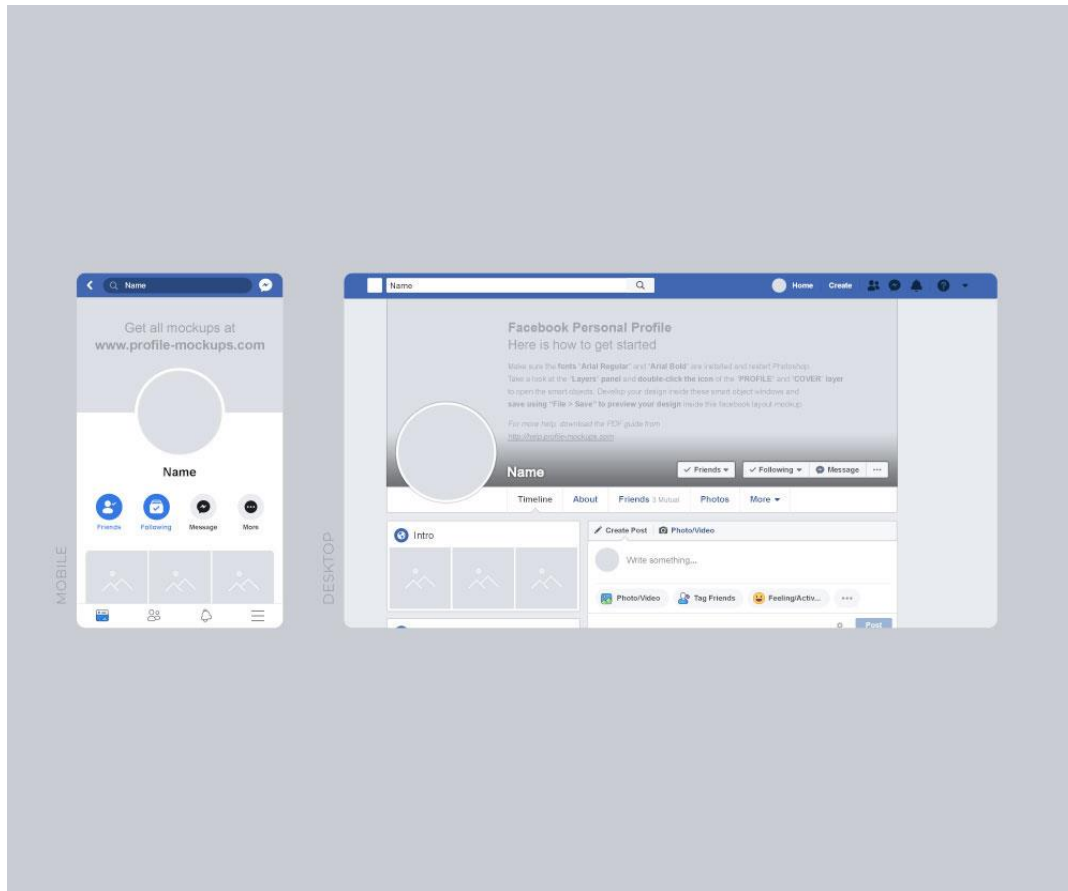
Figure 2. Facebook profile mockup, retrieved from (Mockuptree, n.d.)

Users will communicate and send private messages to one another. The 'like' button, which can be seen on several other websites like Youtube and Instagram, allows users to indicate their support of content on Facebook. Additionally, transparency in the platform is essential (Hall, n.d.). Users are urged to be honest about their identities in order to establish personal relationships, exchanging thoughts, and creating genuine communities. Furthermore, Facebook has grown so much that it has even become a "new way of marketing," (Crager, Ayres, Nelson, Herndon & Stay, 2014, p. 4) allowing businesses to interact and share their products with customers. However, Facebook's privacy issue is still a concern, according to Newcomb (2018), and has become a major problem for the company in 2006, when it launched News Feed, which displayed any changes made to a user's friends' accounts. Despite users' backlash who protested against this feature which

was 'intrusive', News Feed has actually become a success. Later on, Facebook introduced privacy controls that enabled users to monitor what content appears in their News Feed. This crisis is unfortunately one of many other privacy issues that the company has had to contend with.

1.2.1. Facebook Usage in Higher Education

With over 2 billion active users in 2021 (Statista, 2021), Facebook has grown to become one of the world's most influential and preferred social network since its launch in 2004. So it is no surprise that its prevalence contributed to its global use within tertiary education. Additionally, it has inspired many research on its impact on higher education (HE). Findings hold widely divergent opinions as some studies approved of its efficiency for enforcing better learning while others revealed drawbacks of such tool.

1.2.1.1.Benefits of Facebook Usage in HE

Facebook's diverse social features play a valuable role in "enhancing communication, interaction, collaboration, and knowledge sharing in teaching-learning contexts" (Barczyk & Duncan, 2013; Hung & Yuen, 2010; Joosten, 2012, as cited in Nguyen, 2017, p. 5). With features such as email direct messaging, uploading pictures or videos, and collaboration with other third-party apps, Facebook can easily be tailored to an educational setting. Alhazmi et al., believe that social networking platforms such as Facebook "provide a variety of opportunities to facilitate student learning, allowing them to interact, communicate, collaborate and share content for educational purposes" (as cited in Gutierrez, McDougald & Rozo, 2020, "FAE," para. 1). Significantly, Facebook could be used for communication, collaboration, and materials or resources sharing among students, and thus displays its adaptability in higher education settings. As observed by Wankel (2012), several studies suggest that this platform (Facebook) has the ability to be incorporated into the classroom and used as a teaching tool, creating a new learning

environment in which it is concluded that students will effectively engage, collaborate, and develop critical-thinking based on the socialization of tasks and the use of the network as a coordination tool with their peers and the teacher (as cited in Gutierrez et al., 2020). In another study by Ainin, Naqshbandi, Moghavvemi, and Jaafar (2015), findings showed that students believed that the more they used Facebook, the higher their academic achievement was (as cited in Nguyen, 2017). Consistency seems to play a major role in this case to attain great achievements. In addition, there seems to be an increased need for the use of Facebook in classrooms, but also for a greater understanding of how this social platform can be incorporated with teaching to ensure the satisfaction of both parties (teachers and students) (Fewkes & McCabe, 2012). Undoubtedly, online learning platforms like Facebook offers great opportunities, which are flexible in terms of time and space, by encouraging students to interact online, share assignments, and gain digital skills.

1.2.1.2. Drawbacks of Facebook Usage in HE

Since its lunch, Facebook has offered all various functions for social and entertainment in order to deliver a better user experience which are referred to by Tang, Yau, Wong and Wong (2015) as "the major selling points for attracting people" (para. 7). As a social tool, Facebook is typically adapted as a means of socializing rather than working on educational activities. Thus it is possible that students spend more time on this network for social purposes rather than academic study. As observed by Madge, Meek, Wellens and Hooley (2009), Facebook is occasionally used informally to learn from students by cooperating on group projects for example; however, most students are uninterested on interacting with their teachers via Facebook. So it is probable that teachers will find difficulties communicating with students and involving them in formal assessments. Moreover, in a study conducted by Dyson, Vickers, Turtle, Cowan, and Tassone

(2015), it was concluded that the integration of Facebook application within a teaching-learning setting has showed no improvement in terms of comprehension and participation among students (as cited in Nguyen, 2017). They also argued that incorporating SNSs in educational settings can be effective, depending on "a complex interaction between a number of factors including the timing of content delivery, the integration of social media content with course assessment and the students' own perspective on using social media for academic purposes" (p. 16). With its numerous functions that serves in producing and sharing content online, information found though Facebook "may not be completely trustworthy, as every member can share their own ideal answers easily in Facebook," (Tang et al., 2015, para. 7) so it is necessary for students to cautiously evaluate information to avoid confusion or inaccuracy. More to add, they also highlighted the negative relation between the network usage and anxiety in "students who rely too much on Facebook for communication may feel anxious when having face-to-face interaction with the others in real life," (para. 7) which might lead to worsen both of their social and academic performances.

1.2.2. Facebook's Role in Learning English

The rapid growth of social networking platforms combined with the integrating of Information and Communication Technology (ICT) has ensured new opportunities for educational institutions to provide necessary materials and improve student engagement. Regardless, the distinctive potential of Facebook in improving English proficiency have been a topic of controversial debates.

Wang and Chen (2013) affirmed how the effects of language learning improve both students' language skills and overall personal growth. Accordingly, several studies indicated the benefits that Facebook features offer to improve language learning process. Kabilan, Ahmad and Abidin (2010) explained how the use such network promote a practicable English learning

environment "…the technologies that support FB and features that characterize FB are able to engage students in meaningful language-based activities, even though their initial intention of joining FB is to socialize," (p. 185) and all of that is achievable if those functions are framed adequately in an educational context. In a research conducted by Madge et al. (2009), it was proposed that Facebook is efficient in fostering learning, as Selwyn (2007) stated that the simplicity of such tool facilitates education-related, usually informal, engagements among students (as cited in Madge et al., 2009). Furthermore, Mills (2009) revealed how the use of Facebook in learning languages is prosperous in improving their communication skills, and Yancey (2009) emphasized on how related platforms improves students' writing skills by thoroughly evaluating these networks' written content (as cited in Kabilan et al., 2010). Thus, as demonstrated in previous studies, it is assumed that social media sites play a vital role in students' learning process. With its wide range of functionalities, it can be said that Facebook enhances basic skills like writing, and support 'the learning agenda' of the classroom.

1.2.3. Students' Views on the Use of Facebook for Learning

Digital and online technologies in education are not new phenomena. Learning management tools like Blackboard and eLearn are integrated by many universities in their teaching and learning, reshaping the classroom experience for students. In line with the pedagogical theory of social constructivism, social networking sites allow for greater communication between students (Huijser, 2008, as cited in Donlan, 2012). Accordingly, Web 2.0 maturing into a functional infrastructure and the widespread of social networks prompted the shift of various activities to online environments, such as learning. Collaborative learning, in particular, proved in some studies to be reinforced by the use of such networks. As a result, various researches positioned social media as a useful medium for educators. However, according to Mason (2006), students who are

not fond of peer-learning and teamwork have shown some opposition to such collective learning methods (as cited in Donlan, 2012). Similarly, in a study conducted by Woollen and Rabe-Hemp (2009), findings indicated "a higher level of dissatisfaction among students with a lack of contact with the faculty member" (as cited in Andersen, 2013, p. 26). Further, in social networking contexts, questions about the authenticity and importance of content and information emerge frequently (Madge et al., 2009). With students seeing social media as primarily a social medium, results have also demonstrated the authors' concern regarding the use of Facebook for teaching and studying. Even though it is sometimes used for educational purposes, it seems that the majority of students usually consider the platform as a private area for their social interactions, which should not be disrupted by lecturers.

In another study conducted by Ophus and Abbitt (2009), few students confirmed using social networking sites for academic purposes; however, the majority found potential benefits to their course work. Moreover, despite some concerns from students' part about privacy, there is evidence that affirmed students' use of Facebook in an educational setting, especially for student–student communication. Last but not least, in a survey of Turkish university students, Baran (2010) discovered that over 60% of students were motivated in learning by engaging with their classmates on Facebook. Additionally, the majority were neither positive nor personally drawn to online-based study. Although students may tend to be more interested in the social than the educational aspect of tools such as Facebook, they can also gain benefits that result in a greater academic outcome when used for educational purposes such as gathering knowledge and exchanging information.

Conclusion

Social media and technology have been an indispensable feature of our lives in recent years. Unquestionably, social media provides numerous benefits, especially for tertiary education

students, and platforms such as Facebook has quickly grown in popularity attracting the interest of larger populations. Today, individuals are capable to communicate with anyone at any time through numerous platforms, and use diverse tools to search for concrete information on the Internet. This chapter included a concise overview of social media, as well as Facebook and its uses in networking and education.

CHAPTER TWO:

CODE-SWITCHING

Introduction

For several decades, the multilingual behavior of individuals has been a gripping subject of study for several researchers. This behavior is carried out in a language contact situation, and it takes many forms such as code-switching phenomenon, code-mixing, borrowing etc. This chapter discusses both multilingual and language contact concepts, followed by code-switching, what is it, its types, and how it is employed in EFL classrooms and Facebook communication. Developing the ability to speak different languages can have a wide variety of results that affects the way language is used; the following chapter will deal with the various views that scholars have proposed regarding the matter.

2.1. Multilingualism and Language Contact

Language contact and multilingualism have existed for quite a time that likely made them common throughout much of human history, and today more people around the globe are multilingual. In fact, speaking different languages is no longer considered that significant. In Sub-Saharan Africans areas, where a variation in language is remarkable, tribes or people from different villages usually know two or more languages. It is actually estimated that the number of languages spoken around the world to be about 6,000 (Grimes, 1992, as cited in Tucker, 2001). Few languages like Arabic, Bengali, English, French, Hindi, Malay, Mandarin, Portuguese, Russian and Spanish are usually regarded as essential languages that connect the world or used broadly to communicate; however, they are frequently utilized as second, third or later languages (Cheshire, 1991; Comrie, 1987; Edwards, 1995, as cited in Tucker, 1997). Whereas, Weinreich (1953) in his report about language contact concept, he explained how it encompasses any situation in which an individual's linguistic behavior is influenced by the simultaneous presence of two languages. Thus, it is assumed that the phenomenon occurs with the presence of two or more languages as they interact

and influence one another. So there should be a correlation between both language contact and the use of different languages.

2.1.1. Multilingualism

"Multilingualism is a powerful fact of life around the world, a circumstance arising at the simplest level, from the need to communicate across speech communities" (Edwards, 1994, p. 1). Multilingualism, according to some scholars definitions, is an individual or community's ability to communicate in three or more languages. The spread of this concept in the current world is the consequence of various processes such as globalization, colonialism and migration. Nowadays, speaking many languages is considered a regular aspect of daily life in many regions of the world. Like in the Algerian context, it is not uncommon to find someone speaking both Arabic and French, or more as in Berber. Different languages are frequently acquired naturally and unconsciously (Wardhaugh, 2005). Additionally, the author considers it rare to find bilinguals or multilinguals who possess varied abilities in the languages or its varieties. According to Sridhar (1996):

Multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilinguals have varying degrees of command of the different repertoire. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles… Multilinguals develop competence in each of the codes to the extent that they need it and fir the contexts in which each of the languages is used. (as cited in Wardhaugh, 2005, p. 96)

For one to be socially competent and to adjust themselves in a community that speaks more than one language or variety, it is necessary to be aware which language to incorporate, when, and

for what reasons. Another interesting example of multilingualism which is seen quite common among the Tukano (Sorensen, 1969). Since men are supposed to marry women from other language communities, it is unsurprising that many of them speak multiple languages. In fact, it is regarded as "a source of strength" (Wardhaugh, 2005, p. 97). The Council of Europe (2007), on the other hand, indicated that a multilingual community does not necessary denote the possibility of everyone speaking more than one language:

> Multilingualism refers here exclusively to the presence of several languages in a given space, independently of those who use them: for example, the fact that two languages are present in the same geographical area does not indicate whether inhabitants know both languages, or only one. (as cited in "Study on the Contribution," 2009)

An example for this case is demonstrated in *Figure 3* which reflects local multilingualism in Glasgow, Scotland (UK). A Glaswegian is unlikely to be fluent in all of the languages listed in the sign. As a result, it can be concluded that multilingualism is often relatable to societies and governments rather than individuals.

Figure 3. Local Multilingualism in Glasgow, retrieved from (Nau et al., 2014)

2.1.1.1 Benefits of Multilingualism

Since half of the population in Algeria speaks at least two languages, does that possibly have cognitive consequences? Recent studies showed that the ability of understanding and speaking several languages undoubtedly poses exceptional advantages for both personal and educational development. In a research conducted by Klimova, Valis, and Kuca (2017), findings indicated that children who were raised in bilingual families developed a particular type of cognitive advantage which provided them with some defense against symptoms of Alzheimer's

dementia. Similarly, Kroll and Dussias (2017) affirmed how bilingualism has an indirect impact on the disease's symptoms; it provides "protection to the cognitive mechanisms that enable someone to negotiate the deleterious consequences of the disease, perhaps in the same way that previous, sustained physical exercise may help a person deal with an injury" (para. 14). Such studies display the significant benefits that speaking more than one language offer for the development of the human brain. According to Diamond (2010), bilingual education in the United States is "politically controversial" (p. 332). The author indicated how immigrants in the country prioritize learning English for their children instead of two languages simultaneously; apparently, it might cause confusion and difficulties. Moreover, some researches showcased remarkable advantages in terms of cognition and language learning that bilinguals have over monolinguals. In fact, the cognitive advantages of being multilingual go beyond what most people are aware of as proposed by "The Cognitive Benefits," (n.d.) from strengthening the memory and learning skills to the restruction of the brain itself.

- Learning several languages highlights each language's mechanics, including how they differ. Multilingual individuals tend to better comprehend aspects and rules such as grammar, conjugations, and sentence structure and perform better than monolinguals.

- Several studies have found that the more mental energy older people spend every day, the less cognitive impairment they undergo overall. Particularly when they spend that energy using different languages.

- Multilingual persons are able to easily shift between one language to another which might denotes their efficient executive functions in terms of accuracy, reaction time, multitasking. Thus they perform better and are considered more intelligent.

2.1.1.2. English Dominance

With over 7 billion people around the world who speak a variety of languages, English has growing so much that not only is "…one international language among others, it is now increasingly in a category of its own" (Cook, 2003, p. 25). With the expansion of US power and international corporations, English is now regarded as a 'lingua franca' for education, business, and as an access to information. Significantly, he added how this language offers enormous opportunities so people consider learning English a necessity. English influence has noticeably increased throughout the years by simply looking into how it has invaded so many communities as the United States became the global superpower and the world became more connected. Accordingly, Mikanowski (2018) assumed how the Internet plays a major role in the dissemination of English. Eco (1995), on the other hand, stated that "The predominant position currently enjoyed by English is a historical contingency arising from the mercantile and colonial expansion of the British Empire which was followed by American economic and technological hegemony" (as cited in King, 2018, p. 14). We can observe that English has effectively become the global language probably due to geopolitical realities. Moreover, English's presence now extends beyond education and borrowing influence. A research conducted at Milan's IULM University have discovered that over the year, "Italian syntax has shifted towards patterns that mimic English models, for instance in the use of possessives instead of reflexives to indicate body parts and the frequency with which adjectives are placed before nouns" (Mikanowski, 2018, para. 8). In addition to Germany and Sweden which are gradually following English grammatical and phonological forms respectively. This growth of English has become accustomed that dealing with it outside the native speaker context is rather overwhelming.

2.1.2. Language Contact

Whereas people can live in the same multilingual community, some of them are unable to communicate with others' languages. Language contact is believed to occur rather in situations where one can interact with others' languages (Nau et al., 2014). Molina and Samuelson (2016) stated that interactions between more than one language, its varieties, or different linguistic backgrounds result in language contact and "languages can influence one another in a situation of contact" (Siemund, 2008, p. 1). Thus languages can influence each other when close interactions happen between speakers of different languages. According to Tucker (1997), a significant example of such influence was observed by the 16th century when many words were imported from Latin, French and other languages into English. It has borrowed a great deal of vocabulary. He has also explained how language contact results in a variety of phenomena including language convergence, borrowing, language transfer, interference, language attrition, language death, pidginization and creolization, etc; whereas code-switching and mixed languages are the most common ones.

2.2. Defining Code-Switching

Code-switching (also known as code switching or CS) is a very common linguistic phenomenon observed among bilingual and multilingual communities. They tend to use elements of different languages while communicating with others. Code-switching has been introduced through several definition so far. In code-switching, code refers to "a system used for communication between two ore more parties" (Wardhaugh, 2005, p. 101). People select the needed code and choose to switch or mix between other codes whenever it is required. Furthermore, Riehl (2005) describes code-switching as the alternation between two languages or between two dialects or registers of the same language. So people generally use more than one language (or a

language variety) during the same conversation. When two persons code switch, they are expected to understand each other. A basic example of code-switching in an Algerian context is when someone speaks Arabic at first, then they switch into French or Berber. Mouton (2004) refers to code-switching as "the utterance-internal juxtaposition in unintegrated form, of overt linguistic elements from two or more languages, with no necessary change of interlocutor or topic" (p. 589). An individual use their ability in another language to convey a conversation activity with the other party within a single context. Myers-Scotton (1997) notes how code-switching is "structurally coherent" (p. 224). Moreover, Ritchie and Bhatia (2004/2006) refers to it as "the various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event" (p. 337). In an article by Vogt (1954), it was revealed that:

> Code-switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one, and its causes are obviously extralinguistic. But bilingualism is of great interest to the linguist because it is the condition of what has been called interference between languages. (as cited in Nilep, 2006, p. 5)

It was suggested that code-switching, as part of language contact, is quite prevalent in a sense that it occurs naturally, which is an important element of language change. Nilep (2006) adds that code-switching is "a practice of parties in discourse to signal changes in context by using alternate grammatical systems or subsystems, or codes," (p. 17) which signifies that individual switch according to particular discourse contexts. In essence, code-switching is the ability to switch between two or more languages. It is common particularly among bilingual and multilingual communities who are able to speak and understand a multiple languages (or a language variety). They are able to use these codes, which emerge as a result of parties' interaction, within the same

utterance and during a relevant conversation. Furthermore, linguist Shana Poplack (1980) who has conducted extensive researches regarding this phenomenon, has acquired a rather intriguing explanation:

> Code-switching is a verbal skill requiring a large degree of linguistic competence in more than one language, rather than a defect arising from insufficient knowledge of one or the other… rather than presenting deviant behavior, it is actually a suggestive indicator of degree of bilingual competence. (as cited in Bhatia & Ritchie, 2013, p. 300)

On the other hand, Aitchison (1991) argues that code-switching has been regarded as a negative influence to one's language and has been dismayed especially within the educational system (as cited in Hughes, Shaunessy, Brice, Raltiff & McHatton, 2006). Apparently, it can also impede students' language development. When a person finds difficulties within a language, they tend to switch to another one to fill in the gaps and communicate effectively. The authors displayed some differences that serve to comprehend how code-switching affects people on a continuum from low to high second language ability (refer to *Table 2*).

Table 2

Continuum of code-switching, adapted from (Hughes, 2006, p. 10).

Low Second Language Ability	High Second Language Ability
Mixes because of lack of vocabulary between the first language (L1) and the second language (L2).	Able to alternate between L1 and L2.
Difficulty switching between L1 and L2. Long pauses indicate word searching and retrieval difficulties. Students displays false starts.	The student may freely choose between speaking in their L1, L2, or by a combination of the two.
A strong preference for and use of one language.	The student can freely alternate between the two languages.
The student is consciously aware of which language is being spoken.	No conscious awareness of speaking in either language is noted.

2.2.1. Types of Code-Switching

Several researchers hold widely divergent opinions regarding code-switching types. For instance, Wardhaugh (2005) defined two kinds:

- **Situational:** it tends to happen when speakers switch their languages according to the context; however the topic remains the same.

- **Metaphorical:** this occurs when speakers are required to switch between languages as the topic changes.

On the other hand, Hoffman (1991, as cited in Wibowo, Yuniasih & Nelfianti, 2017, p. 16) identified three different types; in addition to examples which are quoted below. They are:

- **Inter-sentential code-switching:** it occurs within sentence boundaries where each sentence or clause is in one language or another. In the following example, the speaker starts with Spanish then finish their last sentence in English:

  "Tenias zapatos blancos, un poco, they were off-white, you know."

- **Emblematic code-switching:** it occurs when certain tags from another language are added into an expression in a entirely different language. For instance, when a Panjabi/English bilingual says:

  "It's a nice day, hana?" (hana which means "isn't it" is the tag).

- **Establishing continuity with the previous speaker:** it occurs to convey consistency, like when an Indonesian speaks in English and the other tries to speak it as well:

  A: "What a traffic! We will get old in the road."

  B: "Yup, you are absolutely right. Setiap hari maceeet."

From the types above, it can be observed that languages are not integrated nor modified in another language; there is simply a shift between different systems (languages).

2.2.2. Code-Switching in EFL Classrooms and Facebook Communication

According to some researches, it has been observed that code-switching generally occurs within multilingual contexts perhaps as a tool to ensure effective communication or simply due to lack in language proficiency. This phenomenon of alternation between languages, known as code-switching, has also been observed among EFL (English as a Foreign Language) classrooms. However, it seems like many researches argue regarding its usability in the classroom (Hall & Cook, 2012). Aguirre (1988) and Hammink (2000) drew attention to cultural diversity in the

classroom which certainly plays a major role in promoting the use of code-switching (as cited in Hughes et al., 2006). In addition, many reasons are reflected by this use, one of them is simply due to lack of English proficiency. Shifting to the other language might facilitate the process of expressing one's thoughts and communicating effectively. Another purpose is to fit it in a particular group or community and feel accepted. Code-switching is "Typically situation motivated" (Haughes et al., 2006, p. 15). As mentioned previously, a change in the topic or situation might motivate speakers to switch languages. Lastly, code-switching can be used to avoid misunderstandingss since certain concepts are hard to define clearly in other languages. However, in the classroom, there are particular purposes for its use mainly translation (Gumperz, 1982, as cited in Halim & Maros, 2013) which can be useful for clarifying difficult concepts and checking understandings. In a study by Bhatti, Shamsudin, Sarimah and Said (2018) findings confirmed the potential benefits of code-switching in teaching EFL classrooms since it maintains solidarity and builds strong relationships between the teacher and students.

In a different study by Halim and Maros (2013), they asserted on the functionality of code-switching in Facebook communication and how it is used as an effective strategy to enhance interaction and communication. According to the authors, code-switching can be used in Facebook discourse for a variety of purposes, some of them are: quoting others' speeches to maintain accuracy, to clarify meanings and avoid misunderstandings, and it is also used to elaborate certain statements or to add emphasis. They have also found that people code switch to assert emotions and amplify feelings. It was concluded that code-switching is an efficient tool for both real and virtual communication to shed light on both written and spoken languages. Similarly, Choy (2011) identified some functions and reasons behind the use of code-switching on Facebook among English-Mandarin Chinese bilingual undergraduates. Findings confirmed this phenomenon in

online settings for purposes that were relatively similar to the verbal discourse. Significantly, the functions were classified into *referential*, which serves to emphasize a particular message in order to be understood; *expressive*, which is used to reflect emotions or attitudes; and *metalinguistic* which serves to report certain speech of another person.

2.2.3. Code-Switching vs Translanguaging

Translanguaging, which is a relatively recent term, has been used in accordance to code-switching in multilingual contexts. In fact, they are often regarded as similar concepts; however, they should be seen differently according to Gracía and Lin (2017). Code-switching refers to shifting between two or more languages, whereas translanguaging, as defined by Gracía and Wei (2014), is related to a speaker's "construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of a language, but that make up the speaker's complete language repertoire" (p. 22). Basically, speakers employ their 'discursive practices' in order to draw meaning from their bilingual or multilingual input. In other words, translanguaging focuses on the speakers' linguistic behavior, their awareness about what they are saying while generating words in both languages which denotes heteroglossia and fluidity. Furthermore, both code-switching and translanguaging are perceived positively for the cognitive development process in bilingual/multilingual individuals since it enhances communicative skills to accomplish academic activities. While some scholars study code-switching in order to examine language shift and interference, translanguaging is explained by examining their involvement in linguistic practices (Hornberger & Link, 2012). A clear illustration by "What's the difference" (2019) displays the difference between both terms in a conversation between two ESL (English as a Second Language) Ilokano students and their Ilokano-speaker substitute teacher (refer to *Figure 4*).
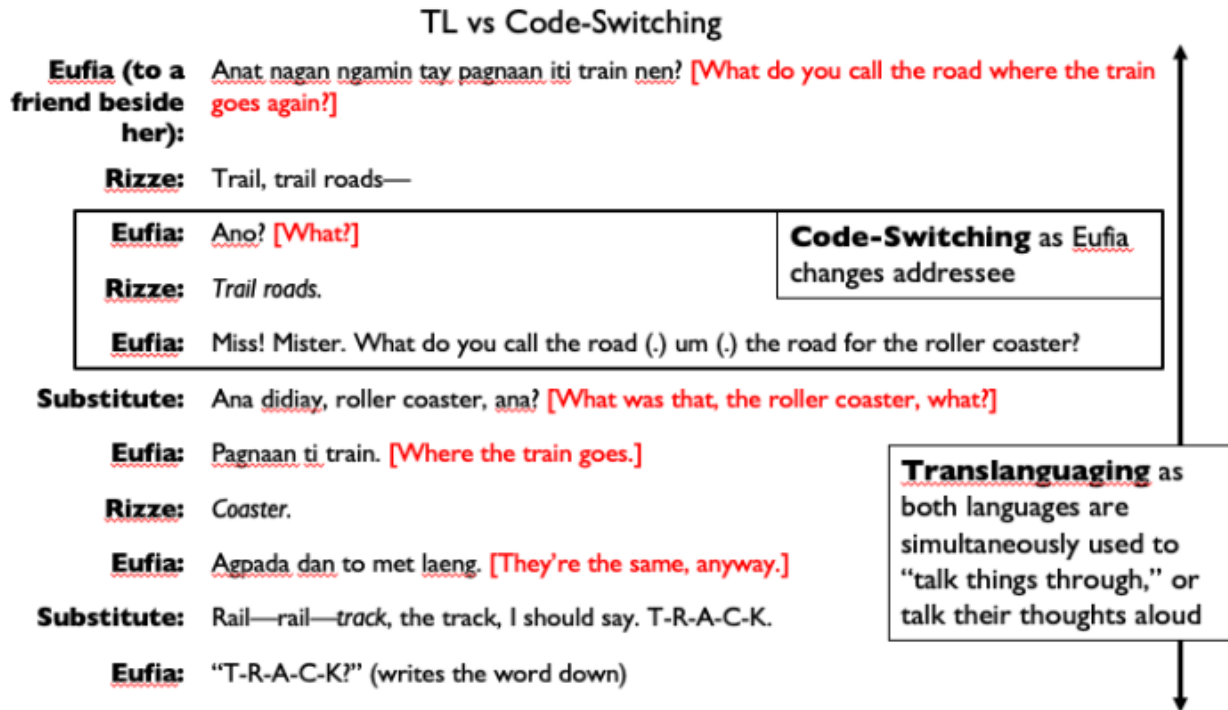
TL vs Code-Switching

Eufia (to a friend beside her):	Anat nagan ngamin tay pagnaan iti train nen? [What do you call the road where the train goes again?]
Rizze:	Trail, trail roads—
Eufia:	Ano? [What?]
Rizze:	Trail roads.
Eufia:	Miss! Mister. What do you call the road (.) um (.) the road for the roller coaster?
Substitute:	Ana didiay, roller coaster, ana? [What was that, the roller coaster, what?]
Eufia:	Pagnaan ti train. [Where the train goes.]
Rizze:	Coaster.
Eufia:	Agpada dan to met laeng. [They're the same, anyway.]
Substitute:	Rail—rail—track, the track, I should say. T-R-A-C-K.
Eufia:	"T-R-A-C-K?" (writes the word down)

Code-Switching as Eufia changes addressee

Translanguaging as both languages are simultaneously used to "talk things through," or talk their thoughts aloud

Figure 4. Translanguaging vs code-switching, retrieved from ("What's the difference," 2019)

As the example presents, the student Eufia was speaking to her classmate in Ilokano, but shifted to another language (English) once she addressed the teacher. Significantly, a change in the addressee, topic or task is related to code-switching. Baker and Jones defined this term as "changing languages with a single conversation," (as cited in NUWG, 2017, para. 2) which suggests that the motive of a conversation is the main concern. In the case of translanguaging, the teacher and students use both Ilokano and English together to communicate and discuss thoroughly or explain ambiguous concepts. In another illustration by Gracía and Wei (2014) to explain the difference between code-switching and translanguaging, they observed how bilinguals use the language-switch function on the iPhone. Since bilinguals are not necessarily bind with social external forces when texting, they are not expected to use such function when they can select tools of their semiotic repertoire. Thus for translanguaging to occur, turning off the language-switch function on the iPhone would be much more suitable in order for bilinguals to rely on their semiotic

repertoire instead of switching languages and using a limited 'inventory' that constitutes 'proper language' determined by social standards.

Conclusion

In this chapter, we have covered some major points related to language contact, multilingualism and code-switching phenomena. It appears that bilingual and multilingual communities tend to switch between languages for a variety of reasons, such as explaining certain concepts to enhance interaction and communication. In addition to the different types of code-switching that showcase how exactly individuals use it to communicate, to conclude with a brief clarification about the difference between code-switching and translanguaging.

CHAPTER THREE:

DATA ANALYSIS AND INTERPRETATION

Introduction

The current study aims at exploring the motives and attitudes of students behind the use of code-switching in Facebook communication. This chapter proceeds with a justification for the methodology elements chosen, namely the research approach and research design. In addition, it presents the employed sampling technique and the data collection tools. In order to retrieve the requisite findings, the chapter also includes a presentation of the data gathered, which are described, discussed, and interpreted. Furthermore, the chapter will seek to answer the research questions by confirming or rejecting the research hypotheses.

3.1. Research Methodology

This section is an attempt to outline our study's methodology. It aims to define the research approach, research design, as well as population and sampling techniques. It will also provide an account on the employed data collection tools and the data processing methods.

3.1.1. Research Approach

The study adopted a qualitative approach since it was aimed at exploring the motives and attitudes of EFL students on code-switching use via Facebook platform. The qualitative data analysis method was chosen because it is more in line with the scope of our study, which necessitates a great understanding of how our participants make sense of the phenomenon under investigation in order to gain essential data. According to Creswell and Creswell (2018), a qualitative research "is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting" (p. 41).

DeFranzo (n.d.) considers qualitative research to be essentially exploratory and it is utilized to figure out what is driving people's decisions, attitudes, and motives. As stated in Merriam (2002),

"Qualitative researchers are interested in understanding what those interpretations are at a particular point in time and in a particular context," (p. 4) which is the foundation of attributing our study's qualitative approach as we aim to explore EFL students' motives and attitudes on the use of code-switching in Facebook communication. Furthermore and based on Creswell and Creswell's (2018) accounts, researchers who engage in such a method "…support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation" (p. 41). In this respect, we attempted to address the study's questions by a case study investigation.

3.1.2. Research Design

A research design is a 'procedural plan' devised to find solutions to research questions or issues. The questions are answered in a legitimate, objective, accurate, and cost-effective manner. A research design allows to make decisions and convey them to others about whatever study design utilized (Kumar, 2011, "What is a research design," para. 3). Furthermore, and based on our choice of a case study design to reach our objectives and to answer the questions raised by our research, the author believes that it is "…a very useful design when exploring an area where little is known or where you want to have a holistic understanding of the situation, phenomenon, episode, site, group or community" ("Study designs in qualitative research," para. 5). When the purpose of a study is to develop an in-depth description and analysis by exploring and understanding, a case study research design is quite efficient.

3.1.3. Population and Sampling

The population of this study were EFL students from Biskra University's English Department. They were selected at random; according to Kothari (2004), random sampling is a method of sample selection which offers "each possible sample combination an equal probability

of being picked up and each item in the entire population to have an equal chance of being included in the sample." (p. 60). Additionally, Brown (1947) believes that "it has the greatest freedom from bias" (as cited in Taherdoost, 2016, p. 20). Given our case, the simple random sampling technique appeared to be the most compatible to our research. Based on such technique, 20 students out of 35 were randomly selected.

3.1.4. Research Instruments

The researchers opted to collect data by means of an online questionnaire and interview. A questionnaire consists of a number of questions, which are printed or typed, distributed to respondents who are expected to read the questions, determine what is anticipated, and then provide the answers (Kumar, 2011). In essence, it is a series of questions for the purpose of gathering information from participants. The author added how it is critical that the questions are straightforward and easily understood by the respondents which we took into consideration to facilitate the process for the participants and avoid misunderstandings.

An interview, on the other hand, and as stated by Kothari (2004), "…involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews" (p. 97). Thus, an interview is any person-to-person interaction with particular objectives, such as to elicit opinions from the interviewee.

3.1.4.1. The Questionnaire

A group of 20 EFL students from the English department at Biskra University were selected randomly to answer the online questionnaire that has been designed to explore the students' attitudes and motives behind the use of code-switching on Facebook. The tool was created using Google Forms and distributed online via Facebook to multiple EFL groups from the branch.

Primary data were collected based on the received responses which will be filtered, described and discussed.

3.1.4.2. The Interview

The interview has been conducted online via Zoom website which is, according to Tillman, (2021) "a cloud-based video conferencing service that can be used to virtually meet with others - either by video or audio-only or both" (para. 2). The qualitative technique involved a brief analysis based on four (4) EFL students' responses during live audio calls that had been recorded simultaneously using the smart phone.

3.2. Analysis and Data Interpretation

As the title implies, the purpose of this section is to analyze and interpret the data obtained by both the questionnaire and the interview that were conducted online with the students as part of the present study.

3.2.1. The Questionnaire Data Analysis

Section 1: Personal Information

Given the relevance of this information to the study, the graphs below provide an overview of the sample's background information in terms of gender, age, and academic year.
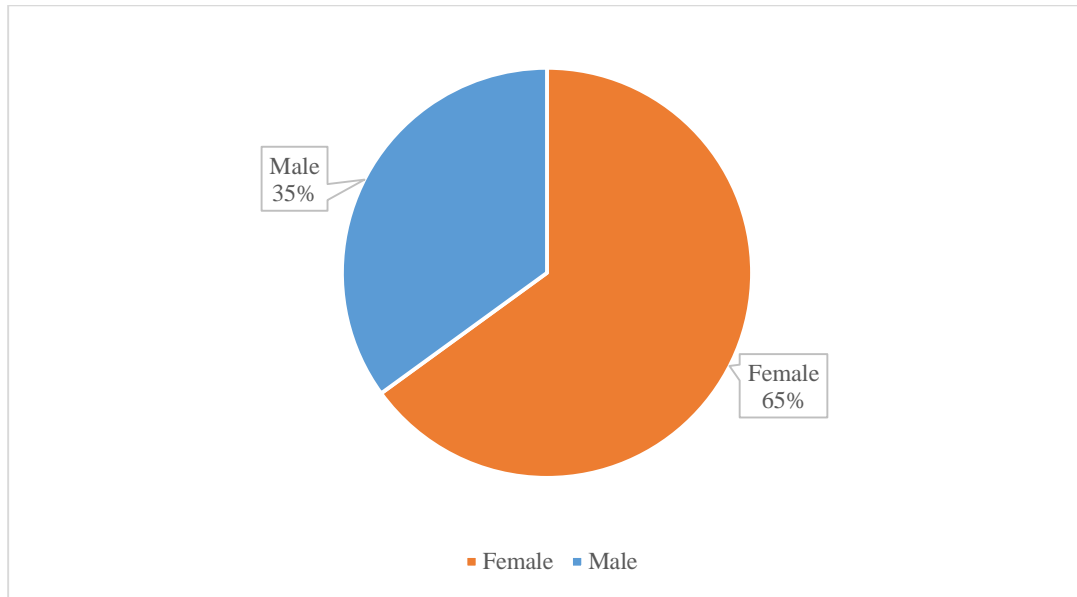
Graph 1. Students' gender distribution

This pie chart shows that out of 20 respondents, 65% were females; whereas, 35% were males. This question was used to set the ground for the upcoming questions through which we aimed to have an idea about each gender's attitude toward code-switching's use on Facebook.

Table 3

Students' age

Age	Respondents	Percentage
20-23	15	75%
Older than 23	5	25%

The table above demonstrates students' ages in which 75% are aged between 20 and 23; whereas, 25% are older than 23.
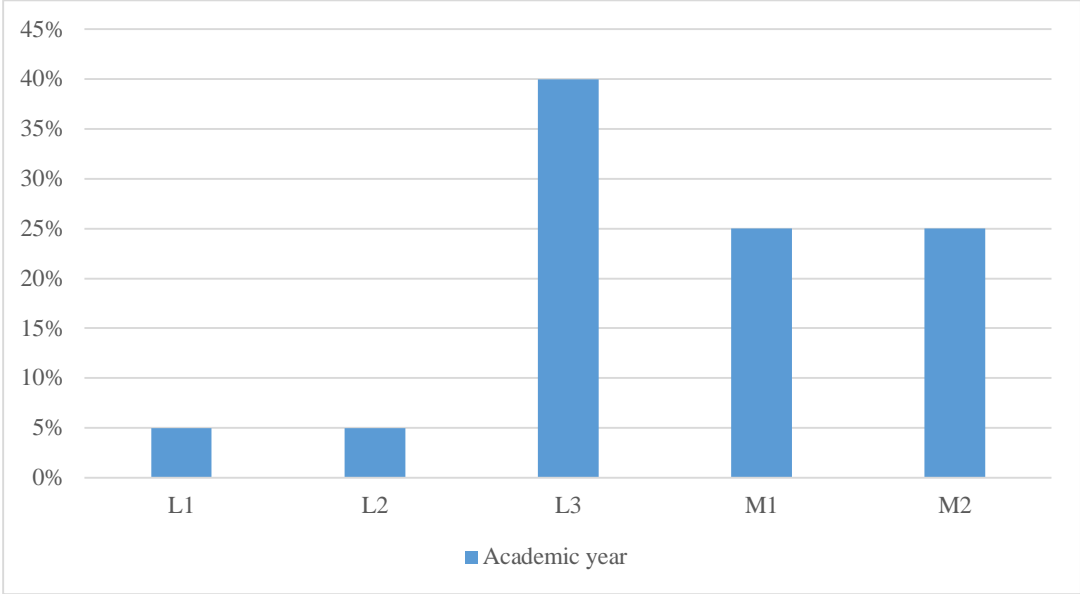
Graph 2. Students' academic year

The objective of this question was to obtain an image of the sample's relative variety in terms of academic year. As indicated in the graph, academic years are diverse and divided across the sample, 40% are 3rd year license students, 25% are master 1, another 25% are master 2, and the remaining two 5% are for both 1st and 2nd year students.

Section 2: Multilingualism and Code-Switching

1. Which of the following language(s) does your family use?
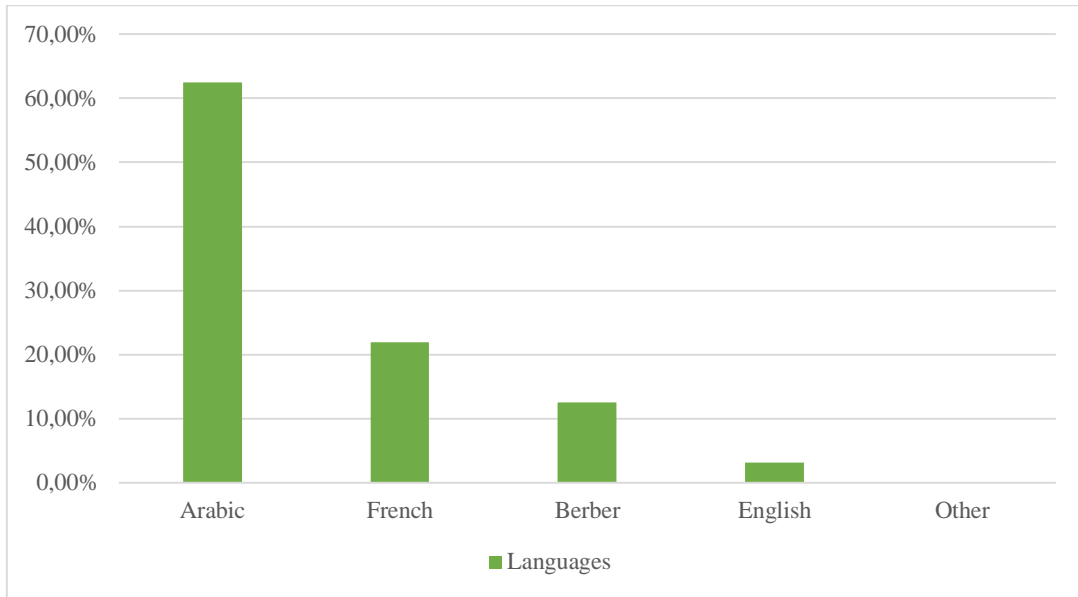
Graph 3. Languages used by students' families

Most respondents (62.50%) gave the top rank to Arabic. French is used by 21.88% respondents' families, Berber by 12.50%, and lastly English 3.13%. 0% score is given to 'other' variant.

2. Which of the following language(s) do you use in your conversation?

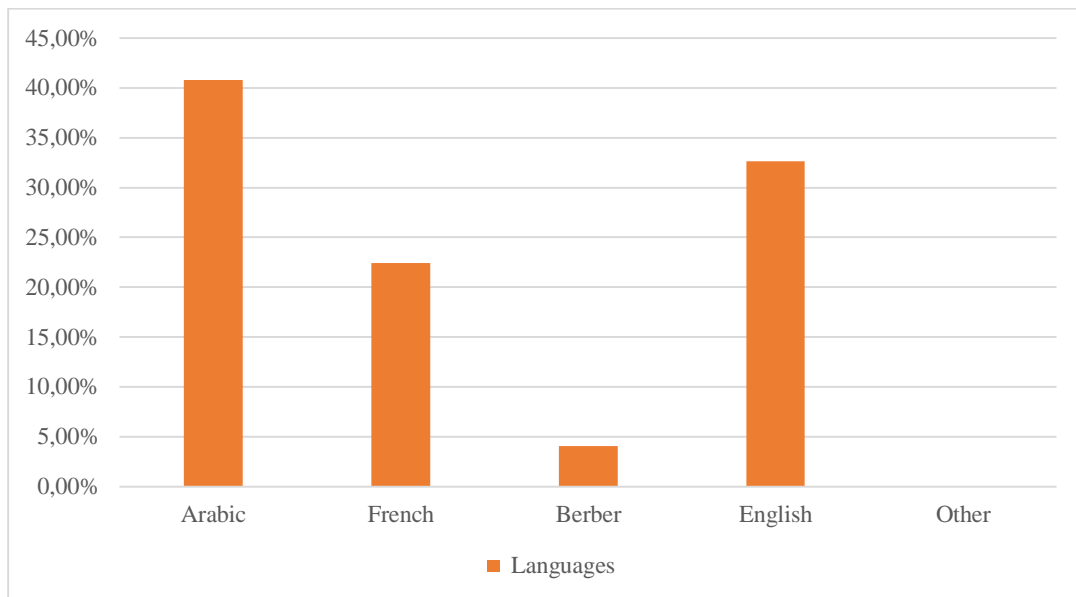**Graph 4.** Languages used in students' conversations

As the graph illustrates, 40.82% of the respondents stated that they use Arabic in their conversations considering that it is their mother tongue, 35.65% use English, 22.45% comes French, and at last is Berber (4.08%). 0% score is given to 'other' variant.

3. How do you consider your competence in Arabic, French, Berber and English languages?
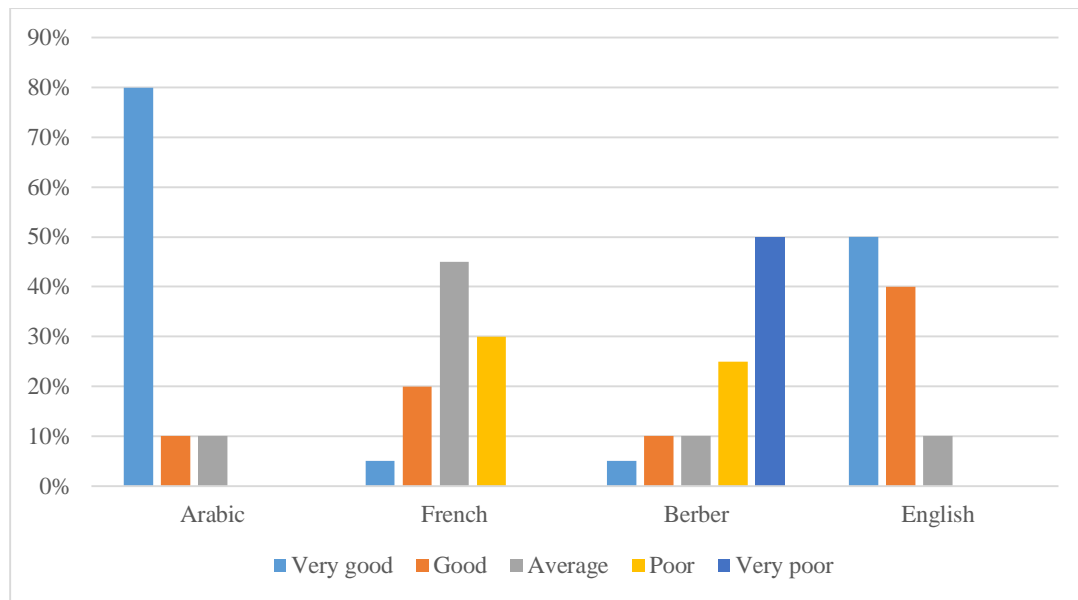
Graph 5. Students' competence in languages

For the first category, the majority of the students (80%) claimed that their competence in Arabic is very good, 10% said that it is good, while the other 10% went for the average variant. 0% score is shown for 'poor' and 'very poor' variants. The second category, on the other hand, shows that 45% of the students claimed that their competence in French is average, 30% poor, 20% good, 5% very good, and 0% for 'very poor' variant. In the third category, 50% of the students claimed that their competence in Berber is very poor, while 25% poor, 10% average, 10% good and 5% very good. For the last category, 50% of the students stated that their English competence is very good, 40% good, 10% average, and 0% for 'poor' and 'very poor' variants. The aim of this question was to gain insight about the students' languages competence, precisely English.

Furthermore, the results demonstrate that all respondents are bilingual if not multilingual speakers and with a good command of the English language.

4. What are your thoughts on people who code switch?

The results reveal the students' different views toward individuals who tend to code switch. 40% of the respondents thought that they were cultivated and sophisticated "*I think they have sophisticated minds and they have great potentials in the future.*" Another student said that they are "*cultivated in many languages.*" 35% of students pointed out the commonality of the matter "*It's a normal thing*" or "*It's normal and acceptable to code switch. The speech blends well with the languages used in the conversation.*" 15% of students believe that code switchers are linguistically incompetent "*I think those who use it unnecessarily are linguistically incompetent in their mother language, but code switching by itself is beneficial in case of lexical gaps*" and "*I'm indifferent about it, but I try to limit myself to one language when conversing because code switching reflects Linguistic incompetence.*" Lastly, 10% of our respondents suggested that individuals who code switch are mere show offs "*Most of them use it just to show off*" and "*It adds a little bit of flair although it's mostly done to boast.*"

5. Do you code switch?
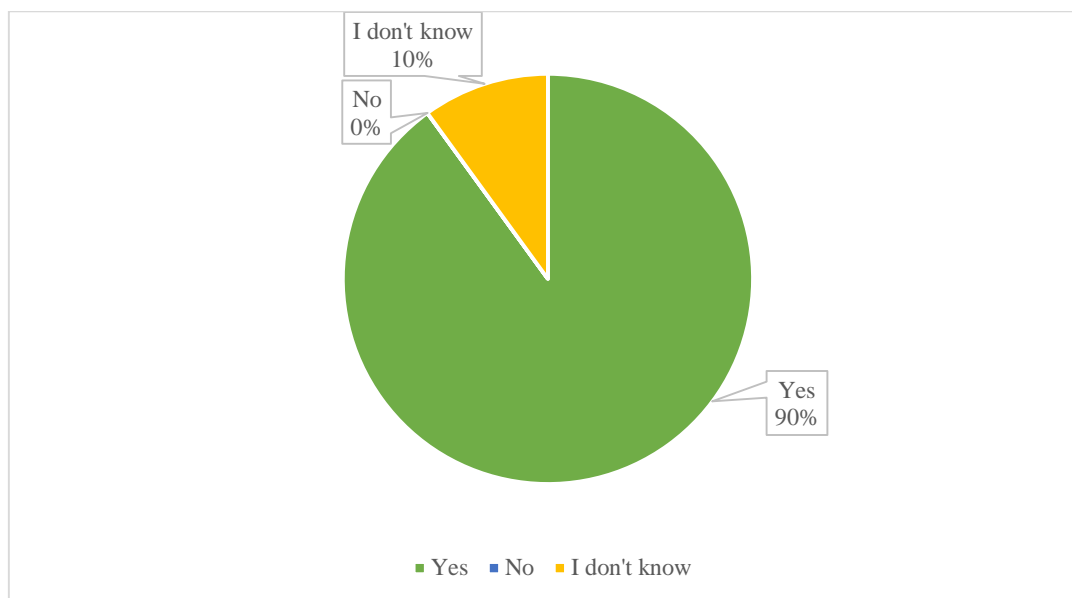
Graph 6. Use of code-switching

As pie chart 6 shows, it is clearly mentioned that 90 % of the students code switch, while only 10% do not know. The variant 'no' scored a 0%. The results indicate that the students are highly motivated to use code-switching.

6. Why?

It is necessary that we know why students tend to code switch since it answers one of our research questions. Significantly, they had different views about the reasons, 35% claimed that code-switching helps them in conveying certain ideas/meanings "*because I feel like I express myself better when I code-switch*" and "*To convey the meaning properly.*" 25% use code-switching to fill gaps "*To compensate for words that I cannot think of at the moment in that language*" and "*I like using code-switching when I struggle to remember certain words.*" 15% stated that it makes them feel comfortable to switch between languages when conversing "*I feel more comfortable in expressing some ideas in a language besides my native tongue*" and "*Because sometimes I feel more comfortable speaking in English.*" The rest (25%) of our respondents did not know why they code switch "*I don't really know*" and "*I don't know. It happens spontaneously?*"

7.
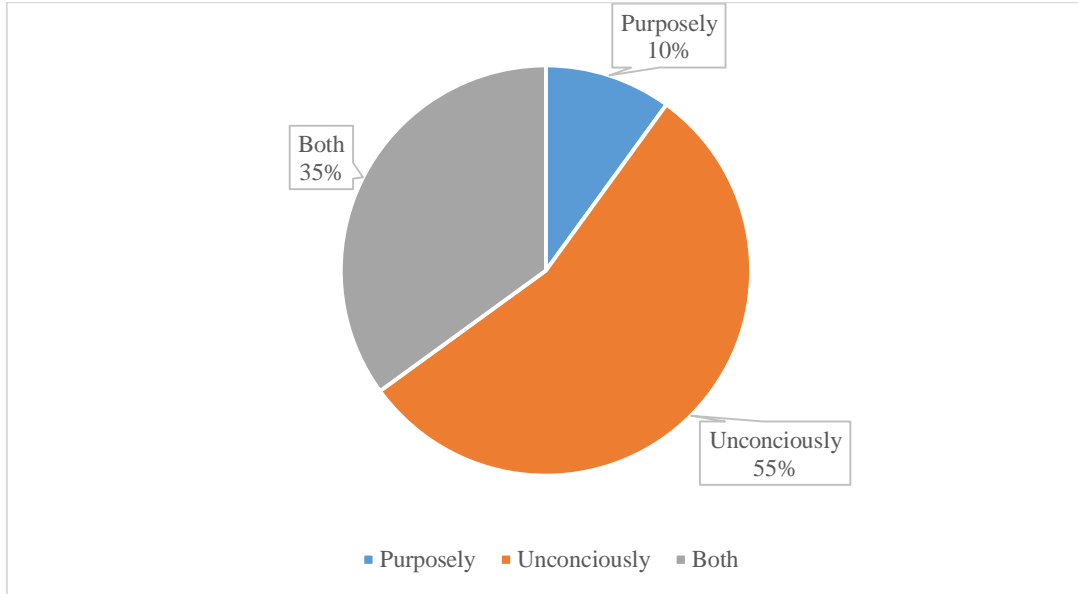
Graph 7. Code-switching occurrence

The aim of this question is to know whether code switchers are aware of their use of code-switching or not. The chart above depicts that 55 % of the speakers code switch unconsciously, 35% both purposely and unconsciously, whereas, 10% of them admit that they code switch on purpose.

8. Why do you switch back to your own language while speaking English? Choose as many possible reasons as you can

Table 4

Reasons behind code-switching while speaking English

	Choice Frequency	Percentage
• Not familiar with words in English	6	15.38%
• To fill the stopgap	8	20.51%
• Easier to express ideas	10	25.64%
• To avoid misunderstanding	14	35.9%
• To exhibit own ability to speak multiple languages	00	00%
• Other	01	2.56%

Since the main objective of our research is to discover the reasons behind students' use of code-switching, it was highly important that we add this question. As illustrated in the table above, 35.9% represents the students' reason to avoid misunderstanding with others; whereas a 25.64% account for their ability to easily express particular ideas. 20.51% indicated that code-switching assist them in filling different gaps while conversing. 15.38% demonstrates students' unfamiliarity with certain words in English; whereas one student selected the 'other' variant. 00% score is given for the 'to exhibit own ability to speak multiple languages' variant.

Section 3: Use of Code-Switching in Facebook Communication

1. Which social virtual communication network do you prefer to use most?
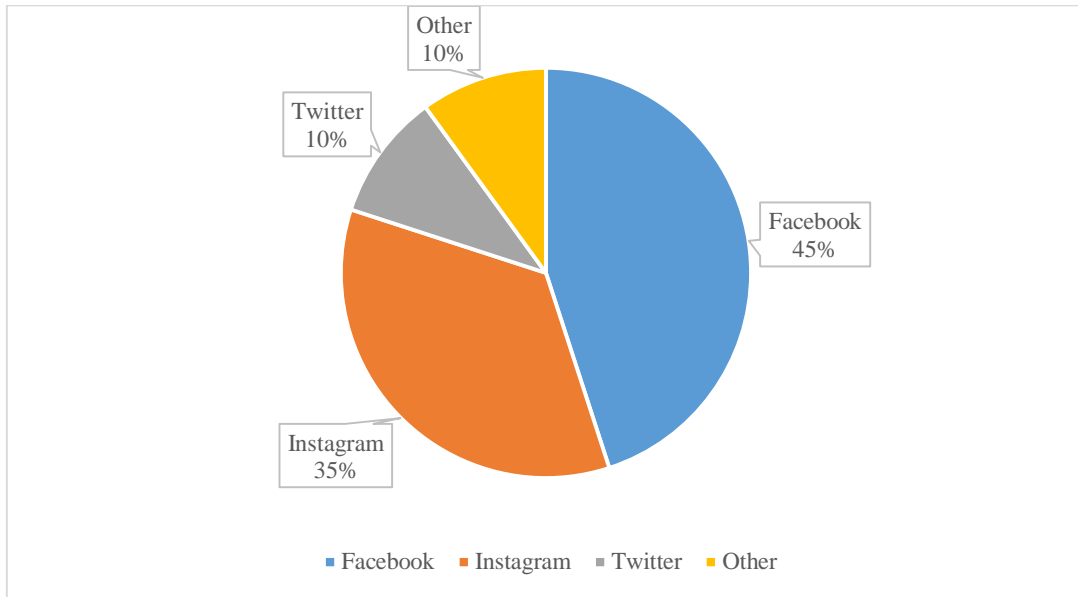
Graph 8. Preferred SVCN

As demonstrated in the chart above, 45% of students chose Facebook; whereas Instagram is used by 35% respondents as the second most popular social network site. Both Twitter and Other scored lower (10%).

2. How often do you use Facebook?
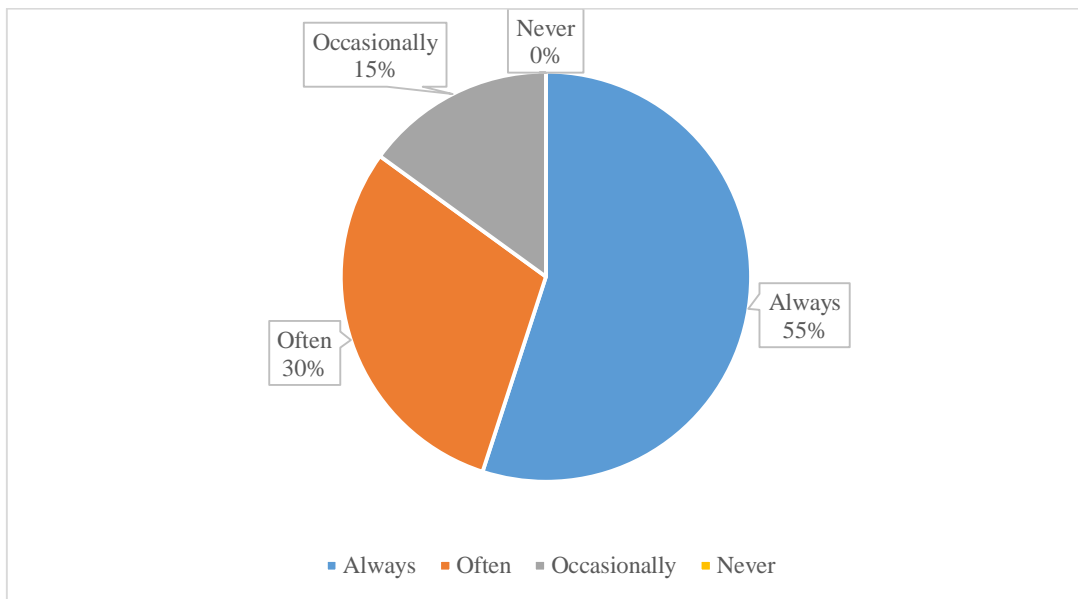
Graph 9. Facebook usage frequency

It appears that 55% of students always use Facebook, 30% often, 15% occasionally, and lastly 0% for the 'never' variant.

3. Which language(s) do you use on Facebook?
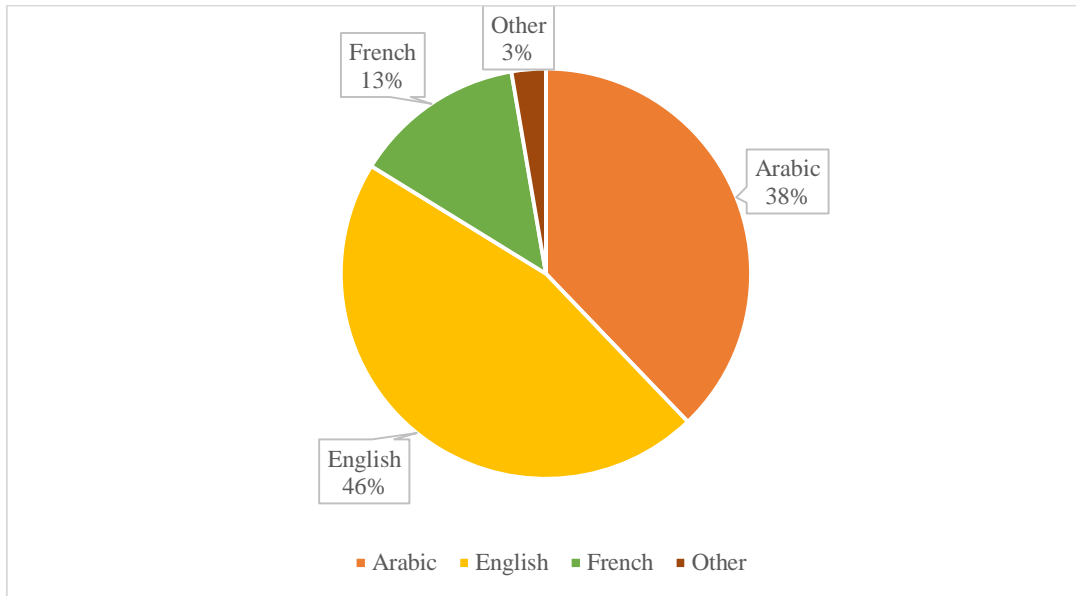
Graph 10. Language choice on Facebook

Respondents consider that, when they use Facebook, the English language is the most useful language (46%), Arabic comes after (38%), then French (13%), and at last is Other (3%) where students suggested "*Spanish*" and "*Turkish*."

4. How often do you code switch in your chatting via Facebook?
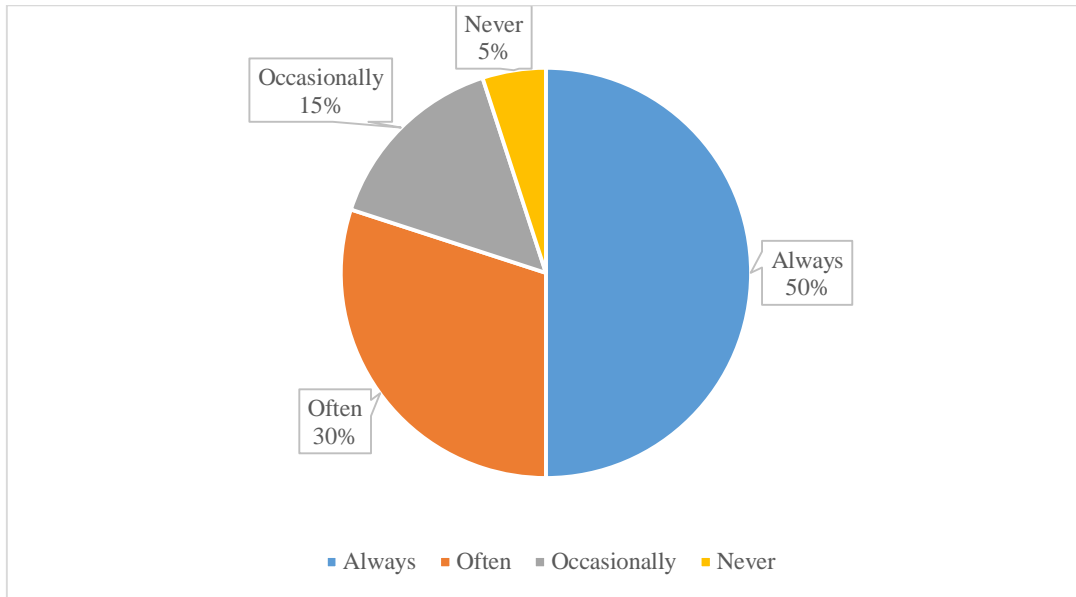
Graph 11. Frequency of code-switching use in Facebook communication

The aim of this question is to know whether code-switching usage is common on Facebook among EFL students or not. As illustrated in the chart, it appears that 50% of students always code switch while chatting on Facebook, 30% often do it, 15% occasionally, and 5% never code switch. This suggests that students are highly motivated to code switch in Facebook communication.

5. What is your attitude toward the use of code-switching on Facebook?
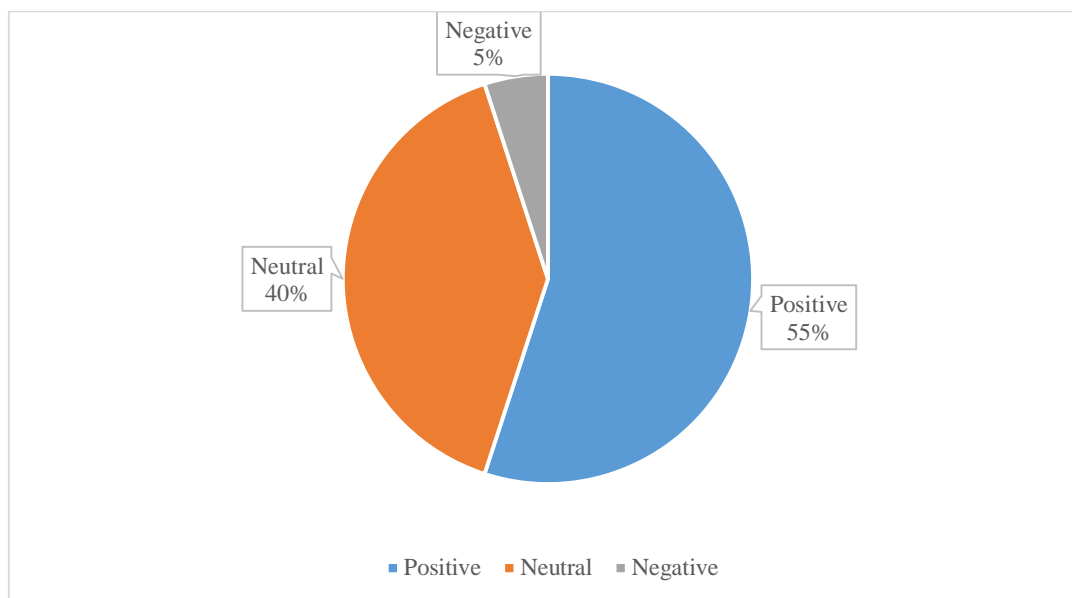
Graph 12*.* Students' attitudes toward code-switching on Facebook

It is also requisite that we learn about students' attitudes toward the use of code-switching on Facebook since it answers one of our research questions. Notably, most respondents are positive in their attitudes. As shown in graph 12, results revealed that 55% of the students (mostly females) agreed that CS is a positive phenomenon. 40% (mostly males) had a neutral position; probably because they are not balanced bilinguals. Only 5% considered it as negative.

6. In what sense is code-switching positive or negative in Facebook communication?

For this question, the respondents suggested various answers. The majority thought that code-switching is positive as it helps conveying certain ideas to avoid misunderstandings *"allows you to express yourself clearly, leads to avoid misunderstanding,"* and "*helps us to express our thoughts easily when we are facing this temporary gap in finding the right words to speak,"* as well as enriching one's vocabulary "*It is good to use both languages to build familiarity*" and showing off bilingual/multilingual skills "*showing your abilities that you can speak more than one lge*." Some students suggested that code-switching is negative as it demonstrates linguistic barriers and

causes miscommunication "*demonstrates linguistic barriers*" and "*it may be confusing at times or it may make communication harder.*"

7. To what extent do you agree/disagree with the following?

Table 5

Students' attitudes toward code-switching on Facebook

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Code-switching via Facebook enhances my communication skills	45%	35%	10%	15%	00%
Code-switching via Facebook helps me to develop my language skills	25%	45%	10%	20%	00%
Code-switching via Facebook helps me to convey thoughts easily	50%	40%	5%	5%	00%
Code-switching via Facebook makes me feel comfortable	50%	40%	5%	5%	00%
Usage of Arabic or French through Facebook allows me to express the ideas that I cannot express in English	25%	40%	20%	10%	5%

As per table 5, results suggest that most of the students (both females and males) seem to agree that code-switching helps them both to convey thoughts easily and makes them feel comfortable with a percentage of 50% for each option. Moreover, the second highest percentage (45%) reveals that code-switching enhances students' communication skills. 45% of the students believe that code-switching helps them to develop their language skills; whereas 40% assent that

it allows them to express ideas that they can't express in English. Thus most respondents agreed to the statements which indicates that students are highly positive in their attitudes.

3.2.2. The Interview Analysis

As mentioned previously, the interview was conducted online via Zoom website. The students were clearly introduced to our research topic before proceeding with the questions.

Student A:

Q1: Are you familiar with the term code-switching?

A: "…Theoretically, I haven't heard of it before, but technically, I've found myself that I've used this technique…"

Q2: Do you code switch in Facebook chatting?

A: "…I use it a lot…to express my idea…"

Q3: Why do you switch between languages on Facebook?

A: "…linguistically helpful…you cannot give your whole idea and explain it well enough, so you be lost which words or expression you should use…"

Q4: Which languages do you mostly use together with English? Why?

A: "Arabic [because it is their mother tongue]…"

Q5: In your view, is code-switching negative or positive in Facebook communication? Please, explain.

A: "Well, it depends…on the situation and the topic itself… it's a very helpful tool to simply our expressions and basically [to communicate effectively]…"

Q6: What are your thoughts regarding code-switching on Facebook?

A: "…if a person wants to [have] this complete ability to express themselves… for a language student…fluently speak or use the language [they want] to learn, I don't really recommend code-

switching. But sometimes it can be very helpful… to express your thought no matter how, I think it's very useful… academically it is not helpful…to evaluate, you know, my learning capacities in English… [neutral position]…"

Student B:

Q1: Are you familiar with the term code-switching?

B: "Yeah, I did not only hear about it, [but] we also studied it in Applied Linguistics module."

Q2: Do you code switch in Facebook chatting?

B: "Yes, I code switch on Facebook."

Q3: Why do you switch between languages on Facebook?

B: "…sometimes, I find it hard to express myself clearly with one language, so I chose to switch with another language to deliver my ideas more effectively, so the person I'm communicating with understands me well."

Q4: Which languages do you mostly use together with English? Why?

B: "Arabic because it is my mother tongue."

Q5: In your view, is code-switching negative or positive in Facebook communication? Please, explain.

B: "…positive because…is effective in terms of conveying speech clearly… [In EFL context,] I believe it is positive and negative… [positive as it exposes them to the English communities on Facebook; negative, as it hinders language development]."

Q6: What are your thoughts regarding code-switching on Facebook?

B: "… [code-switching] seems to be trendy in the Algerian Facebook community,… [It can be both good and harmful as mentioned in the previous answer]."

Student C:

Q1: Are you familiar with the term code-switching?

C: "Yeah, of course. I know what code-switching means, and we studied it in Sociolinguistics…"

Q2: Do you code switch in Facebook chatting?

C: "Yeah, of course. A lot."

Q3: Why do you switch between languages on Facebook?

C: "Well, there are many reasons… [mainly] to express my ideas and feelings better…it makes me comfortable…and confident…"

Q4: Which languages do you mostly use together with English? Why?

C: "Well, Arabic since it is my first language and sometimes French…"

Q5: In your view, is code-switching negative or positive in Facebook communication? Please, explain.

C: "…I don't it harms anybody, so I think it is positive since it makes you feel confident and comfortable, and express ideas better…"

Q6: What are your thoughts regarding code-switching on Facebook?

C: "…I think it is a good thing…especially for students…they can learn new words when they communicate…makes communication better and effective…"

Student D:

Q1: Are you familiar with the term code-switching?

D: "Yes… [they have heard of it] in my second year."

Q2: Do you code switch in Facebook chatting?

D: "Yes…I often do…"

Q3: Why do you switch between languages on Facebook?

D: "I find it helpful, I feel comfortable while switching languages. Also it helps me convey thoughts and avoid misunderstandings. Like when I cannot find a word in a certain language, I say it in another one."

Q4: Which languages do you mostly use together with English? Why?

D: "I mostly use French with English because I'm good at it. Also because it is a similar language to the English language…"

Q5: In your view, is code-switching negative or positive in Facebook communication? Please, explain.

D: "Totally positive…it helps people [enrich their vocabulary], to understand one another… feel comfortable…avoid misunderstandings."

Q6: What are your thoughts regarding code-switching on Facebook?

D: "…people should code switch in Facebook chatting and even in real life…it's such a good thing…learn new things…"

As per students' responses above, it can be observed that several answers have some common points. The majority of the students acknowledged their familiarity with the code-switching phenomenon as all of them confirmed that they use it in their conversations according to the first two questions. Moreover, our respondents shared similar thoughts regarding the 3rd question which was about the reasons of using code-switching in which they stated that it assists them in conveying thoughts/ideas effectively to avoid miscommunication. Student A, B and C mentioned that they generally use their mother tongue (Arabic) with English; whereas D said that he/she uses French instead probably because he/she is francophone. As for the fifth question, students C and D highlighted the importance of code-switching considering how helpful it is in expressing their ideas or complicated words/expressions while at ease; students A and B on the other hand,

approved the others' responses, but also brought out the linguistic barrier caused by code-switching. Lastly, most students expressed their positive attitude toward code-switching as some use it to communicate "*with friends,*" or for students to "*learn new words.*"

3.3. Discussion and Synthesis of the Results

In brief, the objectives of our exploratory study were to uncover EFL students' attitudes and motives behind the use of code-switching on social media, particularly Facebook. Previous researches have demonstrated that code-switching can be both beneficial and detrimental for language learning. As a result, the study aimed to raise the issue in the multilingual Arabic-French-English Facebook discourse and highlight EFL students' attitudes and motives concerning the use of code-switching in Facebook communication. Through our analysis of the data that have been drawn from both the students' questionnaire and interview, we have reached some interesting conclusions that both confirm and further expand on what we have previously suggested in the proposed research. The findings show that most students frequently use code-switching on Facebook and showcase a positive attitude toward it. Furthermore, the shared motives behind students' use of code-switching is to convey thoughts and ideas easily to avoid misunderstandings when communicating.

Explicitly, the results indicated that the majority of the students use code-switching. Furthermore, most of them often if not always code switch via Facebook chatting. Students also stated that most of the time, they do not even realize they're code-switching as it occurs unconsciously. Henceforth, this answers the first question of our study regarding the extent of code-switching usage on Facebook by EFL students.

As suggested by our findings, the motives behind students' use of code-switching in Facebook communication are mainly to convey certain thoughts and concepts that might be easier

to explain in a certain language as well as to avoid misunderstandings. Presumably, there are some concepts that need one particular word to come across effectively; while it could also be as a plan to avoid potentially awkward situations. Hence, this suggests an answer to our question on the motives that leads EFL students to code switch on Facebook.

Based on what has been revealed as findings, we are able to answer the third main question posited by the study and lay down the students' attitudes toward the use of code-switching on Facebook in terms of gender and English competency. The findings reflect a considerable evidence that most females have a positive attitude, whereas males hold a neutral perspective that is neither supportive nor in opposition to the phenomenon. Additionally and based on the analysis, it seems that most students if not all of them consider their English competence as very good or good principally because they study it at the university.

In essence, it could be concluded that EFL students tend to invariably use code-switching in Facebook communication with a positive attitude in the case of females, and neutral for most male participants and showcase a good command of English. Seemingly, the ability of delivering thoughts and concepts effectively and finding common ground through language seem to be the main concern for most students which leads them to code-switch on Facebook.

Conclusion

This chapter discussed the research methods utilized at the different phases of the investigation. Due to the exploratory nature of our study, we have used a qualitative approach along with a case study design; moreover, we have adopted a simple random sampling technique through which we had 20 students' participation in the study. In analyzing the data we have collected through this research, we employed descriptive statistics and content-based Analysis.

After having analyzed the data, we have presented a thorough discussion and synthesis of the study

findings in order to draw significant answers to the study's research questions.

Pedagogical Recommendations

In light of what the study has reached as findings, we provide the following recommendations for the future of code-switching usage on social media among EFL students:

- Code-switching via social networks, such as Facebook should be perceived positively since it is proven to facilitate communication among students and enhance the expressive capacity.

- Students should also be aware of the potential negative effects of code-switching on language learning since it is also considered as a linguistic barrier.

- Future researchers should explore the problem taking into consideration the teachers' perspectives as well to form a fuller image of the problem.

- Future researchers should try to explore the problem with a larger sample to gather rich data and gain more insights about different attitudes toward the problem.

- Future researchers should also carry the study from a different perspective especially since code-switching is generally discouraged in academia.

General Conclusion

Code-switching (CS) is one of the language phenomena which have been demonstrated among EFL students in language production and exchange. Accordingly, linguists' attention has been recently directed toward bilinguals and multilinguals on the Internet as social networking such as Facebook developed into the best liked modes of communication. The widespread of such platforms offers new means of expressing views, ideas and emotions as well as for learners to exchange materials, discussions and assignments. Our study dedicated special focus to explore the attitudes and motives toward code-switching phenomenon in the field of social networking and more specifically that of Facebook used by Biskra University students of English.

To review the literature, the first chapter constituted a short background on social media, its characteristics, its impact on students' learning, and briefly discussed its use in Computer Assisted Language Learning before providing its classification. Furthermore, the chapter dealt with the Facebook concept, an account on its usage in higher education, in addition to the Facebook's role in learning English before concluding with students' views on the use of Facebook with some previous studies as examples.

The second chapter reviewed some elements in the field of sociolinguistics. Concepts such as language contact and multilingualism were discussed; in addition to the benefits of multilingualism and the English language dominance around the globe. The following part shifted its focus to code-switching, some definitions, followed by its adaptability in EFL classrooms and Facebook communication. After that, it dealt with its types and concluded with a distinction between code-switching and translanguaging.

The third chapter was devoted to seeking answers to our research questions. We opted to collect data via an online questionnaire and interview for EFL students in order to gain insights and perceptions about the problem. The findings indicated that the participants are mostly positive in their attitudes toward the use of code-switching on Facebook. The results also suggested an increase in the use of Facebook networking and pinpoints its popularity among users. The majority of students admitted to have a good English competency, though they employ code-switching in their communication as a tool to convey certain thoughts and concepts to avoid misunderstandings and to negotiate meanings effectively.

On the whole, this dissertation has explored the attitudes and motives behind EFL students' switching between Arabic, French and English in Facebook communication. The findings suggest that code-switching on Facebook is perceived positively among the majority of students.

Additionally, it is suggested that code-switching is generally utilized since it provides a linguistic advantage rather than an obstruction to communication; however, there was no clear indication from our respondents that it is likely to enhance their academic achievement.

Limitations of the Study

Due to the circumstances imposed by the Corona virus confinement, we were not able to neither distribute nor conduct both the questionnaire and the interview respectively face-to-face with students. Consequently, we opted for online data collection since it has become a more favorable process in recent times. As far as our online interview is concerned, we attempted to ensure the recordings on the Zoom website were convenient and complete; however, mainly because of unstable Internet connection, not all of them were fully exploitable. Only those with good enough sound to generate usable data were saved.

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Appendices

Appendix A: The Students' Questionnaire

<u>EFL Students' Questionnaire</u>

Dear students, you are kindly requested to answer the following questions in order to collect data which would be of great help to accomplish the study at hand of a Master dissertation "Exploring the Attitudes and Motives Behind Students' Use of Code-Switching on Social Media". The study aims to identify EFL students' perspectives and reasons for their switching between multiple languages on Facebook platform. Please note: code-switching is the process of shifting from one linguistic code (a language or dialect) to another, depending on the social context or conversational setting.

We want to assure you that your responses are completely anonymous. No personally identifiable information is captured unless you voluntarily offer personal or contact information in any of the comment fields. Thank you in advance for your time, effort and cooperation.

<u>Section One: General Information</u>

1) Gender

☐ Female

☐ Male

2) Age …………...years old

3) What academic year are you in at university?

……………………………...

Section Two: Multilingualism and Code-Switching

1) Which of the following language(s) does your family use?

☐ Arabic

☐ French

☐ Berber

☐ Other…

2) Which of the following language(s) do you use in your conversation?

☐ Arabic

☐ French

☐ Berber

☐ English

☐ Other…

3) How do you consider your competence in Arabic, French and English languages?

	Very good	Good	Poor	Very poor
Arabic				
French				
Berber				
English				

4) What are your thoughts on people who code switch?

………………………………………………………………………………………….......

5) Do you code switch?

☐ Yes

☐ No

☐ I don't know

    6) Why?

……………………………………………………………………………………………………..

    7) Do you code switch

☐ Purposely

☐ Unconciously

☐ Both

    8) Why do you switch back to your own language while speaking English? Choose as many

        possible reasons as you can

☐ Not familiar with words in English

☐ To fill the stopgap

☐ Easier to express ideas

☐ To avoid misunderstanding

☐ To exhibit own ability to speak multiple languages

☐ Other…

Section Three: Use of Code-Switching in Facebook Communication

    1) Which social virtual communication network do you prefer to use most?

☐ Facebook

☐ Instagram

☐ Twitter

☐ Other…

2) How often do you use Facebook?

☐ Always

☐ Often

☐ Occasionally

☐ Never

3) Which language(s) do you use on Facebook?

☐ Arabic

☐ English

☐ French

☐ Other…

4) How often do you code switch in your chatting via Facebook?

☐ Always

☐ Often

☐ Occasionally

☐ Never

5) What is your attitude toward the use of code-switching on Facebook?

☐ Positive

☐ Neutral

☐ Negative

6) In what sense is code-switching positive or negative in Facebook communication?

……………………………………………………………………………………….......

7) To what extent do you agree/disagree with the following?

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Code-switching via Facebook enhances my communication skills					
Code-switching via Facebook helps me to develop my language skills					
Code-switching via Facebook helps me to convey thoughts easily					
Code-switching via Facebook makes me feel comfortable					
Usage of Arabic or French through Facebook allows me to express the ideas that I cannot express in English					

Appendix B: The Students' Interview Questions

Q1: Are you familiar with the term code-switching?

Q2: Do you code switch in Facebook chatting?

Q3: Why do you switch between languages on Facebook?

Q4: Which languages do you mostly use together with English? Why?

Q5: In your view, is code-switching negative or positive in Facebook communication? Please, explain.

Q6: What are your thoughts regarding code-switching on Facebook?

ملخص

مع الازدياد الهائل في عدد مستخدمي مواقع التواصل الاجتماعي لوحظ انتشار كبير لظاهرة التبديل اللغوي بين مختلف اللغات كالتبديل بين اللغة الانجليزية والعربية خصوصا بين طلاب اللغة الانجليزية. بناءاً على هذا الانتشار قمنا بهذه الدراسة كمحاولة لاستكشاف آراء ودوافع طلاب اللغة الانجليزية لاستعمال هاته الظاهرة عبر الفيسبوك بحيث اجرينا هذه الدراسة في جامعة محمد خيضر كلية الآداب واللغات قسم اللغات الاجنبية بالتحديد. لإتمام هذا البحث تم اجراء استبيان عبر الانترنت مع الطلبة بالإضافة الى مقابلات عبر موقع "زووم". اشارت نتائج الدراسة الى ان معظم الطلاب يتفقون على ان التبديل اللغوي ظاهرة ايجابية بحيث انها تتيح توصيل الافكار بشكل أكثر وضوح وفاعلية.

الكلمات المفتاحية: التبديل اللغوي، التواصل الاجتماعي، الفيسبوك، طلاب اللغة الإنجليزية.