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**Code-Switching and Code-Switching Among Khenchela University EFL Students:
Self-Reported practices, Motivations, and Functions**

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Didactics of Foreign Languages**

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Dedications

I would like to extend my thanks to my friends including, Abdelmohcen, Khaled, Anes, and Athir. Their guidance has helped me correct countless mistakes.

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Abstract

Code-switching on digital platforms is an increasingly prevalent phenomenon. This research has analyzed a group of Algerian English foreign language learners (EFL) in the university of Khenchela to identify how and why they implemented code-switching on Instagram. Previous studies in this field were conducted with populations that differed from Algerian EFL students in their linguistic repertoire. Meanwhile, research in Algeria had largely examined French-Arabic code-switching or older platforms such as Facebook. This study aimed to address this gap by gathering data regarding which Poplack (1982) code-switching variant is the most frequent among the sample, as well as the linguistic and social functions they fulfilled. The research followed an explanatory sequential mixed-methods approach. Quantitatively, it used a Likert scale questionnaire with a sample of 50 EFL learners. As for the qualitative phase, semi-structured interviews were conducted afterwards with five interviewees in order to offer contextual support to the quantitative data. The findings indicated that the most reported form of code-switching in the sample group was intra-sentential code-switching, with participants selecting positive options (agree and strongly agree). Interview participants (A and B) justified their selection of intra-sentential code-switching by claiming that it was the most appropriate type for text on Instagram. In terms of motivations and functions, the study further found that participants used code-switching to communicate with followers who spoke different languages. The results suggest that the sample use code-switching on Instagram for both linguistic efficiency and social connectivity.

Keywords: Code-Switching, Algeria, English, Digital Communication, Social Media, Instagram, EFL learners

List of Abbreviations

CS: Code-switching

AA: Algerian Arabic

CA: Classical Arabic

MSA: Modern Standard Arabic

EFL: English as a foreign language

L1: First language (mother tongue)

L2: second language (foreign language)

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1. Introduction

1.1 Background of the Study

For the past several years, the social media platform Instagram has begun to gain attention from researchers due to its rapidly growing popularity amongst youth. It is accurate to say that it has developed into being an extension of young users' identities, representing their interests, talents, and opinions.

It is defined as a “multimedia-based social networking platform that enables users to create public or private profiles, share photos and videos, and engage with other users' content.” (TechTarget, 2017)

Instagram has a notable influence on the linguistic repertoire of its users, embracing various unique communicative practices that occur there on a consistent basis. These effects are not exclusive to Instagram as they are present on other popular social media platforms; however, it differs from them in the sense that it mainly targets a web-savvy younger userbase, and it also cultivates and embraces an environment where users are encouraged to freely express themselves and stand out through linguistic and visual means.

This newfound interest has led to the emergence of many research papers attempting to investigate this platform and others at a foundational level, with technical works such as *Classification of Multimodal Social Media Posts* by Achkar (2024), which sought to conceptualize and ground multimodality in the context of Instagram. It additionally sets a criterion regarding how to view and organize posts into unique categories, with each category having its own unique identity that sets it apart from the others.

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While these works serve a crucial role as methodological and theoretical resources, they however, do not examine finer linguistic cases. This in turn, has led to multiple research papers emerging in parallel seeking to analyze specific verbal features that surface and thrive on Instagram, with one of the most discussed being the act of code-switching.

Code-switching was defined by Myers-Scotton (1993) as “The use of two or more linguistic varieties in the same conversation or interaction, often by bilingual or multilingual speakers, where the switch may occur at the level of words, phrases, or clauses.”

With how culturally and linguistically involved code-switching is, it can be reasoned that each population will display it differently. The Algerian Culture is a unique example of this principle, with the presence of three vastly different prominent languages being Darja, a regional Arabic dialect, the traditional Tamazight language, and French.

Code-switching could transform significantly. And in the case of Algerian English foreign language learners, there is the addition of the English language as the fourth pillar, as well as the angle of digital communication on Instagram, adding additional layers of depth on top.

Instagram appears to be gaining momentum in the Algerian cultural sphere as well. What was once a western-centric application, hosting and displaying the lavish, luxurious lifestyles of wealthy influencers, is now a platform for grounded presentation that seeks to showcase the day-to-day lives of People of all cultures. And notably, Algerian youngsters.

Algerians of varying backgrounds often carry themselves differently on Instagram; some individuals may embrace a humorous side by actively posting comedic posts, or

others may elect to have a measured profile featuring carefully selected professional images. Therefore, it can be naturally inferred that a person's Instagram presence is a reflection of their background and interests.

1.2 Statement of the Problem

Most studies examining code-switching on social media have been conducted in regions with different linguistic repertoires from Algeria. Works such as Ismail et al. (2023) in Malaysia and Hilda et al. (2022) in Indonesia were conducted in populations that differ considerably from EFL learners in the Algerian context in their linguistic repertoire. As was noted in section 2.3, comparisons between these populations and the Algerian context are therefore limited in their usefulness.

Within Algeria itself, research has primarily focused on French-Arabic code-switching, with studies such as Hamzaoui (2022) examining this on Facebook. This leaves two notable gaps unaddressed. The first is the platform itself; Facebook targets an older demographic and operates under different communicative norms than Instagram. The second is the growing presence of English among Algerian university students, which adds a dimension to code-switching behavior that previous local studies have not accounted for.

EFL learners at Abbes Laghrour University Khenchela present a particularly underexamined case. They are university students actively studying English while simultaneously drawing on Darja, Tamazight, and French in their daily interactions. When these learners use Instagram, their digital language practices reflect all four languages. However, which code-switching variant they tend toward in this context, and what linguistic or social motivations drive those choices, remains unexplored.

This specific group leaves a gap that remains unexamined. Therefore, This study aims to investigate the manifestations and motivations of code-switching among EFL learners at Abbes Laghrour University Khenchela on the social media platform Instagram. To elaborate, the research seeks to identify the most frequent forms of code-switching identified by Poplack (1982), in addition to measuring the response to common motivations behind code-switching, both linguistic and social.

1.3 Objectives of the Study

In light of the research gap identified above, this study pursues the following objectives:

1. To identify the most frequent form of code-switching, as classified by Poplack (1982) — intra-sentential, inter-sentential, or tag-switching — among the EFL student body at Khenchela University on Instagram.
2. To examine the linguistic motivations driving English code-switching among EFL learners enrolled at Khenchela University on Instagram, with particular attention to lexical gaps in Algerian Arabic (Darja) that prompt the use of English equivalents.
3. To explore the social and pragmatic functions that English code-switching serves in the Instagram interactions of the sample, including identity expression, audience connection, and the construction of a modern digital persona.

1.4 Research Questions

Additionally, the gaps present in previous work leave the research with a series of questions to be explored:

1. Which type of code-switching (intra-sentential, inter-sentential, or tag-switching) is most commonly used by EFL learners at Khenchela University on Instagram?
2. To what extent do EFL learners at Khenchela University draw on English code-switching on Instagram when they cannot find a specific term or abstract expression in their native Algerian Arabic dialect?
3. To what degree does the EFL learner sample use English code-switching on Instagram because of social and pragmatic purposes?

1.5 Significance of the Study

This study holds relevance on both theoretical and practical levels. On the theoretical side, it contributes to digital sociolinguistics by generating empirical data on a population that has been consistently absent from the relevant literature. In addition, applying Poplack's (1982) typological framework to this context extends it into a setting where English functions strictly as a foreign language acquired in a formal academic setting, rather than a dominant or co-official one. This distinction separates it from most of the previously examined contexts and may add a different perspective to existing understandings of how and why code-switching occurs.

On the practical side, the findings may be of use to EFL educators at Algerian universities, as understanding how students naturally deploy English in informal digital settings could offer insight into authentic language use that falls outside the scope of traditional classroom instruction. Similarly, curriculum designers may find the results relevant when considering the integration of digital communication components into EFL programs at the university level. Lastly, this study may serve as a reference point for future

researchers working at the intersection of EFL learning, digital communication, and multilingualism in the Algerian and broader North African context.

1.6 Research Methodology

1.6.1 Research Design

Mixed methods design was selected as the methodological design model of choice for this research. Specifically, the explanatory sequential design model (Ivankova, 2006) which involves gathering quantitative data regarding specific code-switching practices on Instagram and analyzing it, then moving to the qualitative stage where personal motivations are explored, before ultimately connecting both phases together in a meaningful manner.

1.6.2 Research Tools

The primary source for quantitative data will be in the form of questionnaires delivered in hard copies to participants, the scale used will be the Likert scale (Likert, 1932) with the five-answer options ranging from “Strongly agree” to “Strongly disagree”.

The qualitative stage will employ a mixture of face-to-face semi-structured interviews that will last for 15 minutes with each participant and depending on the response, the answers will be recorded and transcribed. In addition to that, there will be audio-based qualitative data collection via messaging platforms such as Telegram, Facebook Messenger, or Whatsapp as well.

1.6.3 Population of the Study

The quantitative population consists of EFL university students situated in the Algerian university of Abbas Laghrour, The specific participants will then be selected via the non-probability purposive sampling method, which involves presenting the questionnaire to

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EFL classrooms of different levels that we have access to, the sample size will approximately consist of 50 participants.

Follow-up purposive sampling will be the primary method to determine the qualitative participants, to elaborate, The findings from the first phase will inform the criteria for our selection. fifteen EFL learners that commonly use and post on Instagram who are willing to fully participate will perform the 15-minute-long interviews either through face-to-face means or via brief vocal messages on Telegram, WhatsApp, or Facebook messenger.

1.7 Structure of the Research

This dissertation is organized across six chapters. The first chapter, the present introduction, establishes the context of the study. It introduces Instagram as a platform for digital communication, defines code-switching through the frameworks of Myers-Scotton (1993) and Poplack (1982), situates the study within the Algerian multilingual context, and surveys relevant prior research in order to identify the gap the study seeks to address. It additionally covers the problem statement, research objectives, research questions, significance, methodology, and organizational structure of the dissertation.

The second chapter reviews the relevant literature across three segments: code-switching as a linguistic necessity, code-switching as a social and pragmatic strategy, and the manifestations of code-switching in digital communication. A dedicated section also addresses the Algerian context and identifies the specific gaps in prior studies. The third chapter details the research methodology, covering the explanatory sequential mixed-methods design, the rationale behind this choice, the research hypothesis, and the

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procedures followed in both the quantitative and qualitative phases, including sampling, instrumentation, data collection, and analysis.

The fourth chapter presents the results of both phases. The quantitative findings from the Likert scale questionnaire are presented first, including demographic data and response distributions across all items, followed by the qualitative findings from the semi-structured interviews, organized thematically. The fifth chapter discusses the results in relation to prior studies reviewed in the literature review chapter, addressing each research question in turn. The sixth and final chapter presents the conclusions of the study, summarizing the key findings, acknowledging the limitations of the research, and recommending directions for future research.

2. Literature Review

2.1. Motivations Behind Code-switching

2.1.1. Code-switching as a Linguistic Necessity

Code-switching is not a shallow supplementary tool that adds superficial appeal to our language, but is in many cases, a nuanced instrument that may serve different purposes depending on the context and the tone. Multiple papers have sought to examine the motivations behind code-switching in regard to linguistic necessities, or in other words, the cases where speakers utilize code-switching to perform linguistic acts that are necessary.

Hilda et al., (2022), Hamzaoui (2022), Ismail et al. (2023) and Daulay (2024) all found that a common reason behind code-switching is a lack of competence which was defined by Ismail et al. (2023) as the following “Lack of competence is used when a speaker’s primary language lacks a specific vocabulary, they transfer the codex to the second language throughout the interaction.” They noted in particular that participants often use code-switching and code-mixing because they could not find the proper word or phrase to use in their native tongue.

Daulay (2024) adds to the discourse by showcasing that bilingual users typically use code-switching when communicating with other bilingual speakers of different language pairs on Instagram to ensure that their speech is fully understood.

These findings are further supported by Hamzaoui (2022), who discovered that Algerian learners display a natural affinity toward code-switching; they can switch between various languages on Facebook at a seamless pace. Participants cite ease of use and comfort

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as the reasons behind code-switching. Moreover, she posits that younger participant groups are more likely to use Arabic-English code-switching over Arabic-French code-switching.

Daulay (2024), Ismail et al. (2023), and Hilda et al. (2022) have all opted to use a qualitative study with the data being collected through analyzing the posts of participants for notable patterns. Hilda et al. (2022), however, have elected to perform additional interviews with the participants afterwards through Google Forms to gain a more personal understanding of the reasons behind code-switching. This hints at the fact that in order to gain a well-rounded understanding, interviews or other similar tools must be used in addition to, or as a replacement for, observation.

In contrast, Hamzaoui's (2022) research paper, involved the mixed methods approach, where she used quantitative methods via a multiple-choice questionnaire as well as direct observation of posts to gather authentic qualitative data. The combination of both methods assists her in exploring personal experiences, such as the previously mentioned three studies. However, the addition of quantitative data brings a statistical foundation that was lacking in the other papers.

Additionally, many of these works follow different frameworks to categorize the Reasons behind code-Switching. Hockett, Hoffman, and Saville-Troik's theories were used by Hilda et al. (2022). Meanwhile, Ismail et al. (2023) used Poplack and Malik's theories. Each theory presents a different lens in relation to classifying gathered data, which significantly alters how the researcher could perceive the results of the research.

However, it must be noted that these studies were conducted in different populations with varying linguistic repertoires. Ismail et al.'s (2023) study was conducted in Malaysia, a

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country where multilingual speakers use several different language pairs depending on the region, such as Mandarin, English, Tamil, and other Chinese dialects (David, 2007).

In this context, code-switching becomes obligatory when communicating on Social media platforms because there is a high likelihood that other individuals may hold different linguistic repertoires, which makes code-switching a tool of utmost importance in regard to having a common ground between speakers of different languages within that single region.

When compared to Hilda et al., (2022) research that was conducted in Indonesia, where there is a single dominant language being used (Sneddon, 2003), the difference becomes stark. code-switching in this case serves different linguistic needs. For instance, Indonesian speakers use code-switching on Instagram to express terms that may not exist in their repertoire, such as “Cool” when commenting on a post. These needs are in many cases, considered superficial, seeking to enrich the Indonesian language by filling any small potential linguistic gap.

Moreover, there is a discrepancy in regard to the platform of analysis; Hamzaoui’s (2022) article focuses solely on the aging Facebook site, when compared to the other studies at hand that place their primary focus on Instagram, with studies such as Daulay’s (2024) extending their scope to the TikTok Platform on top.

In Addition, works such as Ismail et al. (2023) research analyze textual data only, with the data gathered being comments on Instagram only. On the other hand, Daulay’s (2024) paper placed equal importance on textual and visual data. This can be seen in how they gathered screenshots of comments, in addition to recording video excerpts.

All these studies point to a common thread, which is how code-switching occurs in multilingual or bilingual social media settings, often as a By-product of a necessity to express a thought that is difficult to depict in the native tongue. This eventually leads to the use of secondary languages as a compensation tool. And while in most cases, it might be a result of incompetence, this does not nullify its importance as one of the most important tools for multilingual speakers on digital platforms.

2.1.2. Code-switching as a Social and Pragmatic Strategy

While code-switching is in many cases a natural subconscious result of persons attempting to fill a lexical gap, there still lies a different kind of it. A more active type of code-switching that has deeper social motivations behind it, it is described by researchers as code-switching as a Social and Pragmatic Strategy.

Other research papers that have delved into the social motivations behind code-switching on social media include Belaidouni et al. (2024), El Nahal (2024), and Ibarra's (2023) studies. These works found that code-switching and Code-mixing are used for clarification, humor, connecting with global peers, and expressing a modern identity.

To elaborate, Ibarra remarked in his study that Instagram's semi-public, multimodal environment encourages the residents to blend languages such as Spanish, Basque, and English in order to convey identity, display modernity, and connect with confidants from neighboring European regions.

Similarly, both Belaidouni et al. (2024) and El Nahal (2024) agree that code-switching with English or French often carries a perceived sense of prestige and professionalism in several cultures. They highlight how certain languages, such as English

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or French, still carry significant weight to this day due to their global relevance. Users who then include them in their speech via CS are more likely to capture the attention of individuals on Social media sites.

Moreover, they share a similar sentiment regarding how code-switching must be used moderately, Belaidouni et al. (2024) highlights that over-reliance on code-switching could prevent users with limited linguistic repertoires from understanding the contents of an online post, this point is further supported by El Nahal (2024) who highlighted how English teachers on TikTok utilize code-switching to quickly explain complex English terminology in Arabic within short intervals.

However, it must be noted that Belaidouni et al. (2024), El Nahal (2024) explored different subsets of social media users and how they view code-switching uniquely. Belaidouni et al. found that most sellers use code-switching on Facebook livestreams to attract a different audience that might be more familiar with French as a language of persuasion, in addition to assisting in keeping the livestreams engaging and lively.

On the other hand, El Nahal (2024) discovered that influencers opt to use code-switching to entice and engage particular audiences, highlight certain segments, or, in some cases, flaunt linguistic competence in their short-form videos.

These findings hint at the possibility that less explored groups in the context of code-switching, such as English foreign language learners, might apply CS differently when compared to the common social media user. Simply put, EFL learners are more likely to apply English over any other secondary languages when applying code-switching since it is a language that they are actively engaging with in a scholarly manner. Additionally, an

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EFL learner could use CS more meaningfully, unlike most users who might simply apply it to add superficial charm or to reiterate the same idea.

All these papers support a similar concept, which is how certain social aims can be achieved through deliberate use of code-switching on social media sites. It can be blatant, such as an Instagram influencer flaunting their linguistic repertoire through mixing multiple languages on a story post, or it could be subtle, such as a vendor using widely spoken global languages to promote a professional image.

To properly understand how Algerian EFL users use code-switching on Instagram, we must similarly examine the reasoning behind their usage, as well as the subtle way it manifests, which will be explored in the next segment.

2.2. Manifestations of Code-switching in Digital Communication

Code-switching can manifest in multiple unique ways; this manifestation is often at a structural level. The most common varieties of code-switching on Instagram are typically Tag-switching, Inter-sentential switching, and Intra-sentential switching.

Kamariah (2019) defines these varieties according to Hoffman's theory (1993) as follows: "Tag-switching is the switching of either a tag phrase or a word, or both, from one language to another. This type of code-switching does not interfere with the flow of the sentence because the tag element is simply inserted into the sentence. Inter-sentential switching occurs at the periphery of a sentence or a clause, meaning that each clause or sentence is in one language or another. The switching is done between the sentences. Intra-sentential switching is the switching that is done in the middle of the sentence, with no

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interruptions, hesitations, or pauses to indicate a shift. This type is the most complex because the switch occurs in the middle of a sentence or a clause."

Researchers have conducted several studies in order to thoroughly examine these code-switching varieties and how they occur in the context of Instagram and other digital platforms.

Hilda et al. (2022), Daulay (2024), and Ismail et al. (2023) collectively found that among the three present forms of code-switching on social media networks, Intra-sentential was the most common variety. In comparison, Inter-sentential CS and Tag-switching were infrequent. Hilda et al. (2022) highlighted that study that over 56% of participants displayed Intra-sentential switching on Instagram, where English phrases or words are inserted in Indonesian sentences or vice versa. Inter-sentential switching and Tag-switching came afterwards (19%).

however, Ismail et al. (2023) took a different approach to examining these varieties by adding an additional step, after they managed to identify the instances of code-switching present on Hitz FM's Instagram account, they conducted further examinations and uncovered that intra-sentential switching was consistently used by the host to mark the transition between topics, meanwhile tag-switching was utilized to exaggerate, or highlight a specific characteristic.

In contrast to Hilda et al., (2022) and Ismail et al.'s (2023) studies which explored textual data primarily, Kartika et al. (2020) and Daulay (2024) have instead dedicated their works to investigating code-switching in relation to the visual and auditory social media aspects, Daulay (2024) credits the popularity of CS on TikTok and Instagram to their short

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informal format which favors quick spontaneous responses over slower deliberate ones.

They add on by claiming that Tag-switching was very common as well, in part due to how it was used to add flair to sentences spoken in Indonesian.

Additionally, El Nahal (2024) supported Daulay's claims by positing that due to the shorter time restrictions on short-form media, creators often use individual words or short phrases when code-switching. Meanwhile, Tag-switching is used as a filler between thoughts to retain viewership.

All of these research papers have contributed greatly to examining the various manifestations of code-switching and the situations where each one is used. It can be inferred based on these studies that individuals employ a wide range of code-switching varieties, while Intra-sentential switching is noticeably more common, other types still manage to fill very specific needs. Simply put, code-switching could manifest itself in several unique ways to fit the intentions of the user.

Similar to the previous segment, most of these studies have chosen to perform a qualitative analysis study, typically through analyzing social media posts or interviews, and while they have succeeded within their scope, it must be noted that quantitative data could assist in providing factual data regarding how often each code-switching variety is present within a context.

Ismail et al. (2023) noted the following in their limitations segment: "Firstly, one of the limitations that can be identified was from the methodological aspect. Since this study utilised a qualitative approach, it is recommended for future researchers to employ

quantitative or mixed methods in order to achieve more statistically significant and enhanced results.”

Many of these papers have delved into regions such as Asia and Europe, in addition to examining Influencers and influential figures; none of them, however, has approached Instagram and digital communication from the vantage point of EFL learners at a single Algerian university such as Khenchela. This leaves us with the next and final segment, which will explore the Algerian context and the gaps of previous studies.

2.3. The Algerian Context and Gaps in Previous Studies

As was stated before, code-switching is in many ways a fundamental feature in Algerian linguistic practices. Abdelhamid (2018) found that code-switching is a pervasive part that thrives on the multi-lingual nature of Algeria’s unique dialect, which combines Arabic, French, and Tamazight. Three entirely distinct languages that carry different cultural weights. This puts Algeria in a unique situation in comparison to many other multilingual cultures.

Abdelhamid (2018) further noted that many researchers mistake borrowing for code-switching. Certain words, such as “taksifon” or “klinik,” were originally French, but have been subsumed into the Algerian dialect; therefore, they must be examined as a part of the original language instead of being examined as an instance of French code-switching.

While culturally rich, Abdelhamid’s (2018) research neglects the presence of English in the Algerian linguistic sphere. In contrast, several researchers such as Benyagoub et al. (2020) posit that English has been spreading in Algeria across several

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regions. They note that younger participants hold a positive attitude toward it and are supportive of its integration into the larger educational system.

On a similar note, Zahra (2019) has examined how Algerian English foreign language learners utilize code-switching in real life situations, she found that learners use a combination of French, Arabic, and English in their day-to-day conversations, she further noted that each language is used for different purposes, English for academic goals, French as a supporting technical language, and Arabic as a way to express emotions.

These unique traits, in combination with the specific angle of EFL learners at Khenchela University and their Instagram use, have practically rendered the previously mentioned studies irrelevant for our context. They are limited in the following areas:

- **Population Differences:** Works from Indonesia, Malaysia, Jordan, or the Basque region focus on linguistic and cultural contexts that differ from Algeria's unique multilingual environment.
- **Platform Limitations:** Algerian studies, such as those by Abdelhamid (2018) or Hamzaoui (2022), have sought to examine the older Facebook platform, which targets an older audience when compared to the youth-driven Instagram website.
- **Participant Focus:** studies often target general users, influencers, or sellers, such as the works of Belaidouni et al. (2024) and El Nahal (2024). They neglect to examine the specific case of EFL learners at Khenchela University in depth.
- **Linguistic Focus:** Most local studies prioritize French-Arabic code-switching, while underestimating the growing presence of English amongst younger Algerians.

- **Methodological Gaps:** Many studies rely solely on qualitative analysis, lacking quantitative support to offer statistical grounding, or they ignore multimodal content (image, video, text) in favor of textual data.

2.4. Conclusion

This literature review segment has explored previous studies that attempted to examine code-switching on Instagram and other digital communication websites thoroughly via several deliberate steps.

After examining several studies and drawing several comparisons. It can be inferred that there is a notable gap in relation to studies that explore code-switching on Instagram among EFL learners within the specific context of an Algerian university setting such as Khenchela.

Our study titled “Instagram and Code-Switching Among Khenchela University EFL Students: Analyzing the Functions of Language in Digital Communication” seeks to fill this very gap through examining how EFL learners at Abbes Laghrour University Khenchela utilize code-switching on a platform such as Instagram, as well as the unique motivations rooted in Algerian culture that could be present.

The next methodology chapter will delve in-depth into how this study incorporates a mixed methods design consisting of questionnaires for quantitative data and interviews for qualitative data. Both will converge to offer a thorough, grounded understanding of this linguistic practice.

3. Methodology

3.1. Research Design

3.1.1. Selected Methodology

Upon deliberate consideration, Mixed methods design was selected as the methodological design model of choice for this research. Specifically, the explanatory sequential design model (Ivankova, 2006) which involves gathering quantitative data regarding specific code-switching practices on Instagram and analyzing it, then moving to the qualitative stage where personal motivations are explored, before ultimately connecting both phases together in a meaningful manner.

3.1.2. Rationale

In the Literature review chapter, we noted that many studies have elected to conduct qualitative studies, with the focus being placed squarely on analyzing Instagram posts or conducting interviews. This led to many of them lacking the quantitative foundation required for a well-rounded research paper. (Daulay 2024, Ismail et al. 2023, Hilda et al. 2022)

Researchers such as Hamzaoui (2022) in her work titled “*Aspects of code-switching and attitudes towards languages and varieties among Algerian Internet users.*” have emphasized the effectiveness of combining qualitative and quantitative findings in order to cover any blind spots in the work. She said the following: “This descriptive research relies on this research method to analyse the gathered data both quantitatively and qualitatively.”.

Therefore, this research will instead gather quantitative data which will offer a statistical foundation for the eventual qualitative step afterwards. Moreover, the quantitative phase identifies patterns. Meanwhile, qualitative data will contextualize and explain them.

3.1.3 Hypothesis

Based on the literature review and the nature of the Algerian multilingual context, the following hypotheses are proposed:

- H1: Intra-sentential code-switching will be the most frequently reported manifestation among EFL learners at Khenchela University on Instagram, as it allows seamless integration of English into Arabic sentence structures.
- H2: Linguistic necessity (filling lexical gaps) and social motivations (expressing modern/global identity) will be stronger drivers of code-switching on Instagram than engagement-seeking or professionalism.

3.2. Quantitative Phase (Phase 1)

3.2.1. Research Tool

The primary source for quantitative data will be in the form of questionnaires delivered in hard copies to participants, the scale used will be the Likert scale (Likert, 1932) with the five-answer options ranging from “Strongly agree” to “Strongly disagree”.

Alternatively, A digital questionnaire featuring the same items on Google forms will be offered to participants who are interested in answering on digital platforms.

To maintain validity, the questions will mainly be derived from pre-existing similar works and modified accordingly to fit our specific research objectives (Miller & Salkind,

2002). Moreover, the questionnaire will be evaluated by supervisors, experts, and professors for any potential shortcomings.

Questionnaire will be centered around three core sections, the first being general Instagram usage patterns (the frequency of Instagram use, how often participants comment or upload posts). The second will revolve around the usage of code-switching by participants on Instagram and how it manifests. Lastly, the third segment will measure participants' attitude toward general motivations behind code-switching on Instagram.

3.2.2. Sampling and Participants

The population consists of EFL university students situated in the Algerian university of Abbas Laghrour, The specific participants will then be selected via the non-probability purposive sampling method (Patton, 2015), which involves presenting the questionnaire to EFL classrooms of different levels that we have access to, the sample size will approximately consist of 50 participants.

However, It must be noted that first and second year students will be excluded from the study due to how they have yet to be exposed to code-switching in a full thorough lecture. This unfamiliarity among unexperienced first year learners could potentially alter the results and introduce unwanted variables (inability to fully understand the questions in the questionnaire/interview).

3.2.3. Data Analysis Plan

Upon gathering an adequate amount of quantitative data, this data must then follow a chosen framework, which is the Poplack's model (1982) in the case of this research, it

highlights how instances of code-switching can fall into one of three categories being Inter-sentential switching, Intra-sentential switching, and Tag-switching.

Items five-to-seven on the questionnaire will ask participants to report which Poplack variant of code-switching they utilize the most on a scale from not at all to all the time.

What remains is to analyze the data with the help of the Jamovi statistical software by first calculating the answer percentage for each question, an example will look like the following: 15% strongly disagree, 12% disagree, 55% neutral, 5% agree, 25% strongly agree

The percentage data will then be converted into 100% stacked bar charts and graphs which will list the most common forms of code-switching on Instagram as well as the most common motivations behind CS.

3.3. Qualitative Phase (Phase 2)

3.3.1. Research Tools

The qualitative stage will employ a mixture of face-to-face semi-structured interviews that will last for 15 minutes with each participant and depending on the response, the answers will be recorded and transcribed. In addition to that, there will be audio-based qualitative data collection via messaging platforms such as Telegram, Facebook Messenger, or Whatsapp as well.

Telegram, Facebook Messenger, and WhatsApp were selected due to their spread and how they are commonly viewed as a conventional option for sharing private messages between Algerian youth.

While answers in English are incentivized, responses in Darja Arabic will also be accepted since some participants may find it easier to express their personal experiences in their native tongue than in English.

3.3.2. Interview Guide

The Semi-structured interview will present various open-ended questions while offering participants the space to express their personal experiences. Said questions will explore the following general concepts:

- What is your experience on Instagram, and do you use English on it?
- Do you use code-switching on Instagram, and in what way does it manifest?
- Does code-switching on Instagram serve any social or linguistic function for you?

3.3.3. Sampling of Participants

Follow-up purposive sampling (Patton, 2015) will be the primary method to determine the qualitative participants, to elaborate, The findings from the first phase will inform the criteria for our selection. Five EFL learners that commonly use and post on Instagram who are willing to fully participate will perform the 15-minute-long interviews either through face-to-face means or via brief vocal messages on Telegram, WhatsApp, or Facebook messenger.

3.3.4. Data Analysis

With assistance from the open-source software RQDA, thematic analysis can be performed efficiently and conveniently. The steps involved follow Braun and Clarke's (2006) system of transcription, coding, theme development, and interpretation.

3.4. Connecting Quantitative and Qualitative Findings

3.4.1. Integration Process

The explanatory sequential design integration process involves two central stages, the first one takes place in-between the first and second phases. The findings from the quantitative stage are analyzed first in isolation, we then use those analytics to inform and direct our qualitative stage questions.

Meanwhile, the second integration step occurs after both phases were conducted successfully, the gathered qualitative data is analyzed in order to inform and offer appropriate contextual grounding for the quantitative section. By following this approach, we can ensure that quantitative and qualitative findings effectively support each other.

To elaborate, in the case of our study, we can identify the most common form of code-switching, and with qualitative supplementation, we would understand the reasoning behind why that form of code-switching is used over the others.

3.4.2. Display of Results

Qualitative findings will supplement the quantitative data via the integration segment where both phases are compared and contrasted. Additionally, the discussion chapter will critically examine these connections in light of previous works and studies.

3.5. Methodological Rigor of the Study

3.5.1. Quantitative Validity and Reliability

The quantitative instruments in this study were designed to ensure validity and reliability by following similar principles to previous works within the same field without deviating from the central theme or methodological goals (Miller & Salkind, 2002). Additionally, the quantitative questions presented aim to align and supplement the qualitative stage via triangulation. Lastly, delimitations and limitations are directly addressed to ensure transparency.

Hamzaoui's (2022) was the central work followed in the process of designing our research work due how it followed a similar mixed methods design approach, on top of sharing a similar topic (*Aspects of code-switching and attitudes towards languages and varieties among Algerian Internet users*). Other influences include Ismail (2023) and Hilda (2022).

3.5.2. Qualitative Trustworthiness and Credibility

This research places great importance on qualitative trustworthiness and credibility by upholding strict principles in regard to data collection. This includes consulting participants regarding interpretations to avoid any potential misunderstandings, aligning interview themes with previous quantitative questions, documenting each qualitative process, and consulting experts (supervisors) for corrections or guidance.

The process of documenting each qualitative process will involve writing in a copybook (or a digital recording device) which will be divided into three chapters:

- Participant answers, where we transcribe each answer accurately without any alterations.

- Researcher opinions, where we disclose our position and any possible biases of ours that might affect the interviews subconsciously.
- Analysis and conclusions, the personal findings we managed to reach by analyzing the interviews, includes the thought the process that led to that assumption.

3.6. Ethical Considerations

Ensuring that ethical boundaries were not crossed was a priority in this study. To do so, we have maintained secrecy and anonymity with all participants. Moreover, all the data gathered was safely stored in a password protected folder. Upon concluding this study, the folder will be permanently deleted for the sake of privacy.

3.7. Limitations and Delimitations

3.7.1. Limitations

Limitations include:

- Sampling followed convenience-based sampling methods which may limit generalization to other Algerian universities due to how the sample group may not be representative of the broader EFL learner population beyond Khenchela. Stratified principles had an influence but were not a primary factor in selecting participants
- Study is prone to being influenced by the researcher's biases, especially during the qualitative stage due to personal views and the influence of previously read studies on the analysis segment. Peer review, transparency, and participant consultation will be ensured however to mitigate it.
- The data collection instruments were not directly evaluated via a pilot test, inter-rater reliability test due to time restrictions. But their design was instead following

quantitative instruments from previous studies within the same field. As well as guidance from experts.

3.7.2. Delimitations

Delimitations include:

- The focus is placed on EFL learners due to how a larger population could prove to be difficult for a small-scale Master thesis research paper.
- Language pair of focus is primarily English and Arabic, with a lesser focus on other language pairs such as French and Arabic. This choice was made due to how it might hyperinflate the scope of the study.

The study primarily examines the Instagram website because of its distinct linguistic culture which separates it from other apps, other studies could focus on other growing platforms such as TikTok, Bluesky, or X.

4. Results

4.1 Quantitative Results

4.1.1 Introduction and Methodological Remarks

For purposes of elucidation, responses are presented as percentages, where appropriate categories have been grouped.

Percentages were selected as the appropriate format for presenting the descriptive findings due to how it enables the researcher to present and analyze different facets when compared to calculating a mean (average).

To avoid redundancy, Likert items were combined into three separate groups:

1. Positive which includes “Always/All the time/Strongly Agree.” And “Often/Most of the time/Agree.”
2. Neutral which includes “Sometimes/Some of the time/Neutral.”
3. Negative which includes “Never/Not at all/Strongly disagree.” And “Rarely/disagree.”

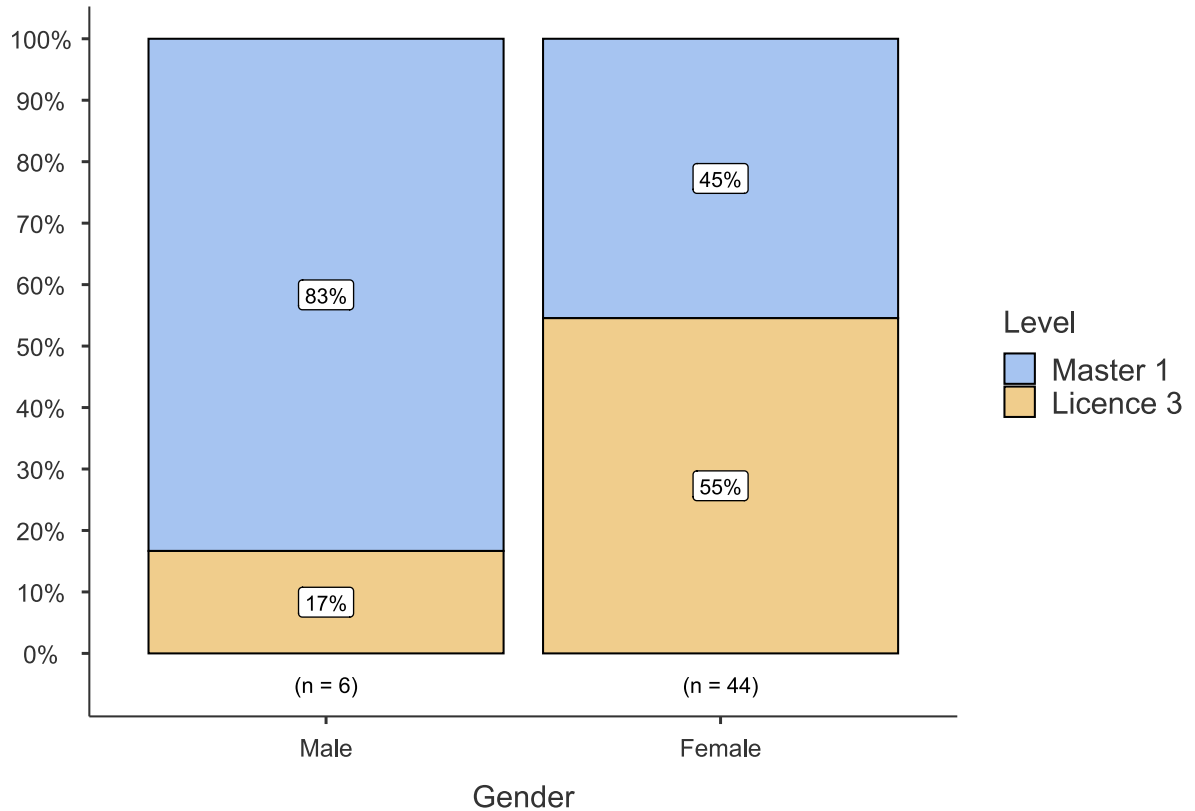
4.1.2 Demographics

Before analyzing gathered code-switching on Instagram data, the demographic variables must be examined first.

The questionnaire data was collected from two classes; To be specific, the subjects consist of two groups: a Licensing-third year class and a first-year M.A. course (25 in each with 50 in total).

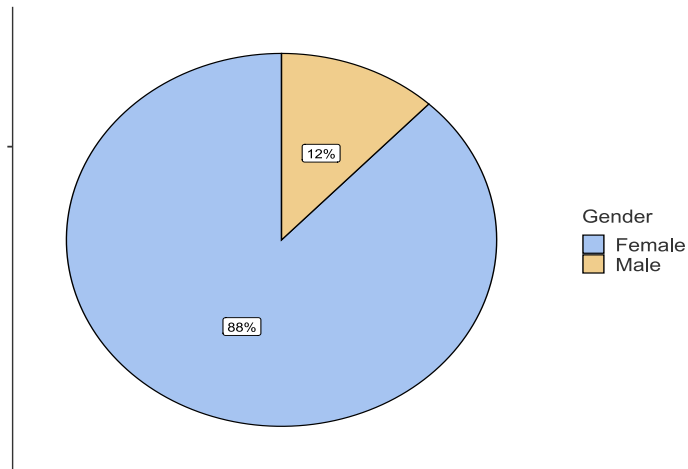
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The female sample had an even spread across the two classes with 55% of female participants attending Master 1 lectures, and 45% belonging to the Licence 3 class. Male participants followed a different pattern with 83% being present in the Master 1 class, while 17% appeared in the Licence 3 group. (refer to chart 1 below).



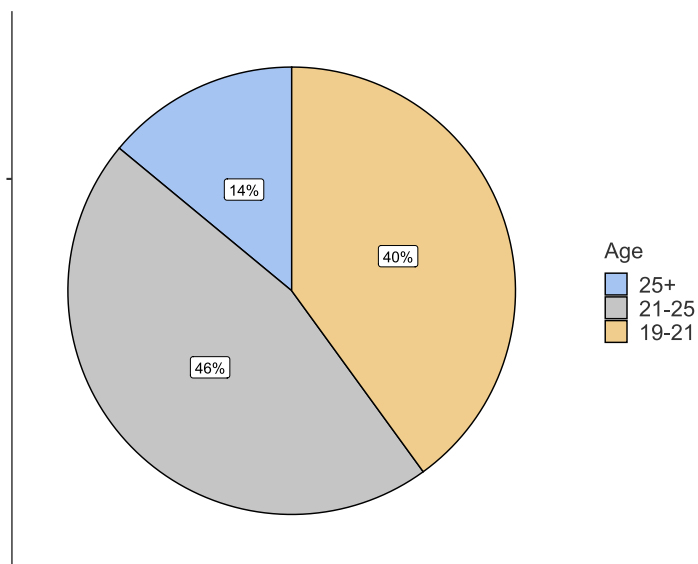
(Figure 1 Gender spread across classes)

However, it must be noted that the male sample pool is smaller than that of the female one with six out of the fifty participants being male, while the rest were female (refer to chart 2 below)



(Figure 2 Gender)

Lastly, the age groups in these classes fall mostly within the range of 19 and 25 which is in line with the study's selection of young adult users. 40% of participants are between the ages of 19 and 21, while 46% fall into the 21 to 25 age group as can be seen in the pie chart below (chart 3).



(Figure 3 Age)

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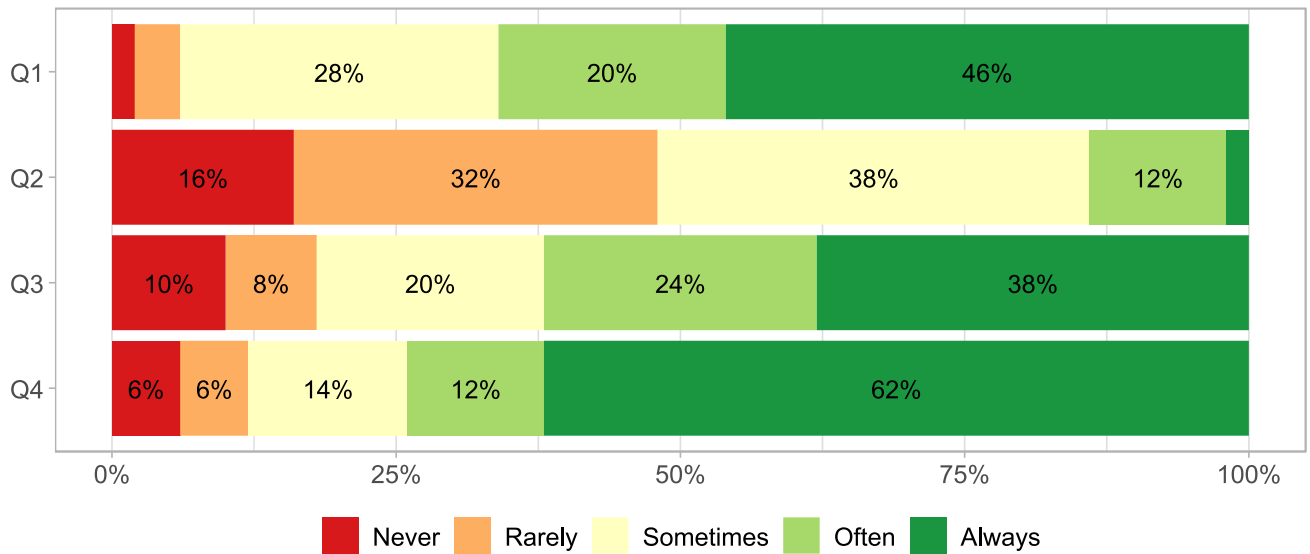
4.1.3 General Instagram Use

The data indicates a high degree of exposure to Instagram, as 66% of participants provided a positive response (Always and Often) regarding their usage. 28% of the participants selected Neutral responses (Sometimes), while 6% reported negative responses (Rarely and Never). (refer to Q1 on chart 4 below)

Regarding the frequency of posting content, 12% of participants reported positive engagement. The largest portion of the participants, 38%, was neutral, while 48% indicated a negative frequency, consisting of those who rarely or never post. (refer to Q2 on chart 4 below)

Over half of the sample pool reports using more than one language on their Instagram posts/comments/stories. Specifically, 62% of participants provided positive feedback, 20% were neutral, and 18% reported negative usage patterns. (refer to Q3 on chart 4 below)

A majority of participants reported feeling comfortable expressing themselves in English. Positive responses reached 74%, while 14% of participants were neutral and 12% indicated negative feelings regarding their comfort levels. (refer to Q4 on chart 4 below)



(Figure 4 General Instagram Use Question Responses)

4.1.4 Manifestation of Code-switching

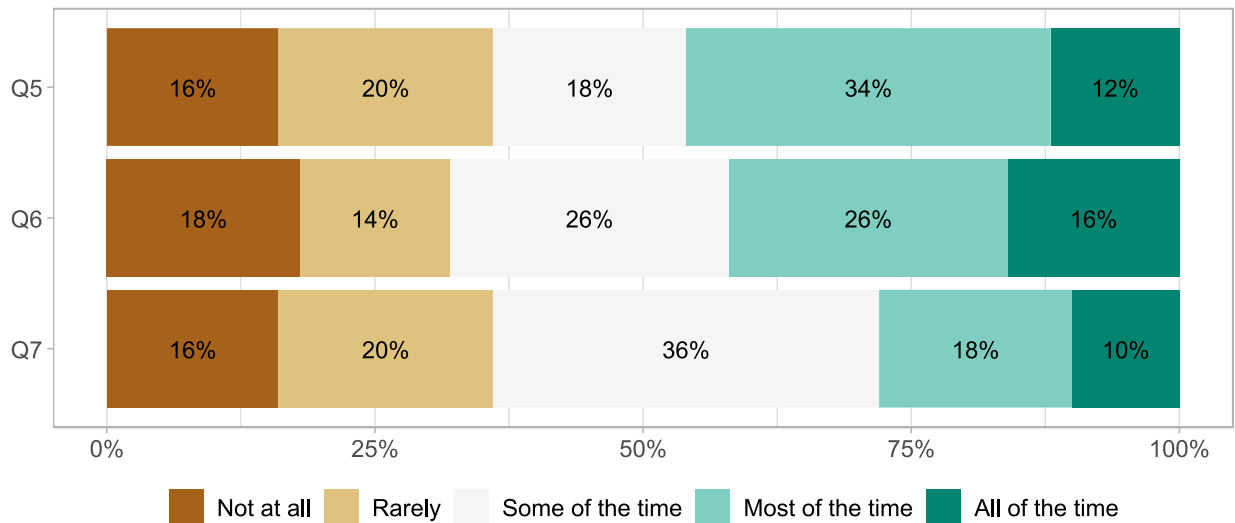
Out of the three variations of code-switching identified by Poplack (1982), intra-sentential switching was the most prevalent among participants. Specifically, 46% of participants provided a positive response (Most of the time, All of the time), while 18% remained neutral (Some of the time) and 36% expressed a negative frequency (Rarely, Not at all). (refer to Q5 on chart 5 below)

Inter-sentential switching followed a similar trend, with 42% of participants selecting positive options. Neutral responses represented 26% of the participants, and 32% of participants reported a negative frequency for this type of switching. (refer to Q6 on chart 5 below)

Tag switching was the least frequent manifestation reported by the participants. 28% of participants provided a positive response, while the neutral option was the most selected

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at 36%. The remaining 36% of participants indicated a negative frequency. (refer to Q7 on chart 5 below)



(Figure 5 Manifestation Questions Responses)

4.1.5 Code-switching Motivations

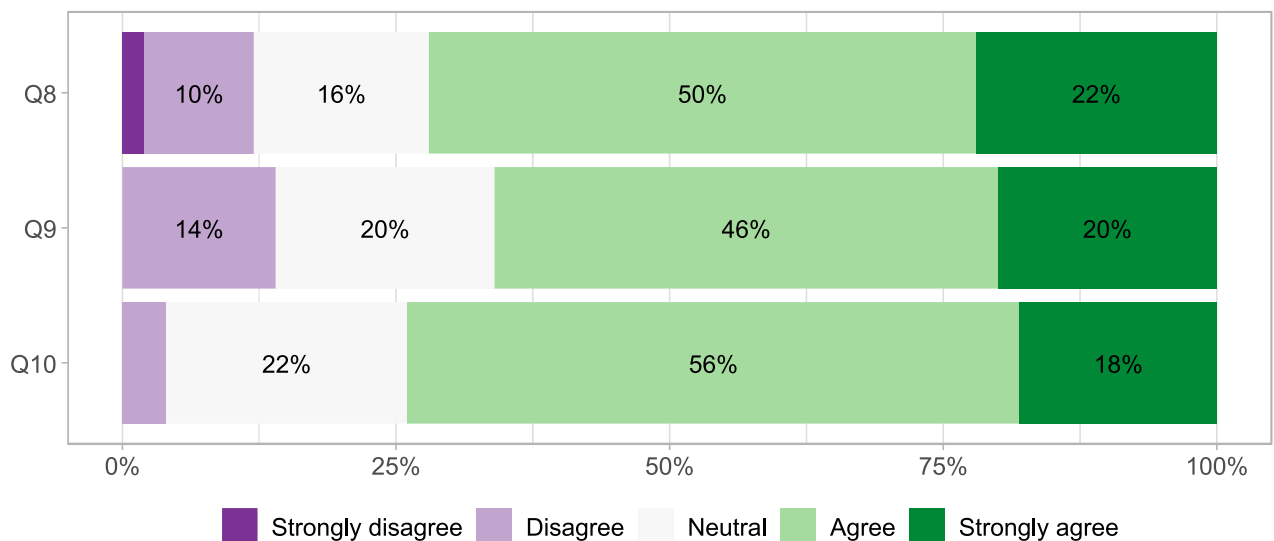
Regarding the motivations behind code-switching on Instagram, most of the participants agreed with the factors presented. Specifically, 72% of EFL learners provided a positive response (Strongly Agree, Agree) regarding the use of code-switching when unable to identify a specific term in their native language. Neutral responses accounted for 16% of the sample (Neutral), while 12% of participants reported a negative sentiment being held (Strongly disagree, Disagree). (refer to Q8 on the chart 6 below)

Similarly, 66% of participants provided a positive response when asked if mixing languages helps express a modern, global identity. Neutral feedback was reported by 20%

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of the participants, and 14% of participants selected a negative option. (refer to Q9 on chart 6 below)

Furthermore, 74% of participants expressed a positive sentiment regarding the use of English to showcase their language proficiency. Neutral responses were selected by 22% of the participants, while the remaining 4% indicated a negative response. (refer to Q10 on chart 6 below)



(Figure 6 1st, 2nd, 3rd Motivation Questions Responses)

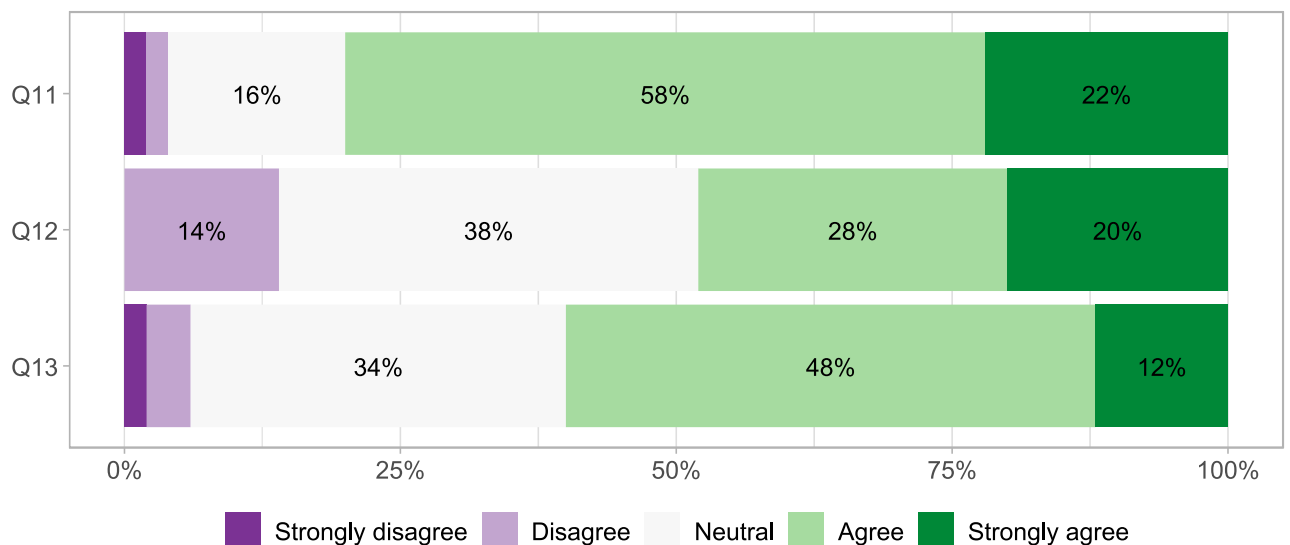
When asked if code-switching assists in connecting with followers who speak different languages, 80% of participants provided a positive response, while 16% selected the neutral stance and 4% of participants indicated a negative sentiment. (refer to Q11 on chart 7 below)

The results were more varied regarding whether integrating English makes posts appear more professional. Positive responses were reported by 48% of the sample, while

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the neutral option was selected by 38%. The remaining 14% of responses were negative. (refer to Q12 on chart 7 below)

Similarly, 60% of participants expressed a positive sentiment regarding whether incorporating English adds humor or creativity to their posts. Neutral responses accounted for 34% of the data, while 6% of the sample pool reported a negative perspective. (refer to Q13 on chart 7 below)



(Figure 7 4th, 5th, 6th Motivation Questions Responses)

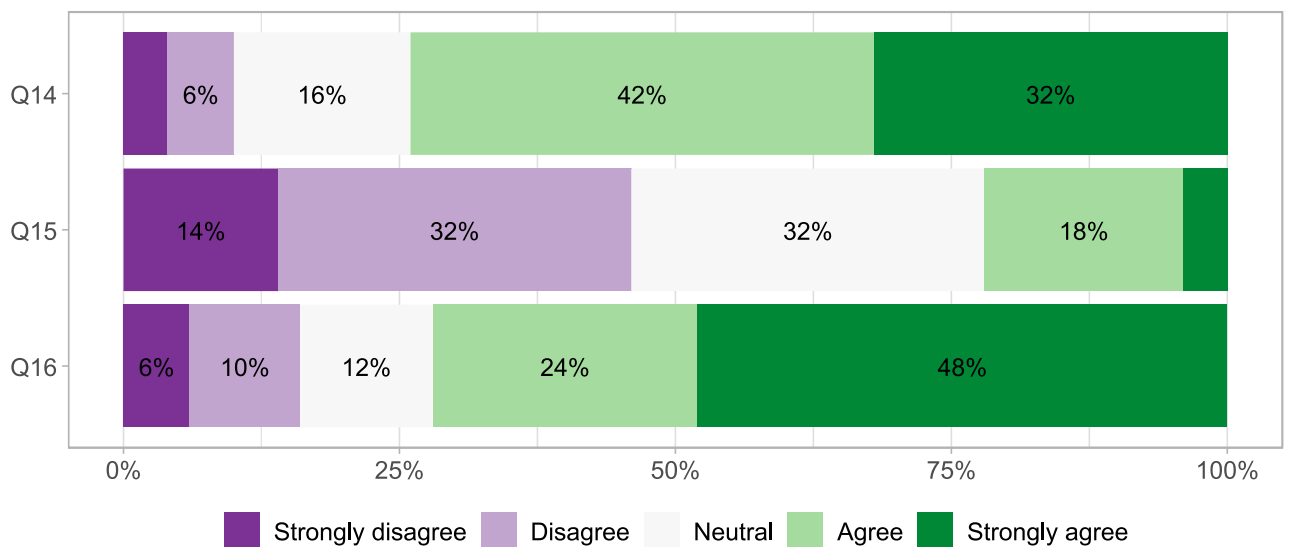
When asked whether they mix English on Instagram for the purpose of practice, 74% of participants provided a positive response. 16% chose the neutral option, while the remaining 10% indicated a negative sentiment. (refer to Q14 on chart 8 below)

In contrast, the responses regarding mixing languages to attract engagement (likes, comments, or shares) were primarily negative. Specifically, 46% of participants reported a

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negative outlook, while 32% remained neutral. Only 18% of the participants provided a positive response to this motivation. (refer to Q15 on chart 8 below)

Finally, the majority of participants agreed with the sentiment that certain expressions are kept in their original language to preserve meaning. Positive responses were reported by 69% of the participants, while 12% were neutral and 16% indicated a negative perspective. (refer to Q16 on chart 8 below)



(Figure 8 7th, 8th, 9th Motivation Question Responses)

4.1.6 Key Findings

In summary, the quantitative findings reveal several key patterns. A majority of participants reported high Instagram usage (66%) and frequent multilingual use on the platform (62%), with strong comfort expressing themselves in English (74%).

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Intra-sentential switching emerged as the most prevalent code-switching type (46%). Regarding motivations, communicating with followers who speak different languages (80%), practicing English (74%), and expressing a modern, global identity (66%) received the highest levels of agreement.

Two motivations received lower levels of agreement. Only 48% of participants agreed that mixing English makes posts appear more professional (38% neutral, 14% negative). And fewer agreed that code-switching attracts engagement (18% positive, 32% neutral, 46% negative).

4.2. Qualitative Results

4.2.1 Introduction

To further supplement the quantitative findings, additional semi-structured interviews were conducted with five willing participants from the questionnaire sample. The researcher ensured their background aligns with the research goal and that their insights were relevant.

Participants were given the choice to answer in either Darja Arabic or English depending on preference. Moreover, the exchanges were recorded then transcribed via Google Gemini. Answers in Darja were roughly translated to English in order to ensure consistency between answers.

In addition, to maintain the anonymity of participants, they will be referenced via letters. (Participant A, Participant B, Participant C, Participant D, Participant E)

The elements present in the interview were designed based on the insights gathered from the questionnaires. The aim with this phase is to contextualize the quantitative

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findings and offer a proper understanding of the “why” behind code-switching on Instagram.

Moreover, the transcripts were thoroughly examined and thematically coded manually for recurring concepts (Braun & Clarke, 2006). Those coded ideas were then grouped under six themes that align with the six questions presented.

Lastly, the integration segments aim to connect qualitative findings to quantitative data in addition to underlying concepts.

4.2.2 Themes

4.2.2.1 Comfortability with English Usage on Instagram

Question 1: "Our survey found that 74% of students feel comfortable expressing themselves in English on Instagram. Do you feel this way? Can you tell me why?"

When asked if they feel comfortable expressing themselves in English on Instagram, all participants agreed, participant A attributed it to how they find it easier to use English than Arabic on digital platforms. *"I can express my emotions better in English than Arabic... I wasn't good at Arabic at all. Even in Darija, I'm not very good at expressing myself like I do in English."*

"English is the most popular used language in this platform, so you have to follow the trend there." Said participant B who stated how their usage of English is the result of its spread among their peers and other users.

On a similar note, Participant C claimed that they find English comfortable to use due to its global nature *"English is a global language... any person can interact with you in*

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English, even if it's not their native language. I feel comfortable, and also the person speaking with you feels comfortable."

Participant D expressed how they find English to be more helpful in describing tangible complex concepts when compared to their native tongue. *"English is basically a more expressive language than Arabic. You can express your feelings and your thoughts using simple words in English."*

As for Participant E, they explained how they use English in order to challenge themselves and to develop their English writing and speaking skills. *"It helps me to evolve my English and try to connect with the other person with English better than Arabic... it makes this discussion more comfortable and more direct."*

Integration:

The questionnaire finding of 74% comfort is explained by emotional preference (A and D), platform trends (B), global accessibility (C), and directness (E). Importantly, no participant expressed discomfort with English on Instagram, which aligns with the low 12% negative response in the survey.

This suggests the fact that the EFL learner sample is more comfortable with English and is therefore more likely to incorporate English into their posts in distinct ways.

4.2.2.2 Specific Instances of Code-switching on Instagram

Question 2: "Can you describe a specific time you used more than one language in an Instagram post or comment?"

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Participants were asked to describe an instance of code-switching on Instagram.

Participant A described how it's incorporated into their comments where they cannot find the right term in Arabic. *"Comments... when I comment on a post, especially when it's an Arab post, when I can't find the right terms to express myself in Arabic, I use English."*

Participant B, D, and E report frequently using it on Instagram story posts in regard to topics that require using Arabic and English alongside each other. *"Usually I use two languages in the Instagram stories, like when I'm talking about something that required using two languages."*

They additionally cite the multimodal feature set and the vast array of features such as font style, font size as the reason why they chose to code-switch on Stories *"I usually do it in my Instagram stories. For example, when I post a picture of a view, I write 'What a view' and then follow it with a sentence in Arabic."* *"Most of the time I use it in story... It's more creative than Arabic."*

"For example... instead of saying 'this is boring,' we say 'cringe.' We speak Arabic and then do code-switching." Said Participant C who described code-switching as being a part of their private Instagram conversations, they further add by claiming that code-switching helps them in communicating with peers who share similar linguistic repertoire or foreign confidants who may not be familiar with Algerian Darja dialect. They additionally cite how words such as “cringe” do not have an equivalent in Arabic.

Integration:

The findings in this segment demonstrate how code-switching can appear through different means, Stories are the most cited which may suggest the possibility that its

multimodal creative design incentivizes self-expression. Private messages and comments are additionally cited as a form of code-switching manifestation.

4.2.2.3 Linguistic Manifestation of Code-switching on Instagram

Question 3: "Where in your posts do you usually mix languages (inside sentences, outside sentences, separate words at the end), and why there?"

When asked where participants mix languages, Participant A and B responded by saying that they prefer to use intra-sentential code-switching (switching inside sentences), *"I think I use it inside of a sentence... Because it helps me figure out how I can properly use the right words."* they clarified afterwards by explaining how they use the other forms depending on the intention and situations *"The most logical one is inside the sentences. Because at the middle of a sentence when you cannot find the right term in Arabic, you switch to another language."*

Participant C selected tag switching because they use code-switching to add additional synonyms after the original statement *"I mostly use the third technique [tag switching] because I feel comfortable with it... I code-switch so that people understand me. For example, I say a sentence in Arabic and then add a word in English."*

Participant D preferred Inter-sentential code-switching due to how they perceive it as being more organized compared to the two other forms *"I think 'outside of sentences.' Like I said, I write a full sentence in English then a full sentence in Arabic... Because it's more organized that way."*

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Participant E selected Tag-switching for its simplistic nature and its stylistic flavor *"One word at the end... tag switching. Like 'bla bla bla... nice!' at the end. It feels comfortable. It's simple and you feel it has style."*

Integration:

The qualitative results follow a similar pattern to the quantitative findings with one exception; Intra-sentential code-switching variant was mentioned by participants A and B who justified their selection by explaining how it flows better and appears to be more logical when compared to the other variants. Meanwhile, Tag-switching was mentioned by two participants as well (Participant C and E) who cite stylistic flavor and simplistic nature as reasoning behind choosing it. These results deviate from the quantitative results where tag switching was less reported. This could possibly be because participants were asked to reflect and explain their reasoning which might have altered their answers. Inter-sentential was still chosen by other participants for reasons such as apparent organization.

This showcases how differently our EFL learner sample approaches the act of code-switching where sentence structure differs depending on the person or the intention.

4.2.2.4 Supported Motivations Behind Code-switching

Question 4: “The survey identified several reasons for mixing languages, such as filling a gap in vocabulary, adding humor, practicing English, or displaying proficiency. Which of these resonate most with your experience, and why?”

Participants were presented with a list of the most frequent motivations behind code-switching uncovered by our research and were asked to select the one they relate to

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the most. Participant A selected a combination of gap-filling, humor, and practice.

However, they vehemently rejected the “showcasing proficiency” motive as they believe it makes them appear “condescending” to others. *"It's almost a mix of these as well. Like, sometimes you need to use it to fill a gap... and to add humor — like 'brain rot' terms in the middle of sentences. And to practice English... 'Showcasing proficiency' — that's like flexing on others. I don't do that. I don't like that."*

In contrast, Participant B supported the “showcasing proficiency” motivation and selected it as their preferable motive. *"I think I'm gonna go with showcasing proficiency. I tend usually to use two languages to show that I can use them both correctly."*

Participant C chose gap filling *"I feel it's mostly filling the gaps. Because there are things we cannot say in Arabic, or things that are not in our culture... you replace them with English. I feel it's a good choice to express an idea, a feeling, or something controversial that doesn't have an Arabic alternative."*

"For practicing English, it's a good way to keep the language in your mind and not forget it. And for adding humor, there are some English expressions that are just funny when you use them." Participant D emphasized how they use code-switching to practice their English and to maintain its presence within their conversations. They further mentioned humor as a secondary motivation.

Following a similar pattern, Participant E chose humor primarily citing how cultural mixing could produce unique comedic situations *"Personally, adding humor... When you mix two languages even in a humor context, it becomes more creative. It's cultural mixing — you bring American cultural elements and put them in an Algerian scenario."*

Integration:

Qualitative interviews mostly follow quantitative findings, participants agreed with motivations such as “adding humor” or “gap filling”, while the “showcasing proficiency” motivation is more divisive when compared to the questionnaire data, with Participant B supporting it and Participant A being opposed to it entirely. This contrast from the quantitative results highlights how students who respond positively to a question on a questionnaire may respond differently when they face scrutiny in an interview.

4.2.2.5 Rejected Motivations Behind Code-switching

Question 5: “Our survey found that only 18% of students mix languages to attract more likes, comments, or shares. Similarly, opinions were mixed on whether using English makes posts seem more professional, with 38% remaining neutral. Do you agree with the majority that these are not strong motivations for you? Or do you find yourself disagreeing? Why do you think these reasons were less popular among students?”

As a follow-up to the previous question, participants were presented afterwards with a list of rejected motivations behind code-switching and were asked if they share the sentiment or if they disagree.

Participant A and B decided to remain neutral because they did not have any strong opinions. *"I'd like to remain neutral because... I usually use Instagram just for scrolling. That's all."* And because they cannot determine if others are using code-switching to gain likes or “attention”. *"I think we don't know the intention of all the people on Instagram. So here I remain neutral."*

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"The first opinion that says people use code-switching to get likes — I don't agree with it. I remain somewhat neutral and say that people use code-switching for professionalism, not for likes, because the language someone speaks is not necessarily to get likes." Participant C held a nuanced stance where they shared the same view as the questionnaire sample regarding the engagement motivation because they believe that mixed language usage on Instagram is not something done for likes or comments for most people. On the other hand, they differed with professionalism motivation where they agreed regarding its usage.

Participant D shared the same stance as the questionnaire sample where they disagreed with the engagement and professionalism motivation *"Yes, I totally agree with the majority. People usually use it because it's easier, not to get likes or to look professional."*

Lastly, Participant E chose to agree with the majority as well in regard to engagement citing how they personally do not use it to draw likes or comments even though they know people do it for that purpose. *"In the case of likes, I don't agree with the students' opinion. I know people who use code-switching to get engagement, but personally no — I use it in stories to be creative."*

As for Professionalism, they agree with the majority and strongly disagree with the sentiment by stating how they find the act of mixing English with Arabic intrinsically informal *"For professionalism, I agree with them that it's impossible to be professional with code-switching. It's always an informal way. You cannot send a professional email and use code-switching — it doesn't work."*

Integration:

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No participant personally endorsed using code-switching to attract likes or engagement. Two participants remained neutral (A and B), two rejected it (C and D), and participant E acknowledged that others do it but distance themselves from the practice. This pattern is close to the quantitative finding that engagement-seeking is a minority motivation.

In regard to professionalism, the opinions were mixed. Participants A and B were neutral, D and E rejected it, while C agreed. This is similarly reflected in the questionnaire's mostly neutral responses (38% of respondents selected the neutral option)

The disparity in responses regarding the "professionalism" motivation might be the results of how each person implements code-switching differently. Participant C describes using it to promote a global professional image, while Participant E views code-switching as an informal tool used to bring humor to a post or a conversation.

Perception is another factor encountered in the interview where attitudes may differ depending on how the participant might perceive the question. Professionalism motivation might illicit agreement if the participant uses code-switching to promote a global professional image, while another participant who views code-switching as an informal tool used to bring humor to a post or a conversation might strongly disagree with said motivation.

4.2.2.6 Final Remarks Regarding Code-switching on Instagram

Before concluding, participants were asked if there was anything we had not discussed that felt important to them. Participant A, B, D, and E all expressed satisfaction with the discussion and shared how they believe that every major point was covered.

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Participant C, however, provided additional reflections about their code-switching perspective; they expressed how there is a mutual responsibility between the user of code-switching and the person at the other end of the conversation. *"I hope that when someone speaks with you and uses code-switching, you try to learn from them, or ask about the meaning of the word. Because you benefit from them — it doesn't mean this person came to get likes or to show off how many languages they speak. And the second person who uses code-switching should at least try to understand those who don't understand English, meaning they shouldn't rely on it too much. In the end, I see code-switching as a good point — it helps a person benefit and gets the idea across in a way that 'lo' without you feeling it, and their subconscious benefits from you and it might motivate them to start speaking English."*

Interpretation:

The response offered by A, B, D, and E further supports how they felt the interview was adequate and covered their feelings regarding code-switching on Instagram.

Participant C's answer highlights how the person using code-switching should be more aware of the people engaging with their posts and how they may not be as familiar with English. On the other hand, they believe the person reading or listening should be open to other forms of speech. This response displays how the perception of code-switching on the receiving end is valuable as well.

4.2.2 Conclusion

The detailed answers offered by the participants have provided substantial context to the quantitative data gathered, as well as to bring depth and nuance to the study.

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The upcoming part is the discussion chapter where we analyze the findings of this research in relation to previous literature within the same field. This includes drawing comparisons, highlighting differences, and discussing any limitations.

5. Discussion

5.1 Code-switching Manifestation: Interpretation and Comparison with Previous Literature

Between the three code-switching variants, intra-sentential code-switching was the most frequent (46%); this aligns with other studies such as Hilda et al.'s (2022) research which uncovered how 56% of participants reported using the intra-sentential variant.

Ismail et al.'s (2023) research similarly identified intra-sentential as being the most dominant type. Although this work is purely qualitative, which differs in the method of data collection in comparison to our research.

This consistent pattern between different studies across varying regions suggests that the preference for intra-sentential is not shaped by the user's linguistic background but also by the Instagram platform that may incentivize this form in written communication.

Schwarz (2025) has observed a noticeable shift from inter-sentential to intra-sentential code-switching on Instagram between 2014 and 2025; they attribute this change to Instagram's concise communication style which would encourage the seamless and brief intra-sentential code-switching variant.

Another possible interpretation is because the text is better formatted by the Instagram interface when it is integrated within and is therefore more readable than separating sentences or using individual phrases at the end. This can be examined in Arabic and English text, two languages that are read in opposite directions and are often hard to parse when mixed together incorrectly (Unicode Consortium, 2025).

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For example, an Arabic sentence flows right-to-left, but inserting an English word, which reads left-to-right after a comma, requires the reader to switch direction mid-sentence. Intra-sentential switching, by embedding the English word within the Arabic linguistic structure, may make this switch less jarring than placing full English sentences or isolated tags at the boundaries.

While written captions may favor intra-sentential mixing in specific cases, spoken video content may create different limitations.

Daulay (2024) noted how tag-switching was very common in short-form videos such as Instagram reels or TikTok shorts. The spread of code-switching on Instagram across different formats aligns with our study which uncovered that interview participants use code-switching on stories or posts that feature videos.

The presence of tag-switching on short-form videos was further explored by Kartika et al. (2020) who examined code-switching in video content. They found tag-switching to be very frequent in spoken/visual medium. This ties to how participants E and C chose tag-switching in the interview over other forms due to how they perceive it as being spontaneous and easy to use in casual settings.

These findings suggest that while intra-sentential code-switching remains to be the most preferred form, users appear to be more open to using other forms depending on the format of the post. This suggests that multimodal features such as video components could alter the way a speaker might vocalize their ideas.

This might be because certain non-native speakers might face difficulties attempting to mix language in the middle of a sentence while recording videos. Therefore, to

compensate, they use tag-switching which is easier to implement. Umpornpun (2021) similarly claimed the following; *“single-word and tag switches are simpler or easier ways to code-switch, as participants are only inserting one word into a largely monolingual utterance”*.

5.2 Code-switching Motivations: Interpretation and Comparison with Previous Literature

5.2.1 Linguistic Motivations and Functions

The research found that 72% of participants use code-switching when they are unable to identify a specific term in their native language. This aligns with Daulay (2024) who found that a common reason behind code-switching is a lack of competence.

In contrast, Leong, K. Y. (2021) challenged this perspective and suggested that switches are for stylistic reasons rather than due to a lack of competence. While this work offers relevant insights, it must be noted that English is a very common language used fluently by a substantial number of individuals in Malaysia, the country where this research was conducted.

This aspect could alter the study and produce different results from countries such as Algeria where English is viewed as a secondary non-official language.

The interviews conducted additionally support the fact that certain languages such as the Algerian dialect lack adequate terminology to describe abstract or complex concepts thoroughly. These gaps may then lead the speaker to implement other languages to compensate such as French (Sadi & Nabil, 2018).

This act naturally extends from French to English with the EFL sample implementing it in their speech to deliver said abstract concepts, Participant C elaborates; *"I feel it's mostly filling the gaps. Because there are things we cannot say in Arabic, or things that are not in our culture... you replace them with English. I feel it's a good choice to express an idea, a feeling, or something controversial that doesn't have an Arabic alternative."*

This move from French-Arabic to English-Arabic code-switching on Instagram could possibly be the result of how English has a higher worldwide reach than French (Seidlhofer 2011). Additionally, Instagram is an English-first platform that incentivizes the user to use English if they want their posts to be seen by the largest possible group of users.

While using code-switching to fill a language gap is common, many users elect to apply it instead to connect and deliver ideas to individuals that may not share their first language. In this study, when asked if code-switching assists in connecting with followers who speak different languages, 80% of participants provided a positive response.

This aligns with other works such as Daulay's (2024) study as well. They stated how bilingual users typically use code-switching when communicating with other foreign speakers to ensure that their speech is understood. This sentiment is similarly expressed by Participant C who shared how they use English due to its reach and comfort; *"any person can interact with you in English, even if it's not their native language. I feel comfortable, and also the person speaking with you feels comfortable."*

The emphasis on comfort from participant C suggests that code-switching can be more than a tool to deliver information but can also serve as a common ground between

two individuals of different linguistic backgrounds. Giles (2016) found that this commonality might build trust between the two parties and lead to both being comfortable and receptive.

Granted, Belaidouni et al. (2024) highlights that over-reliance on code-switching could prevent users with limited linguistic repertoires from understanding the contents of an online post. Participant C discussed a similar concept when they reflected on the relationship between the speaker and the listener on Instagram, they noted that speaker or writer should ensure that their speech or text is accessible, while they encourage the people on the receiving end to be open to alternative forms of speech.

5.2.2. Social Motivations and Functions

With the linguistically centered motivations analyzed and interpreted, what remains is to examine the social motivations behind code-switching. 66% of participants in this study provided a positive response when asked if mixing languages helps them express a modern, global identity.

This is in line with Ibarra (2023) who stated that Instagram's environment encourages the blending of languages such as Spanish, Basque, and English in order to convey identity and display modernity.

The explanation for this motivation being common is possibly due to how in the modern age, interactions with individuals from different cultural and linguistic backgrounds became noticeably easier due to Instagram and other platforms. This spread has encouraged people to use global languages and code-switching to cultivate a presence that is modern, open-minded, and global.

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Another finding present in our research concerns showcasing language proficiency, 74% agreed with this motivation. El Nahal (2024) uncovered similar results and found that influencers opt to use code-switching to signal linguistic competence in their short-form videos.

When interview participants in our research were asked if they agreed with this motivation, participant B supported it and stated *"I think I'm gonna go with showcasing proficiency. I tend usually to use two languages to show that I can use them both correctly."* This response is contrasted by participant A who opposed this motivation and stated *"'Showcasing proficiency' that's like flexing on others. I don't do that. I don't like that."*

The stark difference in responses could be due to the intrinsic function they assign to code-switching, while a person might use it purely to deliver information, for another person, it would function as a superficial tool used to add appeal, or to appear charming to followers.

This dilemma suggests that code-switching does not necessarily have to serve a linguistic function to be used and the display of linguistic knowledge can be a justifiable reason for many.

Another contentious motivation is the “professionalism” motivation. Studies such as Belaidouni et al.’s (2024) research report that individuals use code-switching with English or French due to how they often carry a perceived sense of prestige and professionalism in several cultures.

However, in contrast our research uncovered that opinions were mixed on whether using English makes posts seem more professional, with 38% remaining neutral. As for

interview results, it remained mixed, participant E shared how they think code-switching is intrinsically informal and cannot be applied in professional settings. Participant C, on the other hand, held a different stance and expressed how code-switching can be used to promote professionalism.

The contrast between Belaidouni et al.'s (2024) research and ours is possibly due to how both examine different sample populations, the first analyzed Algerian online merchants on Facebook, while our work examines EFL learners.

Lastly, Engagement seeking motivation was the least frequent with 46% of participants reporting a negative outlook. None of the interview participants supported this motivation as well, however participant E recognizes that there are figures that use code-switching to draw engagement and increase their growth.

Based on the low frequency and negative reception, it can be reasoned that engagement gain is an irrelevant motivation for our EFL learner sample in comparison to influencer samples such as the one examined by Schwarz (2024) that uncovered that Influencers alter their language and implement code-switching to draw new viewers.

5.3. Limitations of the Research

This study has several limitations that need to be addressed. Firstly, the sample size was at 50 participants, while it was adequate for this small-scale master 2 research, the relatively small sample made it difficult to generalize findings beyond the EFL learner cohort at Khenchela University.

As for the research focus, this study primarily focuses on how and why code-switching manifests amongst the EFL learner sample at Khenchela University. This means

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that other aspects were not explored as in depth due to being out of scale such as the influence of gender on code-switching, other excluded aspects will be mentioned in the “Recommendations for future research” segment.

While the materials used to gather data were modeled after pre-existing tools within the same research field, and the supervisor approved of the items after examining them thoroughly. It must be noted that no pilot test was conducted before distributing the questionnaire to participants.

The interviews served their purpose, and the participants have offered relevant answers, however the average duration of each interview was 10 minutes

This limitation has left several new emergent concepts underexplored. And the participants did not engage with the final remarks question with the exception of participant C and E.

5.4. Recommendations for Future Research

Future researchers could approach this research topic with a larger sample of students to enhance generalization. Moreover, distributing questionnaires across different universities would produce richer results.

Additionally, there are aspects that could be explored by future researchers. The first is the influence of gender. this study primarily focuses on students’ attitude regardless of gender, separating the sample into a male and a female group and gathering data from each group could lead to new insights.

Another aspect that could be explored is code-switching on a similar platform such as TikTok and Snapchat and the many intricacies present within.

Lastly, an exploratory sequential design approach could possibly lead to different results and discoveries than the explanatory sequential design method used in this study.

5.5. Conclusion

This research explored how code-switching manifests and why it is used among the EFL learner cohort at Abbes Laghrour University Khenchela on Instagram, focusing on both its forms and the different linguistic and social motivations behind it. The findings show that intra-sentential code-switching is the most frequent type, which is in line with previous studies. This suggests that Instagram itself plays a role in encouraging this pattern due to its preference for short, smooth, and integrated forms of communication. On the other hand, the findings suggest tag-switching may appear more in video-based content, where users rely more on spontaneous speech and simplicity.

Regarding motivations, the most reported reason for code-switching is still linguistic, especially when participants cannot find the right term in their native language. In these cases, English is often used to fill lexical gaps and express ideas that are either abstract or not fully covered in Arabic. However, code-switching is not only used for linguistic reasons.

It also serves social functions, such as connecting with a wider audience, expressing a modern, global identity, and in some cases showing language proficiency. At the same time, motivations like gaining engagement or appearing more professional were less consistent across participants, showing that these reasons are not equally important for all learners.

6. Conclusions

This study has sought to fill an underexamined research gap regarding how code-switching is utilized by an EFL learner sample population on Instagram. The data collected has been utilized to highlight which form of code-switching is the most frequent among the sample. In addition, this research has attempted to measure which form motivation is the most frequent amongst the participants.

The methodology of choice for this work has been the explanatory sequential mixed methods design approach. This method was selected due to how it enables the researcher to gather objective quantitative data via the first phase, then apply additional contextual findings based on the discoveries made in the qualitative second phase.

The findings gathered have assisted the researcher in answering the research questions they have sought to answer at the start of their study, with those questions being the following:

1. Which type of code-switching (intra-sentential, inter-sentential, or tag-switching) is most commonly used by EFL learners at Abbes Laghrour University Khenchela on Instagram?

Answer: intra-sentential was found to be the most frequent form of code-switching. When asked if they implement it on Instagram, 46% selected “agree” and “strongly agree”. Interview participants justified their choice by explaining how they find it to be logical and natural.

2. To what extent do EFL learners at Khenchela University resort to English code-switching on Instagram when they cannot find a specific term or abstract expression in their native Algerian Arabic dialect?

Answer: 72% of participants use code-switching when they are unable to identify a specific term in their native language. Interview participants cite English's ability to be used to deliver abstract or controversial terms.

3. To what degree do Algerian EFL learners use English code-switching on Instagram because of social and pragmatic purposes?

Answer: Social motivations such as expressing a modern, global identity (66%), showcasing language proficiency (74%) incorporating English adds humor or creativity to posts (60%) received the highest levels of agreement. Participant E attributes his choice of code-switching to how it assists them in creating unique cross-cultural comedic scenarios.

Limitations once again must be mentioned. The relatively small, sample ($n = 50$) restricts the generalizability of the findings to the broader Algerian EFL population. The qualitative phase, while offering relevant insights, the interviews were relatively brief and left some emergent themes underexplored. Additionally, no pilot test was conducted on the questionnaire, although the instruments were based on validated prior research.

To conclude, in regard to implications, the findings indicate that for the EFL learner sample drawn from Khenchela University, Instagram functions as a personalized linguistic space where English is integrated into Arabic to compensate for lexical shortcomings, and

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to project a modern global identity. The strong preference for intra-sentential switching reflects not only user linguistic preference but also the platform's bias towards compact, concise text.

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Appendix

Appendix A : Questionnaire document

Questionnaire:

Key Terminology:

Code Switching: the practice of using two or more languages in the same conversation, sentence, or digital post.

Questionnaire aims:

The questionnaire at hand seeks to Measure Instagram use, general language habits, code-switching frequency, and the different motivations behind CS among EFL learners at Abbes Laghrour University Khenchela.

Please answer the following questions:

Age: ☐ 19-21 ☐ 21-25 ☐ 25+

Gender: ☐ Male ☐ Female

Level: ☐ Licence 2 ☐ Licence 3 ☐ Master 1

A. Instagram use:

1. I use Instagram frequently.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

2. I post or share content on Instagram regularly.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

3. I use more than one language in my Instagram posts/comments/stories.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

4. I feel comfortable expressing myself in English on Instagram.

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

B. Manifestation of code-switching:

5. I switch languages within the same sentence on Instagram.

(e.g., “I like the جو here.”).

☐ Not at all ☐ Rarely ☐ Some of the time ☐ Most of the time ☐ All the time

6. I switch languages between sentences or clauses on Instagram.

(e.g., “What’s up, وش راك خويا؟”)

☐ Not at all ☐ Rarely ☐ Some of the time ☐ Most of the time ☐ All the time

7. I insert single words or short phrases from another language into my posts/comments.

(e.g., “You did well, أحسنت”)

☐ Not at all ☐ Rarely ☐ Some of the time ☐ Most of the time ☐ All the time

C. Motivations behind code-switching:

8. I code-switch when I cannot find the right word in my first language.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

9. Mixing languages helps me express a modern, global identity.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

10. Mixing English allows me to showcase my English proficiency.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

11. Code-switching helps me connect with followers who speak different languages.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

12. Mixing English makes my posts seem more professional.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

13. I mix languages to add humor or creativity to my posts.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

14. As an EFL learner, I use English on Instagram to practice.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

15. I mix languages to attract more likes, comments, or shares.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

16. Some expressions lose meaning when translated so I keep them in the original language.

☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

Your participation is kindly appreciated.

2/2

Appendix B : Interview document

Interview:

Interview goals:

To shed light on the personal experiences of EFL learners that use code-switching on Instagram, this interview will explore how they use CS in addition to their personal nuanced reasoning behind it.

Consent and disclosure:

Participants will remain anonymous and their answers will only be recorded once their consent is obtained, answers in written form will be accepted from students that are opposed to having their voice recorded.

Questions:

1. Our survey found that over 74% of students feel comfortable expressing themselves in English on Instagram. Do you feel this way? Can you tell me why?
2. Can you describe a specific time you used more than one language in an Instagram post or comment?

3. Where in your posts do you usually mix languages (Inside of sentences, outside of sentences, separate words at the end), and why there?
4. The survey identified several reasons for mixing languages, such as filling a gap in vocabulary, adding humor, practicing English, or showcasing proficiency. Which of these resonate most with your experience, and why?
5. Our survey found that only 18% of students mix languages to attract more likes, comments, or shares. Similarly, opinions were mixed on whether mixing English makes posts seem more professional, with 38% remaining neutral. Do you agree with the majority that these are not strong motivations for you? Or do you find yourself disagreeing? Why do you think these reasons were less popular among students?
6. Is there anything about mixing languages on Instagram that we haven't discussed that feels important to you?

Appendix C : Interview transcription

Transcription (with google gemini)

Interview Transcription: Participant A

Topic: The Relationship Between Code-switching and Instagram Usage

Source:

Interviewer: ياخي هذوك اللي يستعملوا مثلاً لونغلي والعربية مع بعضهاها هكا في الكود سويتشينق؟ هكاك بعد.

هايا خلينا نبدأو ترا. شوف، رانا مع بارتيسيبيانت أ دركا، رانا في الانتيرفيو على العلاقة ما بين كود سويتشينق

Question راح نسقسيك وأنت جابوب عليهم على حساب كل وحدة. عندك دركا **five questions** وانستقرام. عندنا

1: Our survey found that 74% of students feel comfortable expressing themselves in English on Instagram. Do you feel this way? Can you tell me why?

Participant A: First of all, hello. The question says over 74% of students feel comfortable expressing themselves in English on Instagram. How do I feel? Well, I feel the same way as these people because...

Interviewer: Can you put it in words maybe?

Participant A: Yeah, I feel when expressing myself in English, I feel better. Like, I can express my emotions better in English than Arabic. Because, maybe it's a background or it's something that I have carried along the way when I was learning English or... Like, I wasn't good at Arabic at all. **like I do in English.** حتى في الدارجة مانيش قاع قاوي في التعبير.

Interviewer: Nice. On to the next question. **Question 2:** Can you describe a specific time you used more than one language in an Instagram post or comment?

Participant A: I do frequently. Like what this interview is about—code-switching. I use code-switching almost all the time.

Interviewer: Nice, **can you describe like maybe an instance of it?** Maybe on a post or a comment, maybe on your profile?

Participant A: I mean, Instagram specifically? Oh, Instagram, okay. Social media. Yes, I do. Comments. I comment—I don't comment frequently, but when I do comment on a post, especially when it's an Arab post (it's a post in Arabic), when I can't find the right terms to express myself in Arabic, I use English.

Interviewer: Nice, yeah. As for the **third question:** Where in your posts do you usually mix languages? Inside of sentences, outside of sentences, or separate words at the end? And why there? نعطيك إكزومبل:

- كيفاه تجي؟ شغل تقول جملة عربية ومن بعد تجي كلمة أونقلي في النص **Inside of sentences:** عندك ومن بعد جملة عربية.
- تسمى تمشي جملة عربية، جملة أونقلي، جملة عربية: **Outside of sentences:** الثانية
- تسمى جملة كاملة عربية ومن بعد تقول كلمة أونقلي على اللخر **Separate words at the end:** الثالثة

وشمن وحدة تحس روحك تستعملها أكثر؟

Participant A: Well, I can't actually recall about this. I mostly use a mix of them. Like, sometimes the term is used in the middle of the sentence, or the sentence is completely written in English then I use some Arab words, or vice-versa. It's basically a mix of all these, yeah.

Interviewer: So, **comfortable** بالنسبة ليك؟ تحسها **more appropriate** وشمن وحدة تحسها **more** تجي تستعملها؟ تحسها شغل حطها في نص داخل الجمل ولا برا الجمل ولا كلمة وحدة برك؟ وشمن وحدة تحسها **logical**؟

Participant A: The most logical one is inside the sentences. Because at the middle of a sentence when you cannot find the right term in Arabic, you switch to another language that you know—maybe English, maybe French.

Interviewer: Nice. Donc, **fourth question:** The survey identified several reasons for mixing languages, such as filling a gap in vocabulary, adding humor, practicing English, or showcasing proficiency. Which one of these resonates the most with you?

Participant A: It's almost a mix of these as well. Like, sometimes you need to use it to fill a gap in English, or to add humor—like "brain rot" terms in the middle of sentences. And to practice English—it's basically when you use English, you are practicing English. "Showcasing proficiency"—that's like flexing on others. I don't do that. I don't like that.

Interviewer: So you're saying that you do choose each one depending on the situation?

Participant A: Yes, exactly.

Interviewer: Fifth question: Our survey found that only 18% of students mix languages to attract more likes, comments, or shares. Do you agree with the majority that these are not strong motivations for you?

شغل كاين موتيفايشنز ذكرنا قبل موتيفايشنز بوبيلار ياخي؟ ودرك نذكروا موتيفايشنز أنبوبيلار ما يتفقوش معاهم الطلبة. معظمهم (18%) ما تفقوش. تافق مع رايهم هذا بلي ماهمش بوبيلار ولا عندك رأي واحد آخر؟

Participant A: Well... it's kind of ambiguous. I'd like to remain neutral because... I usually use Instagram just for scrolling. That's all.

Interviewer: Finally, **last question:** Is there anything about mixing languages on Instagram that we haven't discussed that feels important to you?

Participant A: Well, I think that you have covered all the aspects that you need.

Interview Transcription: Participant B

Topic: The Relationship Between Code-switching and Instagram Usage

Source:

Interviewer: Participant B راح يكونوا six questions ، عندنا questions درك. رانا انترفيو تاينا في الـ
على موضوع ريليشنشيپ ما بين انستقرام وكود سويتشينق.

Participant B: هادي وحدة.

Interviewer: Question 1: Our survey found that 88% of students feel comfortable expressing themselves in English on Instagram. Do you feel this way?

Participant B: Yes, I feel comfortable using Instagram in this platform because English is the most popular used language in this platform, so you have to follow the trend there.

Interviewer: Question 2: Can you describe a specific time you used more than one language on an Instagram post or comment?

Participant B: Yeah, usually I use two languages in the Instagram stories, like when I'm talking about something that required using two languages.

Interviewer: Nice. **Third question:** Where in your posts do you usually mix languages? Inside of sentences, outside of sentences, separate words at the end? نعطيكم إكسبلانيشن ثاني.

Participant B: I think I use it inside of a sentence.

Interviewer: "I like the جو here" ولا "I like the vibe here". إكزومبل تقول

Participant B: Yes, yes.

Interviewer: Can you tell me why? The reason like why you chose it?

Participant B: Because it helps me figure out how I can properly use the right words.

Interviewer: Fourth question: The survey identified several reasons for mixing languages, such as filling a gap in vocabulary, adding humor, practicing English or showcasing proficiency. Which one would you choose as your most primary motivation?

Participant B: I think I'm gonna go with showcasing proficiency. I tend usually to use two languages to show that I can use them both correctly.

Interviewer: Fifth question: Our survey found that only 18% of students mix languages to attract more likes. Do you agree with this stance?

في الكايس هادي، كاين موتيفايشنز ذكرنا قبل بوبيلار ياخي؟ ودرك نذكروا موتيفايشنز أنبوبيلار ما يتفقوش معاهم الطلبة. تافق مع رايبهم هذا بلي ماهمش بوبيلار ولا عندك رأي واحد آخر؟

Participant B: In this case, I'm gonna disagree with the popular opinion that people use both languages to get likes or seek attention. I think we don't know the intention of all the people on Instagram. So here I remain neutral.

Interviewer: Final question: Is there anything about mixing languages on Instagram that we haven't discussed?

Participant B: I think it's enough here. We covered all the aspects, the most important points in this interview phenomenon.

Interview Transcription: Participant C

Topic :The Relationship Between Code-switching and Instagram Usage

Participants :Interviewer and Participant C

Interviewer : عندنا درك بارتيسيبيانت سي في الانتيرفيو تاينا على الريليشنشيب ما بين كود سويتشينق وانستقرام.

Question 1 :Our survey found that 88% of students feel comfortable expressing themselves in English on Instagram. Do you feel this way? Can you tell me why نترجمها ؟ بالدارجة؟

Participant C : عاوديلي برك الكيستيون.

Interviewer : شغل الكيستيون اللول بلي 88% من البارتيسيبيانتس يحسوا رواحهم كنفورتابل كي يستعملوا اللونقلي على انستقرام. إذا تافق مع الراي هذا ولا لالا؟ وإذا تقدر تقولي وعلاه؟ شغل تعليقك.

Participant C : متفق معاك في الكيستيون هادي اللي قلتيها باللي الناس يستعملوا الكود سويتشينق في الانستقرام. نحس روجي كنفورتابل باش نقدر نوصل ليزيدي نتاعي، لأن اللغة الإنجليزية كيما نعرفو كامل ولات لغة عالمية، وكما أي شخص يقدر يتعامل معاك بالإنجليزية ولا حتى ما هيش اللغة الأم نتاعو. يعني **it's a global language** نقولو نكون كنفورتابل، وزيادة على ذلك الشخص اللي يكون يتحدث معاك حتى هو يكون كنفورتابل لأنك تحكي بلغة حتى هو يتحدثها وممكن عندو عليها فكرة، يعني الناس يفهموها.

Interviewer : درك: تقدر ديرلي ديسكريبشن تاع سبيسييفيك تايم استعملت فيه كود **Second question :** مليح. سويتشينق على انستقرام، في بوست ولا كومنت؟ قولي إذا استعملتها في بوست ولا كومنت ولا ستوري وكيفاه قدمتها؟

ما **such a feel**: نحكي مثلاً على انستقرام، كاين حوايج ما نجموش نوصفوهم بالعربية ولا عندك **Participant C** تقدرش توصلو مثلاً بالعربية. كيما نقولو كلمة، نكونو نحكيو مع صحابنا، وواحد يدير حاجة ما تقدرش نقولو "هذا (نمشيو مثلاً بالسياق هذا، نكونو نهضرو عربية ونديرو كود سويتشنيق. **cringe**ممل"، نقولو "كرينج")

: تسمى شغل في الكونسرفايشنز في الميسنجر مثلاً؟ تسمى هنا تستعملها برايمرلي ناياف؟ **Interviewer**

: نستعملها، بصح ماشي برايمرلي. أحياناً كاين ناس ما يفهموش الإنجليزية نحكيو معاهم عادي، **Participant C** بصح بين صحابي اللي يتحدثو الإنجليزية نديرو معاهم كود سويتشنيق وعادي.

درك: وين **Third question**: تسمى في الدايلي كونفرسيشنز مع صحابك تستعمل كود سويتشنيق. **Interviewer** في البوست تاعك تخلط اللغات؟ عندنا 3 أنواع:

1. **Inside of sentences.** جملة أونقلي وفي نصها تلوح كلمة عربية (أو العكس).
2. **Outside of sentences.** جملة أونقلي، جملة عربية، جملة أونقلي.
3. **at the end.**: تلوح كلمة برك على اللخر خالص (**Tag switching**).

وشمن وحدة تستعملها كثر؟

: أنا غالباً نستعمل التقنية الثالثة، لأنني نرتاح فيها. ساعات كي نهدر ما نستعملش الكود سويتشنيق **Participant C** باش نخلط بين اللغات، بصح نكود سويتشي باش يفهموني. مثلاً نقول جملة بالعربية ومن بعد نلوح كلمة بالأونقلي، ولا العكس نكون نهدر بالأونقلي ونلوح كلمة بالعربية، نخلطو هكا يعني نستعملها كشرح، ماشي كحاجة ثقافية.

: تحسها ساهلة كي ديرها؟ ولا تحسها أقرب باش توصل الفكرة؟ **Interviewer**

(**synonym**: نستعملها ماشي باش نوصل فكرة، بصح كأني نمد لواحد سينونيم **Participant C**) غير مباشرة نفهمو واش قلت.

: ستايل؟ تحسها داخلية في الستايل؟ **Interviewer**

: هكاك، داخلية في الستايل ومليحة كي تحكي مع واحد وتفهمو واش راك تهدر. **Participant C**

: لقيت في الريسيرتش تاعي بلي كاين قده من ريزن باش **fourth question**: ناييس. درك عندنا **Interviewer**
يستعملو الكود سويتشينق:

- **Filling a gap in vocabulary**
- **Adding humor**
- **Practicing English**
- **Showcasing proficiency**

وشمن وحدة تافق معاها كثر؟

. باسكو كاين حوايج ما نقدرش نهضروهم بالعربية ولا **filling the gaps**: أنا نحسها كثر تاع **Participant C**
كاين حوايج ما كانش في الكالتشر نتاعنا، تعوضهم باللغة الإنجليزية هكا. نحسو خيار مليح باش توصل فكرة ولا شعور
ما كانش البديل تاعها بالعربية. أنا نفضل هاذي. **controversial** ولا حاجة

: هدرنا على البوبيلار موتيفاشنز، درك نفوتو للأنبوبيلار موتيفاشنز **fifth question**: مليح. درك **Interviewer**
اللي الطلبة مش متفقين عليهم بزاف:

1. 18% برك اللي يتفقو بلي يستعملو كود سويتشينق باش يجيبو لا بكس وكومنتس وشيرز.
2. ، بصح جاو فيها نيوترال **more professional** الموتيفاشن الثانية هي أن الأونقلي تخلي البوست بيان **neutral**.)

تافق مع الآراء هاذي؟

: الراي اللول اللي يقول بلي كاين ناس تستعمل كود سويتشينق باش ينالو إعجابات، أنا ما نتفقش **Participant C**
(**professionalism** معاها. أنا نكون حيادي شوية، ونقولك بلي الناس يستعملو كود سويتشينق مثلاً في الاحترافية)
كيما قلت نتايا، وماشي على جال الإعجابات، لأن اللغة واش الواحد يحكي بيها ماشي شرط باش ينال إعجاب، خصوصاً
كي تستعمل كود سويتشينق مع ناس تحكي أونقلي، تسمى راك حاب توصل أفكار برك.

: تسمى الموتيفاشن تاع اللايكس نتا ضدها، بصح تاع البروفيسيوناليزم تافق معاها؟ **Interviewer**

: أكيد، نتفق معاها. **Participant C**

Interviewer :Final question كاش ما كاين حاجة تحب تضيفها ما ذكرناهاش على الكود سويتشينق؟ كاش

فكرة؟

Participant C : نتمنى الناس كي يكون يحكي معاك واحد يحاول يستفاد منو كي يستعمل كود سويتشينق، ولا يسألو

على معنى الكلمة، باسكو تستفاد منو ماشي يعني هذا الإنسان جا باش ينال إعجاب ولا يحب بيان بلي يتحدث شحال من لغة. والشخص الثاني اللي يدير كود سويتشينق، على الأقل يحاول يفهم الأشخاص اللي ما يفهموش الإنجليزية، يعني ما يعتمد عليها بزاف. وفي الأخير نشوف الكود سويتشينق نقطة مليحة، تخلي الإنسان يستفاد وتوصل الفكرة بطريقة "تفوت" هكا ما تحسش ليها، واللاوعي تاعو يستفاد منك وممكن يكون محفز ليه باش يبدا يحكي إنجليزي.

Interviewer. ناييس. ثانك يو.

Interview Transcription: Participant D

Topic: The Relationship Between Code-switching and Instagram Usage

Participants: Interviewer and Participant D

Interviewer: رانا مع بارتيسيبيانت دي دركا. رانا في الانتيرفيو على العلاقة ما بين كود سويتشينق وانستغرام. عندنا

Question 1: Our survey found that 88% of students feel comfortable expressing themselves in English on Instagram. Do you feel this way? Can you tell me why?

Participant D: Yes, I do feel this way because English is basically a more expressive language than Arabic. You can express your feelings and your thoughts using simple words in English.

Interviewer: Nice. On to the next question. **Question 2:** Can you describe a specific time you used more than one language in an Instagram post or comment?

Participant D: Yes, I usually do it in my Instagram stories. For example, when I post a picture of a view or something, I write "What a view" and then follow it with a sentence in Arabic.

Interviewer: ناييس. تسمى شغل تستعملها في الستوريز كثر؟

Participant D: Yes.

Interviewer: **Question 3:** Where in your posts do you usually mix languages? Inside of sentences, outside of sentences, or separate words at the end?

Participant D: I think "outside of sentences." Like I said, I write a full sentence in English then a full sentence in Arabic.

Interviewer: Why there exactly?

Participant D: Because it's more organized that way.

Interviewer: **Question 4:** The survey identified several reasons for mixing languages, such as filling a gap in vocabulary, adding humor, practicing English, or showcasing proficiency. Which one of these resonates the most with your experience?

Participant D: I think "practicing English" and "adding humor."

Interviewer: Can you tell me why?

Participant D: Well, for practicing English, it's a good way to keep the language in your mind and not forget it. And for adding humor, there are some English expressions that are just funny when you use them.

Interviewer: Question 5: Our survey found that only 18% of students mix languages to attract more likes, comments, or shares. Similarly, 38% remained neutral on whether English makes posts seem more professional. Do you agree with the majority that these are not strong motivations?

Participant D: Yes, I totally agree. People usually use it because it's easier, not to get likes or to look professional.

Interviewer: Finally, **last question:** Is there anything about mixing languages on Instagram that we haven't discussed that feels important to you?

Participant D: No, I think we covered everything.

Interviewer: I think we can wrap up now. Thank you.

Participant D: You're welcome.

Interview Transcription: Participant E

Topic :The Relationship Between Code-switching and Instagram Usage

Participants :Interviewer and Participant E

Interviewer (Question 1 :Our survey found that 88% of students feel comfortable expressing themselves in English on Instagram. Do you feel this way? Can you tell me why.عندنا 5 ولا 6 كويستشنز. E: أيا، انتيرفيو دركا مع بارتيسيبيانت إي ? تقدر تهدر بالعربية ثاني إذا تحب.

Participant E :Yes, I feel comfortable because it helps me to evolve my English and try to, like, connect with the other person with English better than Arabic. Because, like, it makes this discussion more comfortable and more, like, how I say... direct.

Interviewer :Direct, okay. **Question 2** :Can you describe a specific time you used more than one language in an Instagram post or comment ? شغل تقدر توصفلي فاصو ولا إذا درت ستوري ولا بوست ولا كومنت؟

Participant E :Most of the time I use it in story.

Interviewer :Story caption text؟ شغل ديرها في الـ

Participant E :Yeah. It's more creative than Arabic.

Interviewer : تسمى شغل تبديل الفونت وتبديل الحجم تاع الكتيبة بلاك؟

Participant E :Yes.

Interviewer :Nice. **Third question** :Where in your posts do you usually mix languages? Inside of sentences, outside of sentences, or separate words at the end:نعطيك إكزومبل؟

- **Inside of sentences** "I like the جو here." تقول
- **Outside of sentences** : تمشي جملة عربية، جملة أونقلي.

Participant E :I use it to form a comedy sentence تخلط لا كوميدي، شغل ساعات كي تحب دير لونيقي والعربية، تجي مليحة.

تكون بروفيسيونال بالكود سويتشينق. ديما ديما فيها impossible، أنا معاهم بلي professionalism أما في informal way. ما تقدرش مثلاً تبعت إيميل بروفيسيونال وتدير فيه كود سويتشينق، ما يصلحش.

Interviewer :Final question : كاش ما كاين حاجة ما ذكرناهاش تحب تزيدها؟

Participant E :All right.

Interviewer. : ثانك يو.