Arabic-English Code-Switching among KKU Students on Social Media “Twitter”

Norah Mohammed Alamri
King Khalid University, Saudi Arabia
Email: em.nmalamri@kku.edu.sa

Author: Norah Mohammed Alamri
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Supervisor: Dr. Salma Alqahtani
ORCid ID: https://orcid.org/0000-0002-2713-2025
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Abstract:
Code-switching is one of the apparent linguistic phenomena in bilingual or multilingual communication. This study investigated the occurrence of CS between Arabic and English languages among KKU students on social media, particularly Twitter. It sought to find out the frequent types and reasons for CS that appeared on KKU students’ Twitter accounts. The study was conducted using quantitative and qualitative methods. The primary data of this study was collected to explore the occurrence and the types of CS by taking screenshots of 300 tweets from Twitter accounts of 20 KKU students. The secondary data of this study was responses to an online questionnaire in order to examine the reasons for CS. The findings of this study proved that Arabic-English CS occurred among KKU students on Twitter. Also, it showed that the most frequent type of CS was intra-sentential CS. In addition, it was found that the most frequent reason that motivated KKU students to CS was the reason for talking about a particular topic. The current study provided significant information about using CS among KKU students on Twitter. It also encouraged to conduct further researches in this field, especially among Arab universities.

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King Khalid University

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By

Norah Mohammad Alamri

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Abstract

Code-switching is one of the apparent linguistic phenomena in bilingual or multilingual communication. This study investigated the occurrence of CS between Arabic and English languages among KKU students on social media, particularly Twitter. It sought to find out the frequent types and reasons for CS that appeared on KKU students’ Twitter accounts. The study was conducted using quantitative and qualitative methods. The primary data of this study was collected to explore the occurrence and the types of CS by taking screenshots of 300 tweets from Twitter accounts of 20 KKU students. The secondary data of this study was responses to an online questionnaire in order to examine the reasons for CS. The findings of this study proved that Arabic-English CS occurred among KKU students on Twitter. Also, it showed that the most frequent type of CS was intra-sentential CS. In addition, it was found that the most frequent reason that motivated KKU students to CS was the reason for talking about a particular topic. The current study provided significant information about using CS among KKU students on Twitter. It also encouraged to conduct further researches in this field, especially among Arab universities.
Dedication

I dedicate this work to my parents
Acknowledgement

First and foremost, all praise and thanks are due to the Almighty Allah for giving me the chance to complete the master’s degree program and providing me with the belief, determination, insistence, strength, patience, and the ability to achieve this work successfully.

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Chapter 1: Introduction

Communication is one of the significant aspects of human beings (Fromkin, Rodman, & Hyams, 1998; Rising & García-Carbonell, 2006; among many others). People need to communicate with each other in order to convey their needs, to share their feelings and emotions, and to exchange information even if they speak different languages. Communication and languages are correlated with each other since people must use language in order to communicate (Rising & García-Carbonell, 2006). Humans communicate with each other and create relationships among them by learning and using various languages. The ability to use two languages is a linguistic phenomenon which is called bilingualism and a person who speaks two languages is called a bilingual person. Using more than two languages refers to multilingualism and a person who speaks more than two languages is called multilingual. In bilingual or multilingual communication, people may switch from one language to another in order to establish good communication with each other (Wardhagh, 2006). Nowadays, one of the apparent linguistic phenomena is switching languages which occurs in bilingual or multilingual communication (Novianti, 2013). In online communication, code-switching (CS) is an obvious phenomenon in various social media platforms. One of the popular social media platforms is Twitter (Sihombing & Meisuri, 2014). Twitter offers people around the world the opportunity to create, send, and share short messages which are called Tweets. Through Tweets, the phenomenon of CS between languages occurs (Sihombing & Meisuri, 2014; Samhan, 2017). This study aims therefore to investigate CS between Arabic and English languages among King Khalid University (henceforth KKU) students on social media “Twitter”. 
1.1 Code-switching

According to Grosjean (2013, cited in Alkhresheh, 2015, p. 2), “code-switching is the alternate use of two or more languages in the same utterance, and this can be in a form of a single word, or a phrase, or a sentence/s”. Also, Habtoor and Almutlagah (2018) stated that CS can occur even in language varieties. Additionally, Wardhaugh (2006, p. 101) mentioned that Gal (1988) defined CS as “a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations. Code-switching occurs in conditions of change, where group boundaries are diffuse, norms and standards of evaluation vary, and where speakers”.

CS is identified among other language communication phenomena such as code mixing, borrowing, diglossia, etc. According to Wardhaugh (2006) CS and code mixing refer to the same linguistic phenomenon. He stated that “code-switching (also called code-mixing) can occur in conversation between speakers’ turns or within a single speaker’s turn”. Wardhaugh (2006, p. 89) defined diglossia as “a diglossic situation exists in a society when it has two distinct codes which show clear functional separation; that is, one code is employed in one set of circumstances and the other in an entirely different set”. Borrowing, on the other hand, refers to the process of morphological or phonological integration while CS is not based on the integration process of the words or clause from one language to another (Jalil, 2009)\(^1\).

\(^1\) The difference between code-switching, borrowing, and code mixing is under debate. I will not discuss it in this paper. It goes beyond the scope of this paper.
1.1.1 Types of code-switching

Many researchers attempted to introduce a framework that contains and explores CS (Blom & Gumperz, 1972; Poplack, 1980; Eldin, 2014). Eldin (2014) mentioned that, referring to Blom and Gumperz (1972), CS is classified into two types: situational and metaphorical. Situational CS is based on the situation where the speaker changes the language according to that situation. Metaphorical CS is based on the topic where the speaker changes the language according to that topic. Poplack (1980, cited in Novianti, 2013, p.4), on the other hand, proposed a distinct framework that classified CS into three different types which are: tag-switching, inter-sentential, and intra-sentential. Poplack stated that (1980, cited in Novianti, 2013, p.4) “tag-switching involves inserting a tag, exclamation, or short phrase in one language into an utterance that is otherwise entirely in another language”, such as using English words as (you know, right, I mean, etc.) (Habtoor & Almutlagah, 2018). He (1980, cited in Novianti, 2013, p. 4) stated that “inter-sentential takes place at sentential boundaries in which one clause or sentence is in one language and the next clause or sentence is in the other”. Almansour (1998, p. 80, cited in Habtoor & Almutlagah, 2018, p. 6) provided an example for the inter-sentential CS between Arabic and English, as shown below (1).

1. “Li hadaf or point I am looking forward for it
   For me goal or point I am looking forward to achieving”

Poplack (1980, cited in Novianti, 2013, p. 4) indicated that “intra-sentential takes place within a clause or a sentence boundary. According to Almansour (1998, p. 77,
cited in Habtoor & Almutlagah 2018, p. 6) provided an example in intra-sentential CS between Arabic and English as shown in (2).

2. “huwa gaal I do not care”
   “He said, “I do not care”.

1.1.2 Reasons for using code-switching

Hoffman (1991, cited in Novianti, 2013, p. 5; Dewi & Ekalaya, 2016, p. 55; Yaseen & Hoon, 2017, p. 2) classified the reasons for using CS into 7 reasons which are “talking about a particular topic, quoting somebody else, being emphatic about something (express solidarity), using interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, intention of clarifying the speech content for interlocutor, and expressing group identity”. Saville-Troike (1986 as cited in Dewi & Ekalaya, 2016, p. 5) proposed other three reasons for using CS, in order to support Huffman’s classification, which are “to soften or strengthen request or command, because of real lexical need, to exclude other people when a comment is intended for only a limited audience”, e.g., when a medical Arab student uses English medical words.

1.2 Twitter and Tweets

According to Wilson, Blunsom, and Ker (2015, cited in Samhan, 2017, p. 112) “Twitter is a social networking platform, launched in 2006. Users of the service post short messages of up to140 characters (tweets); this type of messaging is known as microblogging. By default, these tweets are publicly visible: it is not even necessary
to have a Twitter account to read them. Each user has a username, and tweets can be directed at another user by placing `@' in front of their username somewhere in the tweet. A unique feature to Twitter is the ability to retweet a message; re-posting another user's message to spread the message, echo the sentiment, or add a comment. Such tweets are usually marked as such with `RT' placed at the start of the tweet”.

1.3 The statement of problem

Many studies have been conducted on using CS on online communication across-linguistically (Novianti, 2013; Sihombing & Meisuri, 2014; Skujins, 2017; Yirmibesoğlu & Eryiğit, 2018). Few studies have been investigated CS phenomenon between Arabic and other languages such as English and French on online communication (Taha, 2008; Bahous, Nabhani, & Bacha, 2014; Alkhresheh, 2015; Akeel, 2016; Al Heeti & Alabdely, 2016; Elsayed, 2014). Additionally, in Arab university settings, to the best of my knowledge, almost CS is not investigated among Arab university students on online communication, especially on Twitter. Thus this study examines CS phenomenon between Arabic-English languages among students of one of the Saudi universities, namely KKU. This study concentrates on the reasons as well as the types of CS that are found among KKU students.

1.4 The significance of the study

Since this study is the first, to my knowledge, to address the use of CS on social media in Arab universities, particularly in KKU context. Thus, this study helps to fill in the gap of the deficiency of studies in the field of Arabic-English CS among
students of Arab universities, especially among KKU students on social media “Twitter”. This study makes a contribution to our knowledge of CS by today’s KKU students on social media “Twitter”. It aims to show the way by which KKU students CS between Arabic-English languages by representing the frequent types of CS. The reasons for using Arabic-English CS by KKU students are unclear. Therefore, the results of this study are essentially important for generating a better understanding of CS phenomenon among KKU students on their Twitter accounts.

1.5 The purpose of the study

The primary purpose is to obtain a baseline overview of KKU students’ CS of Arabic-English on social media “Twitter”. This project aims: (1) to discover whether KKU students CS between Arabic and English languages on Twitter, (2) to investigate the frequent types of CS between Arabic-English languages occur among KKU students on Twitter, and finally (3) to investigate the reasons for CS between Arabic-English languages among KKU students on Twitter.

1.6 The research questions

This study aims to answer the following questions:

1. To what extent KKU students CS between Arabic and English on Twitter?
2. What are the frequent types of CS that occur among KKU students in their tweets?
3. What are the reasons for KKU students to CS between Arabic and English on Twitter?
1.7 Hypotheses

(1) The students at KKU CS between Arabic and English on Twitter.

(2) The most frequent types of CS that occur among KKU students in their tweets are intra-sentential, inter-sentential, and then tag switching.

(3) The reasons for KKU students to CS between Arabic and English on Twitter are: the need to talk about a particular topic, the need to soften or strengthen request or command, and finally the necessity of real lexical need.

1.8 Organization of the study

This project is organized as follows. Chapter 2 presents an overview of related literature. Chapter 3 explains the methodology that followed to conduct this study. Chapter 4 reports and discusses the findings and Chapter 5 provides a conclusion and recommendations for the current study.
Chapter 2: Literature Review

It is worth in obtaining a baseline overview of CS between Arabic-English among KKU students. Since there are no studies that have addressed this topic in the context of KKU, I am interested in examining whether KKU students CS between Arabic and English languages on social media, specifically Twitter. This chapter offers a review of the use of CS cross-linguistically in real context as well as on social media.

2.1 Studies on CS between Arabic and English languages in real contexts

An important study was conducted by Alkhresheh (2015) on CS between Arabic and English languages in a real context. Alkhresheh (2015) attempted to investigate the CS phenomenon between Arabic and English languages among Arab students at Aligarh Muslim University (AMU) in India. This study aimed to deduce whether the AMU’s Arab students used CS to English in daily communication or not. Another purpose of this study was to investigate the reasons why the Arab students in the university did CS to English. The study used the quantitative research method to collect data from the students. The collection of data was done using a questionnaire which was given to 100 bilingual Arab students at AMU who were different in educational levels, age, and countries (such as Oman, Sudan, Syria, Yemen, Iraq, Jordan, and Palestine). One of the main findings of this study was that CS occurred among the Arab Students at AMU in their daily contacts. Moreover, the study revealed that the Arab students at AMU used Arabic-English CS because they did not
have adequate knowledge of English. Consequently, most of the Arab students at AMU had intentions of CS to English as well as Urdu in their interactions.

A study conducted by Lamia (2016) at the University of Tlemcen, Algeria, which investigated the CS phenomenon among students of the English department. It was concerned with the analysis of Arabic, French, and English CS among the master English students. This study aimed to explore factors that led the master English students to use CS in their daily contacts. In the study, part of the task carried out was the investigation of the sociolinguistic status in Algeria, in which Classical Arabic is the official language. In addition to the Arabic language, Algerian society presents many languages such as Barber, French, and English. This situation, in Algerian society, creates many linguistic phenomena as CS, bilingualism, borrowing, and diglossia. In this study, both quantitative and qualitative methods were implemented. The data was collected through a questionnaire that involved 10 questions answered by 50 master English students. Besides, there were recordings of respondents' daily communication. The overall results of the investigation revealed that the master English students majorly switched between Arabic, English, and French languages in their regular conversations with each other and with French and Spanish students. Besides, CS occurred when the English master students interacted with other students of lower levels in the same department. Also, the study revealed that the English master students tended to use CS on asserting an idea or convincing others.

Al Heeti and Al Abdely (2016) studied the occurrence of Arabic-English CS among Iraqi doctors. This study investigated the types and the functions of CS found among the Iraqi doctors in formal situations. Also, it examined the perception of the Iraqi doctors towards English and their need for improvement in that language. The research methodology was a content analysis of the data conducted through various
ways which were a questionnaire, recordings, and direct observations. 65 Iraqi doctors, involved in this study, who were different in age, qualification, and years of experience and came from different ministries. The study proved a high occurrence of CS between Arabic and English languages among the Iraqi doctors. The findings concluded that intra-sentential CS was the most frequent types of CS found among the Iraqi doctors. In regard to the functions of CS, the necessity of reel lexical need was the most frequent function of CS reported by the Iraqi doctors. They concluded that the Iraqi doctors reported that English ought to be improved.

Akeel (2016) introduced an Arabic-English CS study that investigated and analyzed how Arabic speakers communicated and addressed Arabic audience in an Arabic speaking nation through the use of English phrases and vocabulary widely in their conversation. It aimed to explore the occurrence and the functions of CS from a sociolinguistic standpoint. It was based on studying an interview of two female Arabic participants. The data was collected from that interview and analyzed by using the conversational model as a framework. In this study, the results revealed that, in the interview, CS was used predominately. The study provided various social functions of CS such as “(1) to elaborate, (2) to grab attention, (3) to emphasize and (4) show knowledge of topic-related terminologies” (p. 60).

2.2 Studies on CS on online communication in different languages

Novianti (2013) conducted an important study on the nature of CS on Twitter. The study examined the CS types, the language that was used, and the motives as to why people switched their language while communicating through Twitter. To achieve the purpose of this study, the study utilized respondents who were students at the English Education Department and already had active Twitter accounts. A qualitative
approach was utilized in Novianti’s study. Data collection was conducted from 60 tweets of 30 respondents’ Twitter accounts and their responses to given questionnaires. The data, both the tweets and the questionnaires, was analyzed through a series of steps. First, the instances of CS in the tweets identified and then classified in the form of tables. The frequencies of CS were determined for each correspondent and calculated as percentages. The results proved the existence of three types of CS, in seven different combinations of languages, and six reasons for using CS among the respondents. The results showed that intra-sentential CS is the most common type (56.67%). Besides, Indonesian-English combination emerged the most used combination for the case of CS (73.33%). In relationship to the CS reasons, real lexical needs was the most given reason behind CS by the respondents.

Sihombing and Meisuri (2014) examined the types of CS and the reasons as to why people CS their languages on Twitter. The methodology utilized in this study was the descriptive qualitative design whereby the data was collected from tweets of 10 Twitter accounts elected randomly and responses to questionnaires that had been given to 25 students of the faculty of Language and Art at State University of Medan. The results showed that inter-sentential CS was the most common of the grammatical CS type (46.01%). On the other hand, the metaphorical CS was the most common of contextual CS types (72.72%). The results also revealed that the necessity of real lexical need was the most common reason found among respondents for using CS on Twitter.

Skujins (2017) investigated the use of CS and its relationship to the linguistic identity on social media platforms, especially on Facebook. It aimed to reveal how the use of CS between Indonesian and English languages indicated interlocutors’
identities. Skujins’ study incorporated participants derived from two distinct communities, some were native English speakers while others were Indonesian speakers. The study employed the technique of the ethnographic approach to collect data. The data was conducted through three ways; interviews used for collecting the data from the native English respondents, an online observation, and an online survey used for collecting the data from 14 Indonesian speakers’ Facebook accounts. The study explored the manner that individuals from both language groups involved in CS by using language play in order to create social relationships. Also, the study investigated the linguistic aspect of CS by concentrating on intra-sentential CS that was used by the participants. The results found that the majority of the participants had positive attitudes towards CS. The study revealed that intra-sentential CS was the most common type found among participants. Also, it represented that CS occurred in talks related to workplace and education topics. The results indicated that the data provided worth instances of linguistics and grammatical mixing of both Indonesian and English grammatical and syntactic features. The study also found that CS was encouraged, mainly through the interrelationship between the two language users, and majorly through enhancement of previous conversations between the two language users.

Recenely, Yirmibeşoğlu and Eryiğit (2018) conducted a study to investigate the instances of CS between Turkish and English combinations in the University of Istanbul. The study was one of the initial of its kind to examine the existence of Turkish-English CS while at the same time emphasizing the data collected from social media, to improve the chances for further expansions on the field. The study utilized a set of data that involved 391 posts, alongside 5430 tokens, together with (30%) of English words. The results showed a 95.6% existence of CS on social
media. The study also recommended that improvement still existed, and should be implemented in future studies.

2.3 Studies on CS on online communication between Arabic and English

To investigate if CS takes place on social media platforms, and the possible factors that could affect language use on social media, Samhan (2017) investigated the presence of CS and code mixing in 100 tweets of 80 subjects who had active Twitter accounts chosen randomly. The study aimed to determine whether the language of these participants was influenced by their education, gender, and age. The methodology of the study was the analytical approach. The participants were divided into three groups depending on their gender, ages, and their highest education level reached. The tweets were analyzed, referring to the existence of CS. One of the main results showed the language used in CS on Twitter was influenced by the age and the education of the user. However, gender did not impact the language used while twitting.

Yaseen and Hoon (2017) examined how CS had an important role in enhancing language communication on various social media platforms, specifically on Facebook. The study aimed to explore the existence of intra-sentential CS, language use, and the reasons for using CS, particularly on Facebook. The study was based on reviewing 15 articles to establish the different ways in which CS was utilized. The research methodology used in this study was the electronic database search through websites such as Google Scholar and ProQuest Scholarly Journal database to find the studies for reviewing. Through reviewing the articles, the study found that English was the most common language that was used by numerous multilingual speakers on social media. Another result was that intra-sentential CS was the most prevalent type
that was used in informal communication more than in formal communications. Moreover, the researchers pointed out that the females CS more as compared to the males. Also, they found that CS used to gain positive feelings to the interlocutor.

Al-Qaysi and Al-Emran (2017) studied the use of Arabic-English CS on social media among educators and learners in Oman, concerning the attitudes that both educators and learners had towards CS. The study was based on both quantitative and qualitative methods. The respondents of this study were 338 students alongside 21 educators. The data was collected by using two questionnaires for each interviewee and two interviews were administered to each of the interviewees. The results revealed that 86.4% of the students and 81% of the educators used CS while communicating through their social media accounts. The study revealed that a WhatsApp communication app was found to be the most used platform for CS. Also, results found that the students were positive about their use of CS.

Habtoor and Almutlagah (2018) examined how Arabic and English were used by Saudi Arabic speakers for the intention of CS on Twitter. The study aimed to investigate the occurrence of intra-sentential CS on Twitter accounts of 12 Saudi Arabian females who were different in educational level and age. The research methodology used in this study was both qualitative and quantitative methods. The data was collected by taking screenshots of 1260 tweets posted by the participants. The data collected were analyzed by making tables representing the instances of CS in the tweets. The study was deduced that CS was a common phenomenon on Twitter among the participants. Additionally, the results proved that intra-sentential CS was the most common of CS types. Besides, the study deduced that nouns were the most commonly CS elements in the Arab-English combination. In most cases, as the results revealed, English proved to be an inserted language, which occasionally fell into
Arabic sentences. However, the outcome of the study showed that the most added English words were those derived from the internet and other social aspects.

2.4 Studies on CS on online communication in the varieties of Arabic language

In a more recent study, Al Alaslaa (2018) studied how Arabic was used on Twitter and examined the role played by CS between Saudi dialects and Standard Arabic in enhancing communication on social media as compared to face-to-face interactions. This study investigated whether the patterns of CS were influenced by the educational level and gender of Twitter users and whether these patterns varied by topic. Also, the study examined the social functions of CS between Saudi dialects and Standard Arabic among Saudis using Twitter. The methodology adopted in this study was the quantitative and qualitative descriptive analysis. It also used a sociolinguistic approach in exploring the roles of CS on Twitter for Saudis. This meant that the study focused on an ethnographic approach which used a sociolinguistic qualitative descriptive analysis. The data collection was based on 7850 tweets collected from Saudi Twitter users differentiated in terms of gender and education. Al Alaslaa (2018) found that the Saudi Arabian Twitter users commonly CS to standard Arabic because of various social motivations included the introduction of formulaic expressions, for emphasis, for quotes, shifting from comic to serious mode, and to take a pedantic stance. Secondly, the Saudi Twitter users switched to Saudi dialects for reasons included producing particular intended meaning, criticism and sarcasm purposes, quotations, and simplifications or exemplification. This study also proved that CS was used to serve an intended function. Another finding was that the educational level and gender influenced CS between Saudi dialects and Standard Arabic.
To conclude this chapter, the reviewed studies used in this paper are related to each other because they talked about the CS used in real context and on social media, specifically Twitter. Another similarity between these studies is that they all agreed that CS was frequently used by bilinguals while communicating with each other. Most of these studies are related to each other because they gave similar reasons as to why people used CS to communicate effectively. There are several points that the majority of these studies shared in common. For instance, these studies investigated the reasons as to why CS on social media was common among individuals who were bilingual. These studies differed slightly in the treatment of the topic selected by the researcher. This is because of the topic-focused on Arabic-English code-switching among KKU students while the studies focused on other universities and populations.
Chapter 3: Methodology

This chapter presents the methodology that was adopted to achieve the goals of this current study. It provides a description of the participants, a review of how this study was piloted, and ways of data collection and analysis.

3.1 Study design and methods

This study was based on both quantitative and qualitative methods. I followed both Habtoor and Almutlagah (2018) and Novianti (2013)’s studies; Habtoor and Almutlagah (2018) investigated the occurrence of intra-sentential CS among Saudi females on Twitter using a quantitative approach, thus; my study investigated the occurrence of Arabic-English CS among KKU students on Twitter by utilizing a quantitative approach. Also, depending on a study conducted by Novianti (2013) on the reasons and types of CS on Twitter using a qualitative approach, my study looked for the types of CS appeared in chosen tweets on KKU students’ Twitter accounts and examined the reasons of why KKU students used CS while communicating on Twitter by using a qualitative approach whereas the frequency and the percentage of each CS type and reason were conducted quantitatively.

3.2 Participants

The participants were 20 students who studied at KKU. Their ages were between 18 and 24. They were specialized in various fields: medicine, dentistry, nursing, and
media. All of them were able to communicate in English. English language is used as the main teaching language of these fields at KKU. The participants had Twitter accounts. Through KKU hashtags on Twitter, some of the participants’ accounts were found and others were found through friend lists of these accounts. The accounts were chosen based on the following criteria:

a. The account should be public in order to facilitate reaching tweets and contacting with the user.

b. The user tweeted in both Arabic and English languages to ensure that the user was bilingual.

c. The user should have an active Twitter account by looking at the time of tweeting and replying to other Twitter accounts (Alaslaa, 2018).

d. The user should have at least one thousand tweets on his/her Twitter account in order to guarantee that the account is active on Twitter (Alaslaa, 2018).

e. The user’s account should indicate that the user was a KKU student and that appeared through involved KKU hashtags in the user’s profile and tweets.

f. The user’s profile should show some personal information about the user, such as gender, college, major, and level (Alaslaa, 2018).

By applying the above six criteria to select the Twitter accounts of the participants, I chose 20 KKU students’ Twitter accounts. The users are different in age, gender, major and level of education. Before collecting data, I obtained the permission of the subjects via the direct message service on Twitter. The subjects participated voluntarily in this project.

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2 Age, gender, major, and level of education were disregarded in this paper.
3.3 Data collection

In order to collect the data for this study, there were two techniques that were utilized. First, in order to investigate the first and second research questions, the primary data was conducted from tweets of 20 KKU students’ Twitter accounts. The researcher took 15 tweets from each Tweeter account that were tweeted during a year ago (from March 2018 to March 2019). The tweets were collected by using i-phone, particularly by taking screenshots of 15 tweets for each participant’s Twitter account (Habtoor & Almutlagah, 2018) (see Appendix 1 for a sample of screenshots). The total number was 300 tweets from all Tweeter accounts of the participants. The screenshots of the tweets were saved on the phone to keep the data from deletion (Habtoor & Almutlagah, 2018). Second, in order to investigate the third question of this study, the secondary data of this study was conducted using an online questionnaire. The online questionnaire contained two parts. The first part was an open question and asked the respondents personal information about their names, username, major, level, and college. The second part was a question in the form of multiple choices (see Appendix 2 for the questionnaire). The respondents had the opportunity to choose more than one choice. The online questionnaire was sent to respondents via the direct message service on Twitter. This study was piloted before the main study was carried out; the results of the pilot study are examined in the next section.

3.4 The pilot study

Before scaling for full research, a pilot study was conducted in order to ensure the validity and feasibility of finding participants, data collection, and analysis. The aim of the pilot study was carried out to evaluate the methodology of the main study in
order to help us in meeting the objectives of the main study. The pilot study followed the methodology of the main study. It involved 20 respondents (Twitter accounts). They were chosen based on the criteria suggested in the main study’s methodology (see section 3.2 above). The primary data was collected by taking screenshots for 100 tweets during 4 months ago, classified the tweets into categories, and statistically analyzed to find the ratio of the occurrence of Arabic-English CS among KKU students in their tweets. To identify the types of CS in the selected tweets, the categories of Arabic and English tweets were excluded, the rest were classified based on the types of CS of Poplack’s theory (1980, cited in Novianti, 2013, p. 4), and quantified the frequency and the percentage of each CS type. The secondary data was the responses to an online questionnaire that sent to respondents via the direct message service on Twitter. The online questionnaire contained two kinds of questions. The first question was an open question that asked the subjects personal information about their names, usernames, majors, and level of education. The second question was in a form of multiple choices that represented the reasons suggested by Hoffman (1991, cited in Novianti, 2013, p. 5; Dewi & Ekalaya, 2016, p. 55; Yaseen & Hoon, 2017, p. 2) and Saville-Troike (1986 as cited in Dewi & Ekalaya, 2016, p. 5) theories (see chapter 1 for details). The respondents were free to choose more than one choice as well as ‘choice of other’ was also included in order to allow the respondents to express their thoughts freely. The responses were analyzed and quantified to find the frequency and the percentage for each CS reason.
3.4.1 The pilot study’s findings

Findings of the pilot study showed that the phenomenon of Arabic-English CS among KKU students on Twitter was clearly presented. There were 100 tweets collected from 20 Tweeter accounts of KKU students; among them, there were 49 tweets that involved CS which formed 49% of the percentage of total tweets, the rest tweets 51 (51%) were either written completely in Arabic or in English. From 49 CS tweets, tag switching found in 2 tweets (4%). An Example of tag switching tweets is shown below in Figure 1.

Figure 1 An example of a tag CS tweet

Inter-sentential CS was found in 21 tweets (42.85%). Examples of inter-sentential CS tweets are shown in Figures 2 and 3.
Intra-sentential CS was found in 26 tweets (53%). Examples of intra-sentential CS tweets are shown in figures 4 and 5.
Figure 4 An example of an intra-sentential CS tweet

So, the most frequent type of CS used by respondents was intra-sentential CS (42.85%). Regarding the reasons for CS, from 20 responses to the questionnaire, the most frequent reason was the necessity of intention of clarifying the speech content for interlocutor (70%), the next reasons were the need to talk about a particular topic and the need to soften or strengthen request or command (50%), the necessity of real lexical need (40%), the choice of other represents many responses related to lack in finding the right words, habituation or make the conversation easier (30%) and the last reason is an interjection (20%).
Based on the above findings, it was obvious that the research methodology suggested for the main study was feasible and had helped the researcher to achieve the research’s purposes. In addition, it was found to be helpful allowing the respondents to choose more than one choice rather than only limiting them in one choice. On the other hand, it is favorable to limit the choices in representing the CS reasons rather than the choice of other to help in achieving the goals of this study.

3.5 Scoring and data analysis

The study used quantitative and qualitative methods in analyzing the data. To answer the first research question, the quantitative analysis was used to explore the occurrence of CS in all tweets conducted from Twitter accounts of KKU students. First, all tweets were classified based on the following categories:

a. Arabic tweets category which included tweets that were written entirely in Arabic language.

b. English tweets category which included tweets that were written entirely in English language.

c. CS tweets category which included tweets that were written in Arabic and English languages.

Then, the tweets were analyzed statistically. So, the ratio of the occurrence of Arabic-English CS in the tweets of bilingual KKU students was calculated. It was illustrated in Figures 14 and 15 (see Chapter 4 for Figures).

To answer the second research question, the qualitative analysis was used to describe the types of CS that were found in the tweets. Depending on the above
categories, the tweets were classified into three groups: Arabic tweets category, English tweets category, and CS tweets category. The two first categories, included tweets which were written entirely in Arabic or English languages, were excluded whereby the researcher would not obtain the CS tweets. Examples of excluded Arabic tweets are presented in Figures 6 and 7.

Figure 6 An example of an excluded Arabic tweet

![Figure 6](image6.png)

Figure 7 An example of an excluded Arabic tweet

![Figure 7](image7.png)
Figures 8 and 9 present some examples of excluded English tweets:

Figure 8 An example of an excluded English tweet

![Image of excluded English tweet 1](image1)

Figure 9 An example of an excluded English tweet

![Image of excluded English tweet 2](image2)

Then, the third category, CS tweets category, was interpreted based on Poplack’s theory (1980, cited in Novianti, 2013, p. 4) that classified the CS types into three types which are tag switching, inter-sentential CS, and intra-sentential CS. Then, I obtained three subcategories of the CS tweets category, namely tag switching tweets subcategory, inter-sentential CS tweets subcategory, and intra-sentential CS tweets subcategory.
Additionally, all the tweets of these three CS subcategories were analyzed quantitatively to find the frequency and the percentage for each CS type. Then, the frequency and the percentage of the CS types were illustrated in Figures 19 and 20 (see Chapter 4 for Figures). By that, I answered (discussed in the following chapter) the research question related to the frequent types of CS found in the KKU students’ tweets. In addition, to answer the third research question, the qualitative analysis was used to elaborate the reasons for using CS by KKU students on their Twitter accounts. The secondary data was analyzed based on two theories proposed by Hoffman (1991, cited in Novianti, 2013, p. 5; Yaseen, & Hoon, 2017, p. 2) that introduced seven CS reasons and Saville-Troike (1986 as cited in Dewi & Ekalaya, 2016, p. 5) which represented three additional reasons for using CS. Then, the CS reasons were analyzed quantitatively to gain the frequency and the percentage for each CS reason. After that, the frequency and the percentage of the CS reasons were illustrated in Figures 21 and 22 (see Chapter 4 for Figures). So, the research question that related to the frequent reasons for using CS by KKU students in their tweets was answered.
Chapter 4: Results and discussion

This chapter reports the findings of this study and provides a discussion of the results.

4.1 Results

This study investigated the occurrence of the linguistic CS phenomenon between Arabic and English languages found on Twitter accounts of KKU students. Depending on the collected data, there were 300 tweets conducted from Twitter accounts of 20 bilingual KKU students. These tweets were distributed across 3 categories, namely Arabic tweets category which included 63 tweets that were written entirely in Arabic language, English tweets category which involved 82 tweets written entirely in English language, and CS tweets category which included 155 tweets written in both Arabic and English languages. So, the occurrence of the CS phenomenon was found in 155 tweets among 300 tweets of KKU students at 51.6%. Figures 10 and 11 present some examples of CS tweets.

Figure 10 An example of a CS tweet
The other 145 tweets were completely in Arabic or English languages that totally represented at 48.3% where 63 Arabic tweets appeared around 21% and 82 English tweets presented at 27.3%. Figures 12 and 13 provide some examples of Arabic and English tweets, respectively.
The ratios of all the tweets categories and the CS occurrence within 300 tweets are shown in Figures 14 and 15, respectively.

Figure 13 An example of an English tweet

Figure 14 The ratios of the tweets categories

The ratios of the tweets categories
- Arabic tweets: 52%
- English tweets: 27%
- CS tweets: 21%
Moreover, the results revealed that there were three main types of CS on Twitter accounts of 20 KKU students. The CS tweets category had 155 tweets which spread across three subcategories that represented the three main types of CS, namely tag switching that involved 4 tweets (2.5%). Figure 16 shows an example of a tag switching tweet.

Figure 16 An example of a tag switching tweet
Inter-sentential CS included 19 tweets (12.25%). Figure 17 appears an example of an inter-sentential CS.

Figure 17  An example of an inter-sentential CS tweet

Intra-sentential CS involved 132 tweets (85.16%). Figure 18 represents an example of an intra-sentential CS tweet.

Figure 18  An example of an intra-sentential CS tweet
The frequency and the percentage of the three CS types are illustrated in the following Figures (19 & 20), respectively.

Figure 19 The frequency of the CS types

![Frequency of CS types](image19)

- Tag switching: 4 tweets (3%)
- Inter-sentential CS: 19 tweets (12%)
- Intra-sentential CS: 132 tweets (85%)

Figure 20 The percentage of the CS types

![Percentage of CS types](image20)

- Tag switching: 3% (4 tweets)
- Inter-sentential CS: 12% (19 tweets)
- Intra-sentential CS: 85% (132 tweets)
Turning now to the reasons of using CS, there were 20 KKU students responded to the questionnaire that provided 10 reasons for using CS on Twitter (based on the theory of Hoffman, 1991, cited in Novianti, 2013, p. 5; Dewi, & Ekalaya, 2016, p. 55; Yaseen, & Hoon, 2017, p. 2; & the theory of Saville-Troike, 1986 as cited in Dewi, & Ekalaya, 2016, p. 57). Regarding the online questionnaire, there was an opportunity to choose more than one reason. Depending on data provided by the questionnaire, the reason for talking about a particular topic was chosen by 15 respondents (75%), the reason for quoting somebody else was elected by 5 respondents (25%), the reason for being emphatic about something was selected by 2 respondents (10%), the reason for an interjection was chosen by 1 respondent (5%), the reason for the repetition used for clarification was elected by 6 respondents (30%), the reason for the intention of clarifying the speech content for interlocutor was selected by 3 respondents (15%), the reason for the need to soften or strengthen request or command was selected by 9 respondents (45%), and the reason for the necessity of real lexical need was chosen by 7 respondents (35%), the reason for excluding other people when a comment is intended for only a limited audience was elected by 2 respondents (10%). On the other hand, the reason for expressing group identity was never selected by any one of the respondents. So, the most frequent reason of CS accepted by the respondents was the reason for talking about a particular topic. Then, the frequency and the percentage for the CS reasons chosen by KKU students are illustrated in the following Figures (21 & 22), respectively.
Figure 21 The frequency of the CS reasons

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about a particular topic</td>
<td>9</td>
</tr>
<tr>
<td>Quoting somebody else</td>
<td>15</td>
</tr>
<tr>
<td>Being emphatic about something</td>
<td>7</td>
</tr>
<tr>
<td>Interjection</td>
<td>2</td>
</tr>
<tr>
<td>Repetition used for clarification</td>
<td>2</td>
</tr>
<tr>
<td>Intention of clarifying the speech content for interlocutor</td>
<td>6</td>
</tr>
<tr>
<td>Expressing identity</td>
<td>3</td>
</tr>
<tr>
<td>The need to soften or strengthen request or command</td>
<td>1</td>
</tr>
<tr>
<td>The necessity of real lexical need</td>
<td>2</td>
</tr>
<tr>
<td>Excluding other people when a comment is intended for only a limited audience</td>
<td>5</td>
</tr>
</tbody>
</table>
Figure 22 The percentage of the CS reasons

The percentage of CS reasons

- Talking about a particular topic (35%)
- Quoting somebody else (45%)
- Being emphatic about something (10%)
- Interjection (15%)
- Repetition used for clarification (75%)
- Intention of clarifying the speech content for interlocutor (0%)
- Expressing identity (5%)
- the need to soften or strengthen request or command (5%)
- the necessity of real lexical need (25%)
- excluding other people when a comment is intended for only a limited audience (10%)
4.2 Discussion

The findings gained from the quantitative and qualitative analyses of this current study are discussed in this section. Many Arabic-English CS tweets had been identified on Twitter accounts of KKU students. Depending on the results, the occurrence of the CS phenomenon between Arabic and English languages was proved on KKU students’ Twitter accounts at more than half of the total conducted tweets. This result was expected as KKU students participated in this study are bilingual and the main teaching language of their majors, such as medicine, dentistry, nursing, and media, is English language. Thus, the first hypothesis, which states that the students at KKU CS between Arabic and English on Twitter, was supported by this result. Also, it was noticed that Arabic language was dominant and English elements were inserted in the CS tweets.

On the other hand, the most frequent type of CS used by KKU students on Twitter was intra-sentential CS. This was compatible with the findings of Habtoor and Almutlagah’s study (2018). Then, the second frequent type of CS was inter-sentential CS, and the least frequent type of CS appeared in the tweets was tag switching. Therefore, the second hypothesis, which is the most frequent types of CS that occur among KKU students in their tweets are intra-sentential, inter-sentential, and then tag switching, was also approved by this finding. These findings were compatible to the results of the pilot study, too. In addition, these findings agreed with the studies of Novianti (2016), Al Heeti and Al Abdely (2016), Skujins (2017), and Yaseen and Hoon (2017) which proved that the types of CS occurred in the same order of the frequency of the CS types of this current study. This may be attributed to the insertion of a word from one language to the other and it was easier than creating a completed
sentence in two languages. On the contrary, the study of Sihombing and Meisuri (2014) provided a different order of the frequency of the CS types from this study. Regarding the grammatical types, Sihombing and Meisuri’s study (2014) found the most frequent type was inter-sentential CS, then tag switching, and finally intra-sentential CS. It also provided the dominance of the contextual types of CS. It showed that the metaphorical CS was dominant and then followed by situational CS.

Moreover, according to KKU students’ responses to the questionnaire, the most frequent reason that motivated KKU students to CS between Arabic and English languages were the necessity of talking about a particular topic. Actually, KKU students posted their CS tweets in identified issues. For instance, they used CS in most tweets related to their studying and majors as medicine, dentistry, nursing, and media, tweets expressing their feelings, and some tweets in fashion. This may justify that the CS reason for talking about a particular topic was admitted by the majority of KKU students. Then, the reasons for the need to soften or strengthen request or command was the second frequent CS reason. KKU students might CS their language by using some expressions from another language to be more friendly and polite, such as using the word please in Arabic tweets. After that, the frequent use of the necessity of real lexical needs was attributed to the use of English language as a mean of teaching in such majors at KKU. They tweeted in Arabic and inserted some English words and expressions that related to their fields and cannot easily find compatible words to those expressions in Arabic language. Also, the necessity of repetition used for clarification was admitted as a frequent CS reason by KKU students for communicating effectively and accurately on Twitter as their most followers were Arabs. The reasons for quoting somebody else, intention of clarifying the speech content for interlocutor, excluding other people when a comment is intended for only
a limited audience, being emphatic about something, and interjection were the least frequent reasons for CS used by few KKU students. On the other hand, the reason for expressing group identity was never elected by KKU students as a motivated reason to CS their language on Twitter because they might reject other identities. They were not aware enough of the concept of identity.
Chapter 5: Conclusion

This chapter ends this study by providing a conclusion and recommendations.

5.1 Conclusions

It cannot be ignored the significant role of social media in the world, especially in the Arab world. Understanding how Arabs utilize their language on these media to communicate with each other is a critical subject matter. It may help us to recognize many issues related to Arabic societies and language. However, CS is one of the apparent linguistic and sociolinguistic phenomena that are found among Arabs in a variety of social media networks. The use of CS on Twitter is not enough examined by bilingual Arabic speakers especially bilingual students of Arab universities. This understanding serves as the justification for conducting this study. The main aim of this study was investigated the occurrence of the CS phenomenon between Arabic-English among KKU students on Twitter. Also, it examined and identified the frequent types and reasons for CS found in selected KKU students’ tweets. The data was 300 tweets collected from Twitter accounts of 20 KKU students and their responses to the online questionnaire. Then, the quantitative and qualitative analysis of the data was utilized to achieve the aims of the study. This study proved the occurrence of CS among KKU students on Twitter. In addition, the most frequent type of CS found in the selected tweets of KKU students was intra-sentential CS. Also, regarding the questionnaire, the most frequent CS reasons for KKU students
were the need to talk about a particular topic and the need to soften and strengthen request or command.

5.2 Recommendations

The findings of this current study are significant because it might enrich this field among Arab university. The current study investigated CS on Twitter among KKU students from a linguistic perspective. So, it is suggested to study CS among KKU students in the real context from a sociolinguistic perspective and cover a large sample. Also, it will be significant to study the relation between the teaching languages of different majors to the occurrence of CS. In addition, the researcher recommends studying CS on social media from linguistic and sociolinguistic perspectives among Saudi university students and comparing the findings as CS carries critical linguistic and social implications that will help to develop the higher education in universities generally as well to improve our understanding of Saudi university students.
References


CS on Twitter among KKU students


lamia, B. (2016). Arabic, French, English Code Switching among Students in Department of Telcrem University. *University pof Tlemcem, 70.*


Appendix 1: A sample of tweets

Always fight for the things that you love.
3:37 PM · 05/01/2019 · Twitter for iPhone
2 Likes

Happy birthday to the queen of them
4:47 PM · 13/11/2018 · Twitter for iPhone
1 Retweet 2 Likes

Best friend or crush? 😊
4:40 AM · 23/05/2018 · Twitter for iPhone
2 Retweets

تملك صباهي؟
7:17 AM · 04/10/2018 · Twitter for iPhone
1 Retweet 1 Like
Appendix 2: Online questionnaire

1. Name/username:_______________________________________________
   Major: __________________________________________________________________
   Level: __________________________________________________________________
   College: __________________________________________________________________

2. Choose the reason/s why you use English and Arabic languages in your tweets?
   - Talking about a particular topic.
   - Quoting somebody else (as quoting a famous expression)
   - Being emphatic about something (express solidarity).
   - Interjection
   - Repetition for clarification.
   - Intention of clarifying the speech content for interlocutor.
   - Expressing group identity.
   - To softening or strengthening request or command.
   - Because of real lexical need.
   - To exclude other people when a comment is intended for only a limited audience.