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Interactional Implications of Code-Switching in Social Media/Facebook : The Case of EFL Students at Abou Bekr Belkaid University

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DEDICATIONS

I dedicate this work to my family and friends

Nasreddine

DEDICATIONS

I dedicate this work to:

My wife, my kids, my family, teachers, friends,

and everyone who knows me.

Mohammed

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ABSTRACT

The growth of social media uses in multilingual speech communities resulted in students implementing code-switching in their communication on these platforms. The purpose of this work was to explore the reasons and frequency of code-switching on Facebook platform among English as Foreign Language learners. To reach this end, a case study including 50 students from Tlemcen University was conducted, relying on two research instruments for data collection, namely a questionnaire and a structured interview. The analysis of the qualitative and quantitative data showed that the vast majority of students code-switch on Facebook to facilitate communication and convey their ideas. The result also indicated that EFL students intensively employ code-switching on Facebook communication, and that students have positive attitudes toward this phenomenon in general.

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List of Acronyms

AA: Algerian Arabic

CA: Classical Arabic

CM: Code-Mixing

CS: Code-Switching

EFL: English as a Foreign Language

EN: English

FR: French

IRC: Internet Relay Chat

GPA: Grade points Average

MSA: Modern Standard Arabic

SM: Social Media

List of Phonetics Symbols

Arabic Consonants	Symbols	Arabic Consonants	Symbols
ﺍ /	[ʔ]	ض	[ḍ]
ب	[b]	ط	[ṭ]
ت	[t]	ظ	[ ]
ث	[θ]	ع	[ʕ]
ج	[ʒ, ʤ]	غ	[ɣ]
ح	[ħ]	ف	[f]
خ	[χ]	ق	[q]
د	[d]	ك	[k]
ذ	[ð]	ل	[l]
ر	[r]	م	[m]
ز	[z]	ن	[n]
ش	[ʃ]	ه	[h]
س	[s]	و	[w]
ص	[ṣ]	ي	[j]

Short Vowels		Long Vowels	
´	[α /æ /a]	[a:]	ا
´	[i]	[i:]	ي
°	[u]	[u:]	و

General Introduction

General Introduction

Language is the building block for human interactions in which language acts as an intermediate between the speaker and the hearer. It is used to express ideas and convey emotions. Due to colonization and globalization, languages spread across the globe in which multiple speech communities became multilingual. In Algeria, for instance, we notice the existence of several languages like Arabic, French, and Berber. This contact of languages resulted in different linguistic phenomena, such as code-switching, code mixing, bilingualism, and borrowing. Code-switching (hereafter CS) is defined as the process of shifting from one language variety to another in the same conversation depending on the social context and other factors.

This phenomenon has sparked the interest of scholars due to its wide usage in everyday conversations, therefore they attempted to explore its multidimensional aspects from sociolinguistics to a structural approach. The advancement in communication technology was marked by the creation of social media which facilitated communication and collaboration between people enabling them to express their thoughts and share content. As a consequence, linguists have directed their focus to CS among students in social media.

People who speak multiple languages often switch between them in their daily lives interacting on social media. Some researchers have been studying how people write on Facebook, especially students, and whether it's a good idea to use Facebook for education. This study will provide helpful information for teachers and students by looking at how often, and why, students switch languages on Facebook. The findings can be used by educators to decide whether to allow or limit language switching in online study groups.

This research attempts to explore why CS is utilized among EFL students from Abou Bekr Belkaid University and the frequency of CS Facebook communication. Consequently, the researcher strives to answer the following questions:

1. Why do EFL students code-switch in written communication on Facebook?

2. How frequently do EFL students code-switch on Facebook?

These questions lead to formulate the following hypotheses.

1. Students code-switch on Facebook to facilitate speech and to ascertain that their messages have been conveyed.

2. EFL students intensively code-switch on Facebook.

To reach the previously set objectives drives the researcher to design, an exploratory case study dealing with EFL students of Abou Bekr Belkaid University. This case study will collect quantitative and qualitative data relying on a set of research instruments: a questionnaire and an interview. The results will be analyzed based on a mixed approach combining qualitative and quantitative methods.

The research will be divided into three chapters. The first chapter provides a broad definition of language contact and its outcomes then covers the sociolinguistic situation in Algeria; furthermore, the chapter put, special emphasis on CS phenomenon.

The second chapter explores the social media landscape; it provides an overview of social media, its definition, history, and characteristics, focusing on Facebook platform and its usage in higher education.

The third chapter explains the methodology of the work and the research instruments used to collect data, and deals with the analysis and presents the results of research validating or refusing the hypotheses.

CHAPTER ONE

Code-Switching

1.1   Introduction

Language is the governing mean of communication among people, due to the urge of humans to socialize different languages have to be in contact with each other in which new linguistic phenomena have emerged like bilingualism and multilingualism these phenomena shaped speech communities and changed their sociolinguistic situation in which bilingual and multilingual speech communities came to light. Furthermore, these communities are distinguished by many sociolinguistic phenomena like code-switching, code-mixing and borrowing. This chapter will deal with various views that scholars and researchers have proposed about these phenomena with an emphasis on CS.

1.2   Language Contact

While, People can live in the same multilingual speech community, some of them are unable to communicate with others' languages. Language contact is the social and linguistic phenomenon by which speakers of different languages or varieties interact with one another. Weinreich's influential book *Languages in Contact* (1953) can be attributed as the primary source of influence that has incentivized scientific research on the language contact phenomenon and its results. His work was based on the fact that speakers of language communities are in contact with one another and that analysis of language contact is done through the lens of linguistic structure. Molina and Samuelson (2016) say that language contact is the result of interaction between different languages, a language and its varieties, or different linguistic background. In the same vein, Sigmund (2008) claims that different languages can have an impact on one another when speakers of those languages interact for a prolonged time. According to Tucker (1997) the English language provides a good illustration of such influence in which numerous words were introduced into English from Latin, French and other languages. He has also explained how language contact results in a variety of phenomena including language convergence, code-switching, borrowing, language transfer, interference, language death, pidginization and creolization.

1.3   Multilingualism and Bilingualism

Multilingualism can be defined as the use of three or more languages by individuals, or by the whole speech community. Nowadays, due to globalization, colonialism and cultural openness significant number of speech communities are multilingual. (Wardhaugh, 2006) It is often observed that people naturally and subconsciously acquire different languages. People's use of the internet and social media exposes them to multiple languages which incentivizes them to learn languages becoming polyglots. Edwards (1994) states that multilingualism is a common and important aspect of life worldwide, as people need to communicate with different speech communities. Both individuals and societies benefit from multilingualism. The former benefits from enhanced memory, creative thinking and protection from cognitive diseases such as Alzheimer's (Kroll and Dussias, 2017) and the latter from cultural diversification and economic advantages.

Bilingualism is a widely spread phenomenon across the world. It has been considered as the individual ability to speak two languages. It encompasses individual bilingualism and societal bilingualism. The definition of bilingualism has consistently been a topic of discussion, thus numerous studies have been conducted by scholars to fully grasp the concept from various aspects like types and degrees of bilingualism

1.4   Definitions of Bilingualism

The definition of bilingualism has always been a matter of debate. Bloomfield (1933) considers bilingualism as a perfect control of two languages as the native speakers do. In addition, Haugen (1953:17) stated that bilingualism begins at the point where "the speaker of one language can produce complete meaningful utterances in the other language", i.e. we can consider a person as a bilingual when he can produce a coherent and meaningful full sentences in the second language. Also, Diebold (1961) states that the fact of being bilingual starts when an individual begins to understand a second language but is still not able to produce meaningful and correct sentences in the second language. Finally McNamara (1967) "proposes that a bilingual is any individual who possesses minimal competence in only one of the four language skills, listening comprehension, speaking, reading, and writing, in a language other than his

mother tongue". To conclude, it is a kind of challenge to give a general definition of bilingualism, therefore, it is still debatable among sociolinguists because it depends on the context and the purpose.

1.3.1 Types of Bilingualism according to Weinreich (1953):

Bilingualism can be classified into different categories; such categorization differs from one linguist to another. Weinreich (1953) divided bilingualism into three types, which are:

a- Coordinate bilingualism: occurs when a speaker learns each language in a different environment and the words are kept separately. If a person learns English in England and Arabic in Algeria, His brain will have separate systems for each language, storing words and concepts independently.

b- Compound bilingualism: occurs when a speaker learns both languages in the same environment. This happens when a child is raised by bilingual parents.

c- Subordinate bilingualism: occurs when a speaker learns a language relying on his dominant language through the use of translation to facilitate his learning.

1.4 The Sociolinguistic Situation in Algeria

Throughout its history several colonisations affected Algeria; therefore, many language contact phenomena are noticeable like bilingualism, multilingualism and language variation that caused the appearance of code-switching, code-mixing and borrowing. Several languages make up the Algerian linguistic landscape. These languages are Arabic, Berber, French, and English. The language situation in Algeria is diverse, as there are several varieties of language used today, including Classical Arabic, Modern Standard Arabic, Algerian Arabic, Berber and its various dialects, French, and more recently, English.

1.5.1 Arabic

The Arabic language is a Semitic language it belongs to the Afro-Asiatic group of languages. Its origin goes back to pre-Islamic Arabia where it was used by the local tribes. It is the fifth most spoken language in the world. Arabic exists in Algeria in three forms: Classical Arabic, Modern Standard Arabic, and Algerian Arabic.

1.5.1.1 Standard Arabic:

It is also known as Quranic Arabic, it did not change and it is used in religious matters and settings with The Quran being the main source for the use of Classical Arabic. Although CA has the notion of a prestigious language it is no one's mother tongue.

Modern Standard Arabic (MSA) was derived from Classical Arabic. It is considered prestigious and a high variety. MSA is the first official language in Algeria. MSA is used in formal situations, like the media, literature, and education.

1.5.1.2 Algerian Arabic (AA)

Algerian Arabic or (colloquial Arabic) is the mother tongue of almost all Algerians, except Berbers. It is a spoken dialect used in daily communication. AA is not codified and is heavily used in oral conversation. However, today it is used in written communication over the Internet. Algerian consider AA as a low variety and informal (Saadane and Habsah, 2015)

1.5.2 Berber

Berber is the second official language in Algeria. It is also referred to as Tamazight. Recently, it was adopted as a part of the Algerian school curriculum. Algerian People speak it in various regions, with different varieties of the Berber language that share similarities. The Kabylian dialect is one of the Berber varieties. It is spoken in the areas of Tizi-Ozou, Bejaia, Bouira and Boumerdes. Shawi is another variety used in the area of Awres. Shenwi is a minority variety spoken in the Mountain of Chenwa west of Algiers. In addition to these, the M'zab people in Ghardaia utilize the Tamzabt variety. In the remote Sahara region,
the Variety of Touareg is called Targui (Djennane, 2016)

1.5.3 French

The French colonization of Algeria for 132 years has caused a significant change in the sociolinguistic domains of Algeria where the colonizer attempted to eradicate the Algerian Arabo-Islamic identity promoting the French language. After independence, the Algerian authorities started a systemic Arabization policy to mitigate the use of the French language in various domains. However, the French language is still used in the daily life of Algerians and in several fields namely scientific disciplines in Higher Education, and administration (Benrabah, 2014). Moreover, Algerians consider French as a prestigious language used by the elites.

1.5.4 English

English is the second foreign language after French. The spread of the English language is remarkable, especially among the youth, many aspects contributed to this including social media, the internet, the globalisation of English, movies and TV series. The Algerian government has taken several measures to promote the use of the English language, including introducing it as a subject in primary schools and allowing university professors to obtain a second bachelor's degree in English (Zahali, 2023)

1.5 Code-Switching

Code-switching (hereafter CS) is the outcome of language contact it is a common linguistic phenomenon among bilingual and multilingual speech communities in which they have a tendency to use different linguistic codes when they communicate with others either consciously or subconsciously.

1.6.1 Definitions of Code-Switching

Numerous scholars and researchers have put forward definitions of CS according to their field (sociolinguists, psycholinguistic, and grammatical). In the beginning CS was seen through the lens of language proficiency, thus speakers who shift codes were considered incompetent. CS was considered neither grammatical nor meaningful. For instance, Uriel Weinreich wrote in his foundational work *language contact* that ''the ideal bilingual switches from one language to the other according to appropriate changes in the speech situation . . . , but not in an unchanged speech situation, and certainly not within a single sentence'' (Weinreich 1953: 73). As a reaction to this restrictive definition, scholars through the years demonstrated that even

CS within the single situation (intrasentential CS), is orderly and grammatical (as cited Kathryn A :75) and that it create systematic communicative effect where anomalies are celebrated by researcher as Gumperz (1982) explain that what seems as random changes that are difficult for an outsider to predict, turn into a valuable means of communication for the members. In CS, code refers to a mechanism employed to facilitate communication between two or more parties (Wardhaugh, 2005). Speakers choose the suitable code for the situation and decide to switch between codes whenever it is necessary. In essence, CS refers to the utilization of two distinct languages or dialects within the same language, whereby a speaker uses multiple codes within the same situation where undoubtedly he will choose a language or a variety his interlocutor understands. For instance, CS is the result of bilingualism it occurs in the Algerian context when a person speaks Algerian Arabic and then they switch to French as Hudson (1996: 53) defines CS as the "inevitable consequences of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances". Moreover, Gumpers(1982:52) defines CS as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of sub-system". According to this definition, Gumpers consider that whenever there is an exchange of passages that are not in the same language that is used in an alternative way, there is a case of code switching.

   In addition to the sociolinguistic approach, scholars define CS through the lens of psycholinguistic, for instance, Hans Vogt (1954) wrote the article *Language in Contact* in which he regards code switching as a psychological phenomenon rather than a linguistic one and that its causes are extralinguistic, In the same line of thoughts, Clyne investigated the psychological aspect of CS through his works (e.g. Clyne 1967,1991, 2003) in which he asserts that CS is psychologically triggered and that CS occur in bilinguals' speech due to particular conditions of language production governing the cognitive processes taking place in the speaker's mind. Moreover, Clyne developed his hypotheses of triggering. In which words trigger the speaker to code-switch these words are defined as «words at the intersection of two language systems, which, consequently, may cause speakers to lose their linguistic bearings and continue the sentence in the other language" (Clyne 1991: 193).

CS has also been investigated by scholars who focus on the language system, they aim at developing theories and models to see whether there are grammatical patterns across CS sentences. Poplack (1980) studied Puerto Rican speakers in New York where they code switched between the English and the Spanish language and developed two syntactic constraints called the free morpheme constraint and the Equivalence constraint. The free morpheme constraint indicates that switches are restricted between a lexical item from one language and a bound morpheme from another language unless for free morphemes that have been integrated into the host language. The Equivalence constraint states that code switching occurs when the two languages share the same surface structure that is elements of the two languages are equivalent.

To sum up, the sociolinguistic and psycholinguistic approaches focus on investigating the speaker's role and the social and cognitive factors that influence CS. In contrast, the grammatical approach focuses primarily on the linguistic structures and constraints that govern CS. By integrating these approaches, a holistic understanding of code switching as a multifaceted linguistic and social phenomenon is achieved.

1.6.2   Types of Code-Switching

Numerous scholars have a different regarding code switching types in which they attempted to constitute a framework that accounts for this linguistic phenomenon. For instance, Bloom and Gumperz (1972) divide it according to a social function and, Poplack (1980) direct its attention to sentence structure.

1.6.2.1 Blom and Gumpers 1972 Classification

Blom and Gumperz (1972) classify CS into two main types which are Situational CS and metaphorical CS.

a- Situational Code-Switching

It happens when the speaker alternates their codes in different situations according to changes in the social situation like the time and place settings, and interlocutor. An example can be noticed in the Algerian community where many individuals who are considered bilingual use the Algerian dialect with friends and family members and use French at work. For example, a teacher in the department of

English speak with students before and after class in Algerian Arabic but lecture in English.

b- Metaphorical Code-Switching :

It happens in the same situation with the same individuals. The speaker switches to deliver a message or to convey a specific communicative effect such as an apology, request, or refusal. For example an Arabic speaking individual switch to French when apologizing because of the soft connotations of French in the Algerian community**.**

1.6.2.2 Poplack 1980 Classification

Poplack (1980) proposes different divisions of CS. She adds a third type named Grammatical CS which is also divided into three sub-types which are:

a- Inter-sentential Code-switching

This type of CS happens at the clause boundaries. Where each sentence is in a different language. Poplack (1980) says as an example "Sometimes I'll start a sentence in English y termino' en Espanol''. This means (Sometimes I'll start a sentence in English and finish it in Spanish.), another example from the Algerian community is when a speaker would say: "ʔdɑ Ҫndɑk sɑħɑ, la vie est belle''. This means that if you have health, life is beautiful.

The speaker started the sentence in Algerian Arabic and then proceeds to change it to French. Poplack (1980) stated that this type of CS requires knowledge of both languages to adhere to the grammatical rules of both languages.

b- Intra-sentential Code-switching

This type of CS occurs within the sentence or clause boundary. In this type of CS grammatical structures of both languages are preserved according to Poplack in her influential article. For example, kunt fi l'hopital nӡi:b les analyses, this means that I was in the hospital to bring the tests.

c- Tag switching

This type is also referred to as extra sentential or emblematic CS. It involves the insertion of tags of different languages into a sentence. This type of CS is common in the Algerian community as speakers use tags from the French language most of the

time in their speech, such as çava, normal and plus important meaning respectively fine, normal and most important.
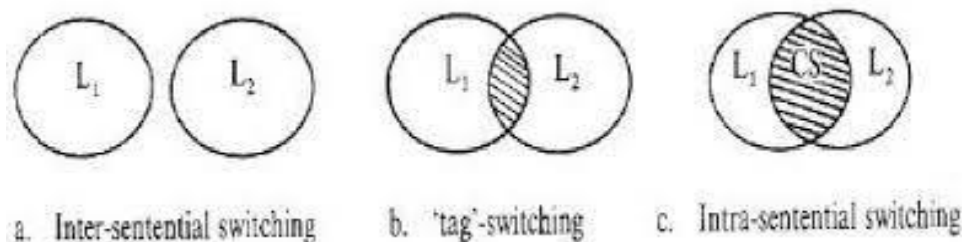
Figure 1: Types of Code-Switching (S. Poplack 1980, p.615)

1.6.3. Code-Switching and Other Linguistic Phenomena

CS, code-mixing and borrowing are linguistic phenomena that are common in bilingual and multilingual speech communities. Many scholars do not distinguish between these phenomena while other scholars claim that CS is different from code mixing and borrowing.

1.6.3.1 Code-Switching Vs Code-Mixing

CS and code-mixing (hereafter CM) are two linguistic phenomena used to describe the use of more than one language or dialect in a conversation or sentence. CS and CM are often used interchangeably but have different meanings. Wardhaugh (1992: 107) says, "Conversational code mixing involves the deliberate mixing of two languages without an associated topic change", that is, speakers use more than one code in the same situation without changing the topic. In the same vein, Hudson (1996: 53) defines CM as a case "where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation", i.e. CM is the transfer of linguistic elements from one language to another by bilingual speakers during the same conversation without any change in the topic or the entire situation. Also, Hudson (1999: 53) defines CM as a kind of linguistic cocktail where a bilingual use a few words of the first language, then a few words of the second language, then back to the first for a few more words and so on. Eastman (1992) considers that there is no distinction between the two concepts and they use the two terms interchangeably. While the main difference between the two linguistic concepts is that, CS is something

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speakers do intentionally because they want to express themselves with a personal style, but CM is something speakers might do unintentionally simply because they do not know the correct word or phrase.

1.6.3.2 Code-Switching vs Borrowing.

CS and borrowing are regarded as two different phenomena resulting from the use of different languages in a speech community. CS and borrowing are hard to differentiate due to them being an interaction between two languages and can be both possibly used by bilingual speakers. On the one hand, many researchers consider that there is no clear difference between the two phenomena, and they are very close to each other. Spolsky (1998: 49) says that "the switching of words is the beginning of borrowing, which occurs when the new word becomes more or less integrated into the second language". It means when the speaker code-switch, he is starting the first step of borrowing. On the other hand, other researchers see that there is a difference between CS and borrowing. Gumpers (1982) defines borrowing involves the introduction of lexical items from one language into the grammatical system of the borrowing language, and these borrowed items are indeed considered part of the vocabulary of that language to another. CS however, is "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Gumperz, 1982:59).which means that CS refers to the contiguity of two codes which function under two different grammatical systems. In the same vein, Gumperz (1982:89) says that CS is "a communicative resource" and not "a communicative deficit". According to him, borrowing deals with words and clauses, and also needs morphological and syntactic rules from the base language, while CS deals with the syntactic level and includes sentence fragment that is from one language. In addition, borrowing may occur in monolingual speech, while CS may not. CS and Borrowing are two different linguistic phenomena and each phenomenon has its characteristics in a speech community.

1.6.4 Reasons of Code-Switching

Speaker CS for different reasons, therefore, scholars have strived to uncover what motivates people to shift codes during a conversation. Malik (1994) came up with ten reasons for CS in his study on Indian speakers.

a- Lack of facility: According to Malik (1994) speaker code switch when they cannot find the right expression or term in the language they using so they switch to another language

b- Lack of registrar competence: when a speaker is not linguistically competent in either language or they don't the jargon in two languages CS occur for example, in the Algerian community doctors switch to French terminology when interacting with each other.

c- Mood of the speaker: Malik (1994) stated that when a bilingual speaker is not in the mood meaning they are tired or angry CS occurs even if the words are available in both languages.

d- To emphasize a point: switching can be used to amplify or strengthen a point or idea.

e- Habitual expressions: Speaker code switch mostly when using fixed phrases of greeting, request, invitation and discourse markers such as so, right and okay.

f- Semantic significance: when speakers code-switch at a specific moment their lexical choice is a tool they used to convey linguistic and social information

g- To show identity with a group: CS is used to show that speakers have shared values and identity and that they belong to the same culture

h- To address different audiences: Malik (1994) stresses that CS occurs when speakers try to address individuals who do not share the same linguistic background

i-Pragmatic reasons: CS may emphasize varying degrees of speaker's involvement.

j- To attract attention: CS is used to attract people's attention in the advertisement as Malik (1994) explains this by giving an example of an Indian newspaper using Hindi words in an English edition.

1.6.5 Code-Switching on Facebook

Social media platforms can be defined as any platforms that facilitate human interaction virtually like Facebook. As highlighted above, scholars noticed that CS occurs in bi/multilingual communities as a way to cope with language deficiency or to facilitate communication between people. Researchers observed this phenomenon among EFL students' on Facebook. As a consequence, Researchers tried to investigate the use of CS on Facebook communication where Halim and Maros (2014) reported that CS can be used on Facebook for several purposes such as quoting others to maintain message authenticity, to emphasise a point, to clarify and elaborate meaning to avoid misunderstanding, they have also observed that Facebook users switch to show emotion and their mood. They concluded that CS on Facebook used to communicate effectively.

1.7 Conclusion

In this chapter, various theories, views, and concepts related to the linguistic phenomenon of CS have been illustrated. Starting with language contact, multilingualism and borrowing. Passing through the complex linguistic situation in Algeria, and finishing with different views related to CS, including differences, types, reasons, and the use of CS on Facebook.

CHAPTER TWO

Social Media

2.1   Introduction

Technology has evolved at a rapid pace over the past two decades. This development has allowed people to connect on a large scale through smart phones and computers. Nowadays, individuals communicate on the internet without boundaries of location or culture through social media. Social media platforms, like Facebook, have developed into one of the best ways to communicate on the internet, enabling users to exchange text, photos, and videos, which has benefited learners. The following chapter will present background on social media in addition to Facebook and its utilities in the field of education.

2.2   Social Media

Social media (hereafter SM) have been defined in a variety of ways, and different scholars have offered diverse perspectives about the nature of this concept. Kapoor et al. (2018) stated that SM consists of several user-centric platforms that help with content creation and facilitate mass communication in various formats. It is a digital landscape created by the user, and for the user, it promotes an environment that is supportive of collaboration and communication to occur across various levels, namely personal, professional, business, and marketing. The term is also referred to by Kaplan and Haenlein (2010) as "Social media is a group of Internet-based applications that builds on the ideological and technological foundations of Web 2.0 and that allows the creation and exchange of user-generated content" (p. Therefore, it can be described as any web-based application that permits users to interact with one another and produce or share their content. According to Carr and Hayes (2015), SM platforms obtain their value from user-generated content, meaning these platforms would not exist if it were not for the participation of the people.

According to Manning (2014), the term SM refers to a new type of media that is interactive, contrary to the old type of media broadcast, where media was centralized and controlled by one party, which limited people's participation, like television and radio. Furthermore, Manning explained that SM have facilitated communication and collaboration on a large scale as a result of the advent of the digital and mobile sectors. A modern media age was born with interactivity as an essential part of media functions. Significantly, in today's world, people can express their thoughts and

opinions to other people in a matter of seconds on a larger scale and browse content from a variety of sources.

2.2.1 Social Media History

SM is often considered a new concept associated with platforms like Facebook and TikTok; however, this term is not a new phenomenon; it dates back to the 1970s.

Figure 2.1 Social media History. Sajithra and Patil (2013:69)

In the 20th century, technology developed at an eccentrically rapid rate, leading to the invention of the internet, where people could connect through a digital medium. According to Sajithra and Patil (2013), Ray Tomlinson invented internet-based email in late 1971, marking the beginning of much more collaborative SM. Years later, in 1978; bulletin board systems were designed to facilitate communication among users, allowing users to send messages privately or publicly. These systems were a precursor to the modern social network existing today. In 1979, Usenet was created to share categorized messages among users based on their preferences. Later on, Internet Relay Chat (IRC) was introduced in 1988. It is considered a synchronous way of communication in which users can exchange messages and information with each other in real time via instant messaging and share files. It is mainly designed for group communication in discussion forums, called channels. The fast adaptation of IRC and the opening of access to the internet gave users the ability to create personal websites and chat groups, which marked the early period of the '90s. The First Social Networks, 1995 Classmate.com was launched based on the idea of making friends based on their preferences, like profession and activity. Six Degrees was created by Andrew Weinreich, often referred to as the father of social networking." The platform helps people connect with others they do not know. By the 21st century, SM platforms had

marked tremendous growth. Sites like Wikipedia, Linkedin, Myspace, Facebook, Twitter, Pinterest, Instagram, Snapchat, Telegram, and TikTok were launched and have completely changed the way people connect and collaborate virtually, relying on user-generated content and focusing on interactivity.

2.2.2 Social Media Characteristics

SM has experienced unparalleled growth and success, largely attributable to the advancements in Web 2.0 technology. Its widespread reach has transcended geographical boundaries, connecting people worldwide, provided they have access to the internet. While the term "social media" is widely recognized, only a fraction of individuals truly comprehend its defining characteristics. Notably, Mayfield (2008) identified five fundamental traits: participation, openness, conversation, community, and connectedness. Additionally, Taprial and Kanwar (2012) outlined five distinctive attributes that distinguish SM from traditional media: accessibility, speed, interactivity, longevity, and reach. In summary, these defining features of SM can be summarized as follows:

2.2.2.1 Participation

SM has changed the way people interact with the media. It encourages participation and lets everyone join in and share their ideas and thoughts, regardless of who they are. in which individuals can create content to capture the attention of others and possibly interact with each other. From this perspective, the line between people who make media and those who consume it becomes blurred, as everyone possesses the ability to both create and consume media.

2.2.2.2 Openness

The majority of SM platforms are free to join. This encourages people to share their thoughts and opinions through features like voting, commenting, and sharing. SM platforms strive to ensure that everyone can access content easily and without restrictions, creating an inclusive environment where people can exchange ideas.

2.2.2.3 Conversation

Unlike traditional media, which is a one-way transmission of information to an audience, such as television and radio, SM is more like a two-way conversation. Users

can interact with content creators and other users through comments, likes, and shares, creating an interactive experience that encourages the exchange of ideas and opinions.

2.2.2.4 Community

SM has facilitated the formation of communities with shared interests, enabling efficient communication and the sharing of ideas, content, and experiences. This has fostered a sense of belonging and promoted social cohesion among users.

2.2.2.5 Connectedness

SM platforms are successful in connecting users with various resources, people, and information using links to navigate between sites and platforms. They facilitate the sharing of content, ideas, and opinions, as well as the discovery of new content and connections.

2.2.2.6 Accessibility

SM platforms are user-friendly and easily accessible, with no or minimal cost to use. They don't require any special skills or knowledge to navigate, and anyone with online access anywhere in the world can participate in conversations and connect with others with just a few clicks.

2.2.2.7 Speed

Unlike traditional media networks, where content can be limited in terms of distribution, SM platforms allow users to instantly share their content with their network or community. Real-time responses also enable immediate engagement and dialogue with the audience, increasing the potential for going viral regardless of location.

2.2.3 Social Media Benefits

Technology has come a long way in altering people's communication processes, from face-to-face interaction and letters to a virtual world where people are connected more than ever. With the help of SM platforms like Facebook, people can produce and consume enormous chunks of content in an interactive environment. Individuals can benefit from SM due to its tools and worldwide reach, as claimed by Taprial and Kanwar (2012). The benefits are diverse:

    a- Personal use: generally, individuals use SM to connect with their friends and family and to receive updates on their favourite topics.

b- Social interaction: humans are social creatures that live and strive in communities. SM allows people to communicate and share information with others.

c- Learning and education: SM enable students to access a wide range of resources, such as educational documents and videos, and to find and create communities based on their study branches to connect with other fellow students and teachers.

d- Explore your creativity: SM is a vehicle through which people can explore their creativity; thus, people can harness their creativity through different features on different platforms.

e- Get empowered: SM revolutionized the creation of content, giving it back to the consumer, where individuals can create content and influence others by sharing their experiences.

f- Spreading the news: individuals can use SM to spread the news about anything, benefiting from platforms' reach abilities, in which content can go viral and impact a large segment of people.

2.2.4 Social Media Categories

SM has become part of our daily lives, connecting us with the world and providing an environment in which people can share their opinions and ideas. With so many different platforms available, it can be challenging to keep track of them all. However, SM can be broadly categorized into different types based on their features. Grahl (2015) and classify SM into six types:

2.2.4.1 Social networking sites

The creation of social networking sites has modernized the way people communicate. Unlike the initial stages of the internet, when communication was limited to email and chat rooms, these sites enable people to connect with friends and others who share the same interests in a virtual world. Nevertheless, social networks today are far more than simple platforms; they are at the centre of people's daily lives. The first version of social networking dates back to 1995 with the creation of classmates.com, where people go to find other classmates based on their email addresses. At the beginning of the 21st century, the development of user profiles

marked a turning point in the evolution of these sites. Initially, these profiles were simple, consisting of user names, locations, and interests. Over time, profiles became more complex, allowing users to share photos and videos. The true beginning of SM fever happened with the emergence of Facebook, founded by Mark Zuckerberg and his colleagues in 2004. By the end of December 2022, it had 2.96 billion active users monthly (Statista).

2.2.4.2 Bookmarking site

A method of saving and organizing links that categorize content on rooms or threads based on user preferences, allowing them to follow specific rooms. Connecting with lookalike individuals is the main advantage of a social bookmarking site. Like Stumble Upon.

2.2.4.3 Social News

Service that allows users to post different news and articles, and then posts are ranked based on popularity, in which users vote on the published post as positive or negative. The voting part is a core aspect of social news sites, allowing users to decide which content is ranked first. Such as Reddit.

2.2.4.4 Media Sharing

Sites that enable users to upload and share media content among users, such as videos and photos, have extra features such as profiles, comments, and subscriptions, both free and paid. Examples of popular media sharing sites are Flickr and Shutterstock, which focus on photography, and YouTube, the biggest video streaming platform with over 2 billion monthly active users.

2.2.4.5 Micro blogging

Micro blogs are meant to act as a mini version of blogs, but micro blogs combine the features of blogs with the functions of real-time messaging and SM tools. Twitter is the pioneer in this field, with over 300 million monthly active users. Tweets are the threads people post on the platform through mobile applications and websites. Tweets are limited in the number of characters, which is the basic feature of a micro blog. Different users use Twitter for various reasons, like connecting with their network; however, Twitter is extensively used by government institutions, politicians, and press agencies.

2.2.4.6 Blogs and Forums

Online forums are virtual communities that allow users to have open conversations by posting a post on the forum feed, whether private or public and exchanging information about any subject. Most forums are subject-based communities where individuals who share mutual backgrounds gather to have meaningful conversations. A forum has a strong sense of belonging to a community, with administrators serving the role of the moderator who manages the content on the forum and regulates improper posts on the forum. Unlike blogs, which are managed by the blogger, threads can be started by any member of the forum who wants to discuss a topic or share content.

Blogs are online journals that have features that distinguish them from normal websites. Bloggers generally write in a conversational style with a personal tone. Blogs vary from personal blogs sharing personal life experiences to business blogs sharing industry insight, providing the ability to connect by adding comments and subscriptions.

2.3   Facebook

Facebook was founded by Mark Zuckerberg and some of his classmates in his Harvard dorm room in 2004. It is a well-known social network that allows users to create personal profiles where they can share various forms of content such as videos and photos with other users. One of the main features of Facebook is the ability to send messages and connect with friends, family members, and colleagues. Since its launch, Facebook has experienced tremendous growth, with over 1 billion active monthly users as of 2012. As mentioned before, nowadays, Facebook is the most popular social network worldwide with over 2.96 billion active monthly users in 2023 (Statista, 2023). This number is concrete evidence that Facebook has become a central aspect of people's daily social lives. New users can post images, videos, and files and send and receive messages, creating and joining groups that are like niche communities based on topics. The social network has changed over the years developing multiple features, including Status, which enable users to discuss their views with their friend in addition to their current position; and the wall, which refers to the personal profile space where a user can share their content make in it visible to

their friend and followers. Facebook offers a wide range of content types to choose from including videos, images, and text-based posts, polls, Facebook Live, stories; Newsfeed which is the home page where users can browse updates from friend's profiles and consume content from other creators whether its text based or media based suggested by the platform.

As with any social network, Facebook has like and reaction buttons that act as a support to the content published allowing different reactions. moreover, transparency in the network is crucial as users are encouraged to use their real personal information to create authentic genuine personal relationships and build valuable communities and avoid fraudulent activities which are a big challenge facing social networks. Additionally, the Facebook privacy issue is still a dominant concern to users. Lomas (2019) cover this problem in which he mentioned that the earliest problems occured in 2007 when Facebook attempted to monetize its platform by sharing user activity data with advertisers without user acceptance. The Cambridge Analytics scandal in 2018 when the Cambridge Company used user's data from Facebook to potentially influence the United States presidential elections. The tech giant had many whistleblowers about its fatal misconduct of business practices privately. Frances Haugen in 2021 leaked The Company's internal research concerning the negative effects of Facebook on teenagers.

2.3.1 Facebook Usage in Higher Education

The rapid growth of social networks adoption among the general public in which these networks have disrupted the way individuals communicate and network at a large scale, the development of information and communication technology has brought the discussion to the use of social networks especially Facebook as an educational tool to facilitate the teaching-learning process since Facebook has become an essential part of people's daily life, as a consequence, of this growth, researchers were inspired to research Facebook applications and their impacts on higher education. Findings were controversial with studies claiming that Facebook is efficient as a learning tool while others revealed disadvantages of this application.

2.3.1.1 Advantages of Facebook Usage in Higher Education

Research has suggested that Facebook promotes an enjoyable and interactive environment facilitating communication with friends and teachers and enhancing critical thinking Hamid, S., Waycott, J., Kurnia, S., & Chang, S. (2015) with features like direct messaging and uploading multimedia content (videos and images) and the integration with third-party apps such as Khan Academy, the mass communication abilities of Facebook can be tailored to an educational tool. Mazman and Usluel (2010) developed a model concerning the use of Facebook to fulfil educational aims they categorized the model into three main purposes that can be labelled as communication such as following university announcements about classes and homework assignments by teachers. Collaboration between people creating academic groups related to their classes and resource/material sharing consists of exchanging class-related materials whether in text format or media. According to Roblyer (2010), Facebook can improve communication between educational institutions and students Through Facebook groups. In addition, the use of Facebook groups as a tool to discuss and share ideas after class sessions can be a valuable way to promote student engagement, a collaboration that takes place virtually (Bahati 2015).

In the same vein, VanDoorn and Eklund (2013) conducted research about the

The Facebook chat feature in which students perceived it positively as the real-time messaging made the physical location irrelevant in the learning process, Which allowed students to engage more with the teacher and complete assignments. Facebook can serve as an online platform for exchanging and creating information. Students throughout research have recognized its efficiency in supplying them with no-cost access to a vast amount of academic material such as proceeding courses and learning resources (Hung & Yuen, 2010)

In regards to the correlation between Facebook usage and educational performance, Ainin, Naqshbandi, Moghavvemi, & Jaafar (2015), found that the more students used Facebook, the better academic performance they perceived themselves to achieve. In another study focusing on the real outcome, with a sample of 139 students Lambić (2016) stated a positive correlation between the frequency of using Facebook as a learning aid and students' Grade point average (GPA). Certainly, online social

networks like Facebook offer great tools, which are flexible in time and place, fostering students' connection and encouraging them to share educational materials and possess digital literacy.

2.3.1.2 Disadvantages of Facebook Usage in higher Education

Facebook as an online social platform provides numerous features for social engagement and entertainment to have a better user experience according to Tang, Yau, Wong and Wong (2015:201) as "the major selling points for attracting people". Thus, students can easily be distracted by entertainment content and use Facebook to connect and socialize with others on the platform while doing educational related activities which hinders their focus (Cassidy, 2006). A study done in Turkey examining English foreign language (EFL) students' communication with their teachers on Facebook found that students display passive(reading, viewing, and watching) behaviours and avoid active(chatting, commenting, and posting) behaviours (Ayadin, 2014, as cited in Ritesh Chugh & Umar Ruhi, 2018). Furthermore, Harran and Olamijulo (2014) claimed that students do not stick to academic style writing on Facebook as they have a tendency to use abbreviated language in their interactions as social networks are famous for this. Another challenge posed in the use of Facebook as an educational tool is the ability to access the internet at a reliable speed according to Bahati (2015) the unreliable and slow connection speed with massive outages lasting days in Rwanda causes serious problems for students raising concerns about whether adopting Facebook as an education tool is possible in the first place. Another drawback to integrating Facebook into education is privacy, especially with the blurred line between private and academic life on the platform, which has been reported to cause discomfort and resistance to students who did not want others to know about their progress in the course (Wang, Woo, Quek, Yang and Liu, 2012).

Kirschner & Karpinski (2010) conducted a study in which they identify a negative correlation between Facebook usage and academic performance claiming that students that spend more time using Facebook for recreational purposes tend to have low Grade point Averages (GPA).

2.4   Conclusion

SM and technology have become integral components of our lives in this decade. SM, in particular, offers numerous benefits, with platforms like Facebook witnessing remarkable growth and capturing widespread attention. Presently, people can communicate with others regardless of time or location.

This chapter has explored various theoretical aspects related to SM. It has presented definitions put forth by different researchers, delved into the historical background of SM, examined its defining characteristics and benefits, and subsequently explored different categories. Furthermore, the chapter has focused specifically on the Facebook platform and its utilization in the field of higher education, emphasizing its advantages and disadvantages.

Chapter Three

Data Analysis

and Interpretation

3.1   Introduction

This chapter will cover the research methodology and the research instruments employed in this work the sampling technique utilized .To ensure we acquired the necessary findings, this chapter will cover the gathered data in detail and present the results and interpret the data. Finally, this chapter aims to answer our research questions by either confirming or rejecting the research hypotheses.

3.2   Research Methodology

This research was built on an exploratory case study of EFL students in Abou Bekr Belkaid University. This type of research is used when there is relatively limited knowledge on the subject. The main goal of this type of case study is to gain insight and data that can guide farther research. The purpose of this study is to explore the reasons and the frequency of CS on Facebook

3.2.1   The sample

The selection of the sample is a crucial part of the research design. Selective random sampling was used. This method ensures that each member of the population has an equal chance of being selected for the sample. 50 participants were selected randomly from the population of EFL students in the Department of foreign languages.

3.2.2   Research Instruments

Research instrument refers to the tools or methods used to gather data in research. These instruments can be summarized in questionnaires, interviews, notes taking, recordings, and observation. In this research, a questionnaire and an interview were employed to gather quantitative and qualitative data.

3.2.2.1Questionnaire

The questionnaire is a research instrument tool to collect data through a set of structured questions ranging from general questions to more specific ones. Questionnaires can be administered in person or online they can include qualitative questions and quantitative questions to gather both types of data by using open and closes ended questions. In this research, a group of 50 EFL students from the English department at Abou Bekr Belkaid University were selected to answer a questionnaire consisting of 14 questions that was designed to explore the students' reasons and frequency of CS on Facebook.

3.2.2.2Interview

Interviews differ from questionnaires as they are used to gather qualitative data through verbal communication.. In this research, a structured interview was used because, he follow a predetermined set of questions and a fixed format, ensuring consistency across participants. This standardization allows for more reliable and comparable data, as all participants are asked the same questions in the same order. The interview was used to collect qualitative data about the use of CS on Facebook. Five participants were selected and asked five questions exploring their familiarity with the studied concept. The researcher recorded the participants' responses after obtaining their consent.

3.3   Data Analysis

Data analysis is a crucial step in the research process; it enables researchers to make sense of the gathered data. Through the analysis and interpretation of information collected from research instruments, both the questionnaire and the interview serve as valuable sources of data in this study, contributing to the analysis and interpretation of the collected information.

3.3.1   The Questionnaire Analysis

Section 1: General Information

This section aims to form a picture of the sample's general background information: gender, age, and academic year.

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Question 1: The participants were asked about their gender.

Table 3.1 Participants gender

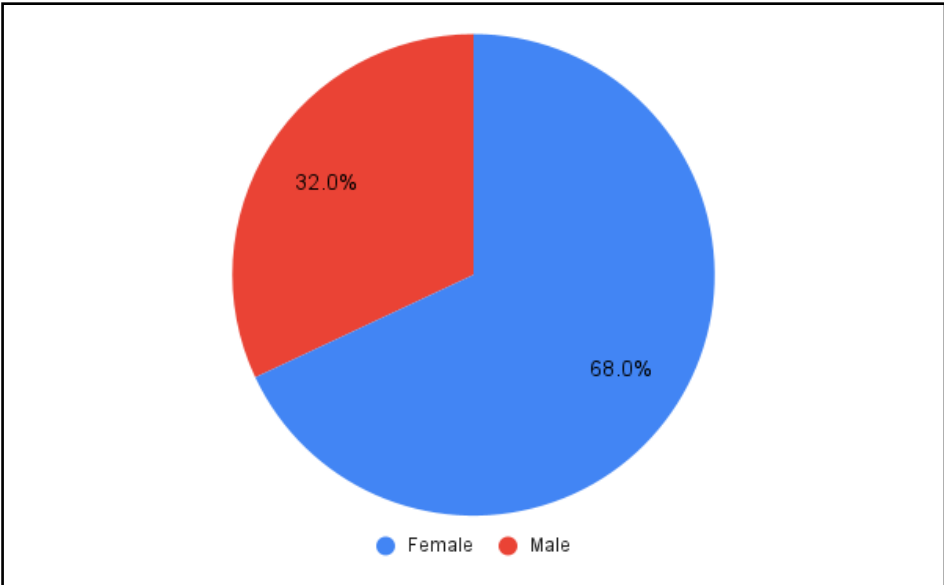| Gender	Number of participants	Percentage
Female	34	68%
Male	16	32%
Total	50	100%

Figure 3.1. Participants gender

The chart shows that out of 50 respondents, 62% were females. 38% were males.

Question Two: The participants were asked about their age

Table 3.2 Participants age

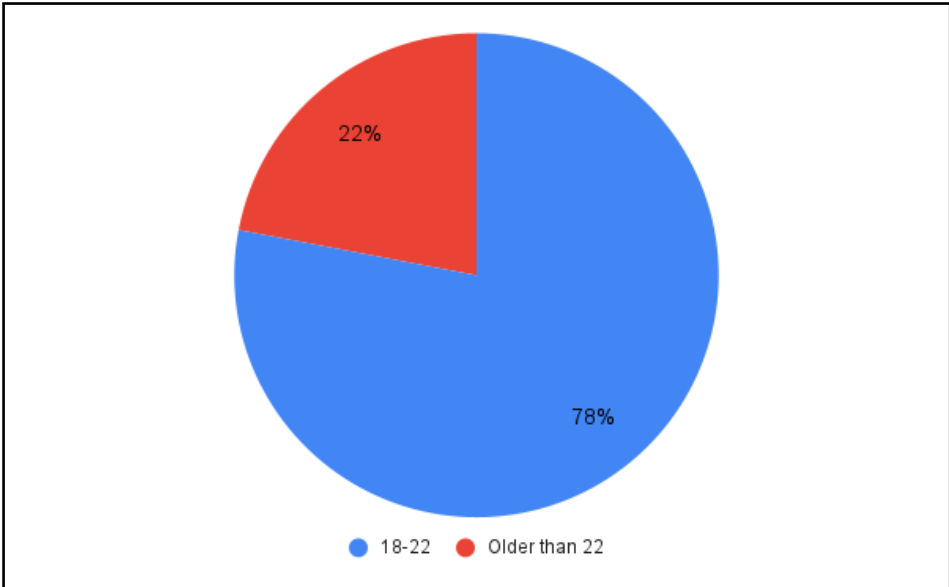| Age	Participants	Percentage
18-22	11	22%
Older than 22	49	78%

Figure 3.2 Participants age

The pie chart above shows the ages of students, of whom 78% are between 18 and 22 years old, while 22% are older than 22. This is expected since the majority of students are young.

Question three: Participants were asked about their level

Table 3.3 Participants academic year

	L1	L2	L3	M1	M2
Number of students	6	8	11	13	12
Percentage %	12%	16%	22%	26%	24%

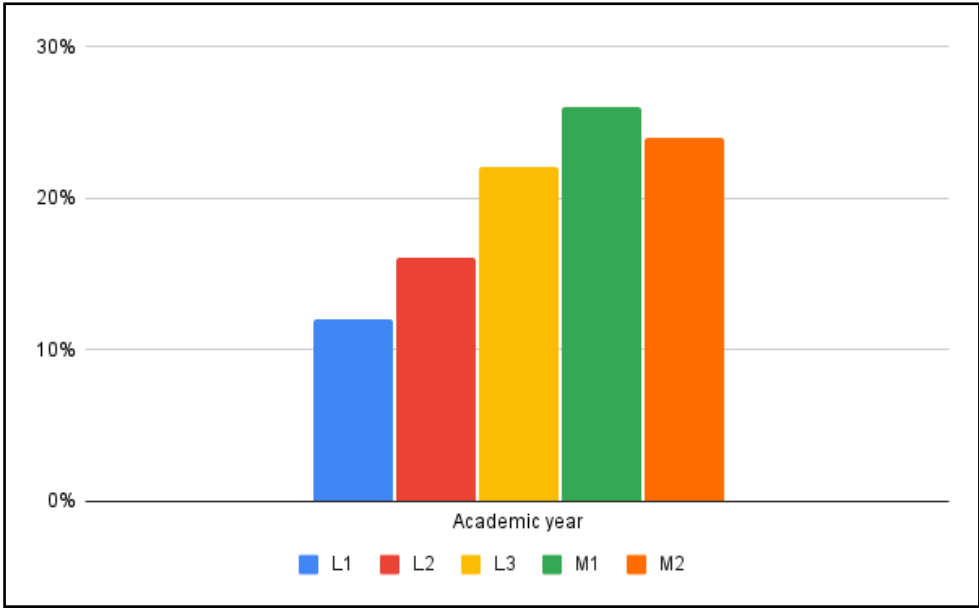**Figure 3.3** Participants academic year

The graph illustrates the distribution of participants' academic levels in our questionnaire. Specifically, the data reveals that 26% of students are in their first year of the Master's program, while 24% are in their second year. Furthermore, 22% of students are in their third year, with 16% being second-year students and 12% being first-year students.

Section two: Code-Switching

Question One: What codes do you use in everyday conversations?

Table 3.4 Codes used in every day conversation

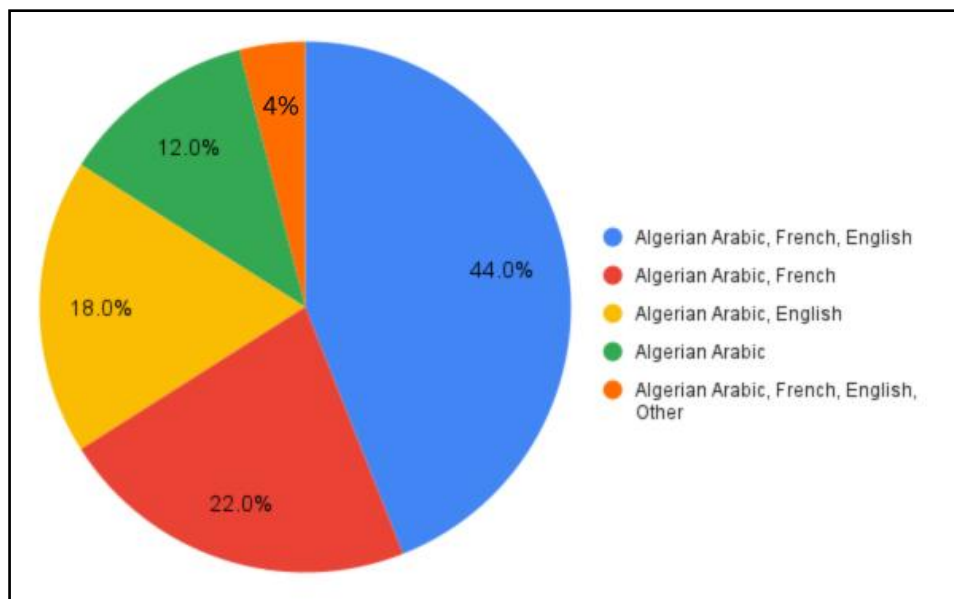|	AA,FR, EN	AA, FR	AA, EN	AA	AA,FR,EN,Others
Number of students	22	11	9	6	2
Percentage %	44%	22%	18%	12%	4%

Figure 3.4 Codes used in every day conversation

As the graph demonstrates, 44% of the respondents use Algerian Arabic, French, and English, followed by 22% of students who use Algerian Arabic and French, and 18% who use Algerian Arabic and English. Only 12% use Algerian Arabic alone, and the remaining 4% use a combination of Algerian Arabic, French, English, and other languages.

Question Two: How do you consider your level in Algerian Arabic, French and English codes?

Table 3.5 Students' competence in languages

	Very good	Good	Average	poor	Very poor
Algerian Arabic	35	10	5	0	0
Percentage	70%	20%	10%	0%	0%
French	10	11	18	9	0
Percentage	20%	22%	36%	18%	4%
English	15	24	10	1	0
Percentage	30	48%	20%	2%	0%
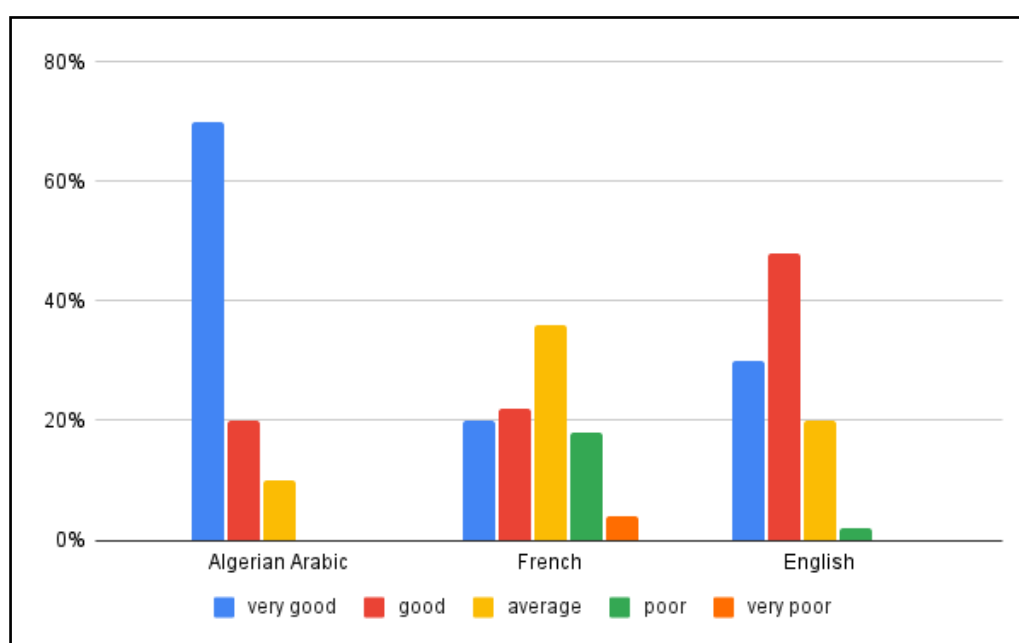
Figure 3.5 Students' competence in languages

The majority of the students, 70%, claimed that their competence in Arabic is very good, while 20% claimed it is good and 10% chose the average variant. No students reported having poor or very poor competence in Arabic.

Regarding French, 36% of the students claimed to have an average level, 22% reported a good level, 20% reported a very good level, 18% reported a poor level, and only 4% reported a very poor level.

For English, 48% of the students stated that their competence is good, while 30% claimed it is very good. On the other hand, 20% of students reported having an

average competence level, and only 2% reported having a poor competence level, with no students reporting a very poor level.

Question 3: Do you code switch?

Table 3.6 Code-switching occurrence

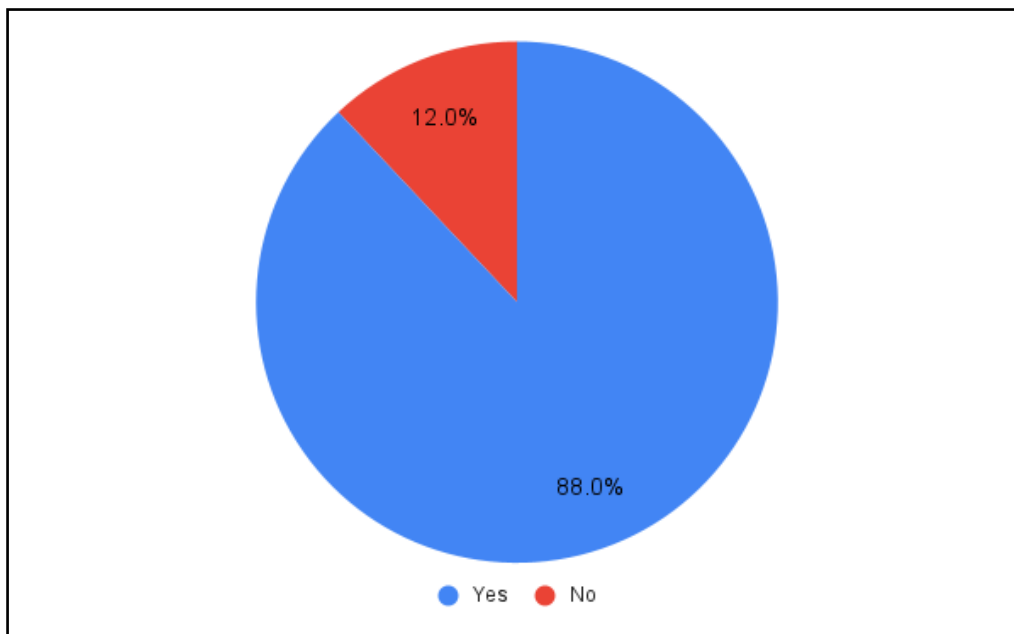| options	Participants	Percentage
Yes	44	88%
No	6	12%

Figure 3.6 Code-switching occurrences

According to the data, 88% of students responded that they code-switch. 12% of them responded with no. This means that Algerian students are comfortable using more than one language when communicating, which is not surprising because of the country's multilingual environment.

Question 4: In which state of mind do you switch code?

Table 3.7 State of mind when Code-switching

Options	Participants	Percentage
consciously	7	14%
Subconsciously	11	22%
Both	32	64%
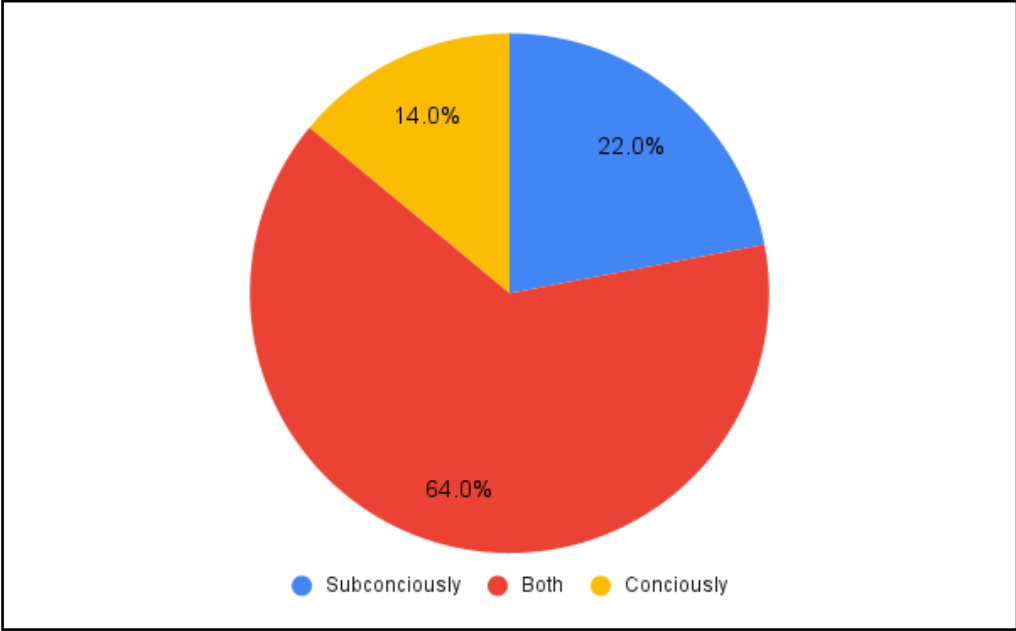
Figure 3.7 State of mind when Code-switching

This question was asked to assess students' awareness of their use of CS in their daily speech. The results, shown in the chart, demonstrate that approximately 64% of participants shift codes both consciously and subconsciously as it is a natural part of their communication. 22% of the participants were not aware of when they were CS, while the remaining 14% stated that they were aware of switching from one code to another.

Question 5: What are your views on individuals who engage in Code-Switching behavior?

The findings demonstrate that students hold varying perspectives regarding individuals who frequently engage in code switching. Most of the students thought they were educated and elites. Others claimed that it is a normal and it is common in The Algerian community while few of them suggested that this behavior is negative and it kinds of a show-off.

Question 6: When do you feel the need to switch to Algerian Arabic during an English conversation?

The majority of students claimed that they switch to Algerian Arabic when they don't know the appropriate words in English, others claimed they switch because it is easier and faster to express their thoughts. Few of them claimed that they switch to fill lexical gaps.

Section three: Use of Code-Switching on Facebook

Question 1: Do you use Facebook?

Table 3.8 Participants usage of Facebook

Options	Participants	Percentage
Yes	50	100%
No	0	0%
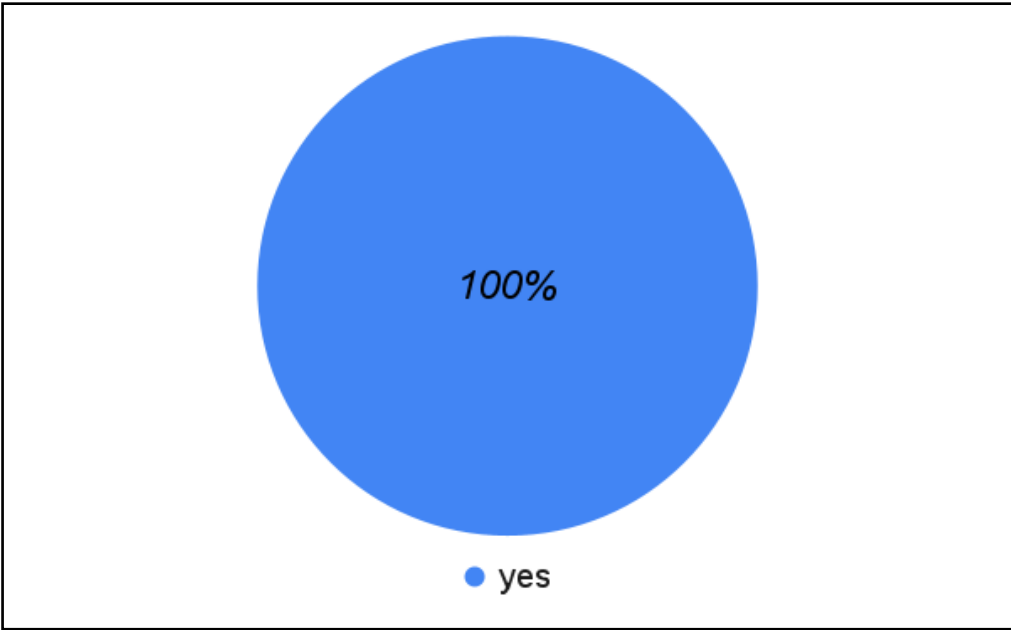
Figure 3.8 Participants usage of Facebook

Since our study focuses on Facebook activity, this question was asked to determine the percentage of participants who use Facebook. The results showed that 100% of the participants are active users of Facebook.

Question 2: How frequently do you code-switch on Facebook?

Table 3.9 Facebook usage Frequency

Options	Participants	Percentage
Always	24	48%
Often	15	30%
Occasionally	11	22%
Never	0	0%

Figure 3.9 Facebook usage Frequency

As the chart shows, 48% of students always use Facebook, 30% often use it, 22% use it occasionally, and none of the students selected the never option

Question 3: Which codes do you use on Facebook?

Table 3.10 Codes used in Facebook

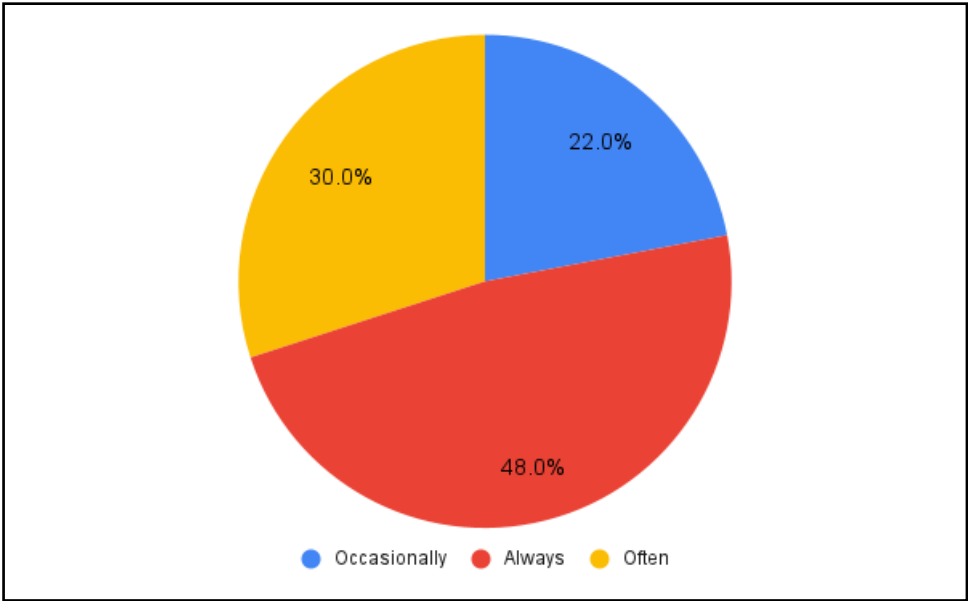|	AA,FR, EN	AA, EN	AA, FR	AA,FR,EN,Others
Number of students	23	13	11	3
Percentage	46%	26%	22%	6%
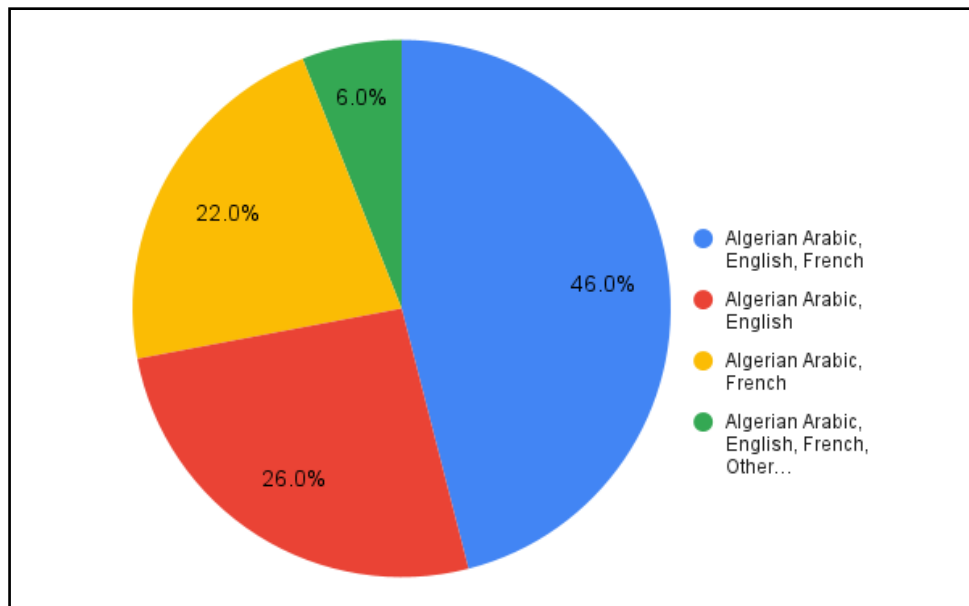
Figure 3.10 Codes used in Facebook

As demonstrated by the chart, 46% of participants use Algerian Arabic, English, and French on Facebook. Algerian Arabic and English follow with 26%, Algerian Arabic and French with 22%, and lastly, Algerian Arabic, English, French, and other languages make up 6%.

Question 4: How often do you engage in codes-switching on Facebook?

Table 3.11 Frequency of codes-switching on Facebook

Options	Participants	Percentage
Always	28	56%
Often	18	36%
Occasionally	4	8%
Never	0	0%
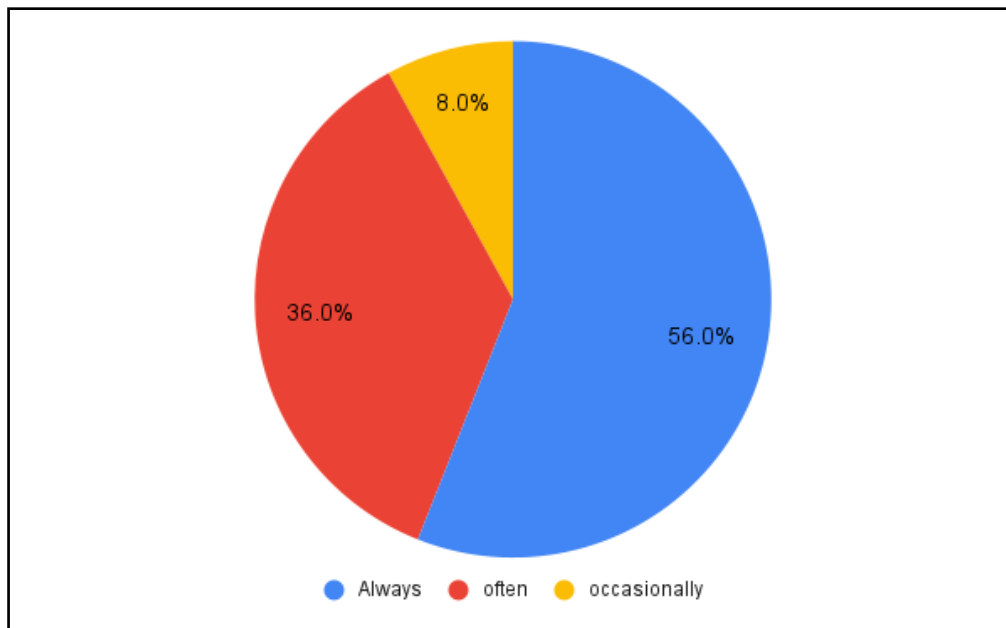
Figure 3.11 Frequency of code-switching on Facebook

This question was asked to determine the occurrence of code-switching among students on Facebook. As the chart illustrates in the chart, 56% of the participants always switch codes, 36% often do it, 8% occasionally switch, and no participants chose the never option

Question 5: why do you code-switch between Algerian Arabic, French and English when interacting in Facebook?

Most Students said that they code-switch to convey their ideas and thought clearly. Others stated they code-switch when they don't know the words. Few of them claimed that it is a habit that happens spontaneously and they do it subconsciously.

3.3.2   The Interview Analysis

The interview is a research tool used to collect qualitative data, typically employed on a small sample. In this study, a total of 5 interviews were conducted, ensuring representation from each academic level. Before the start of each interview, the studied topic was explained, and each interview consisted of 5 questions.

Question 1: How do you consider people who code-switch?

Most participants consider people who code-switch as intellectual and educated. However, two participants thought that engaging in such behavior was a showoff and considered bad behavior. They asserted that:

"I think that they are presenting themselves by practicing code-switching like a showoff"

As for those that responded that they see people who code switch as educated one interviewee said:

"They are mainly educated. They are seen by the society to be elite."

Question 2: Do you code switch with your EFL classmates and friends in the same way?

All the interviewees agreed that they do not code-switch in the same manner with their friends versus their EFL classmates in which they use the English language only with their classmates whereas with their friends French is the most prominent language one informants states:

"No, it's different. I always code-switch with my classmates using English language a while with my friends I use French."

"No, I don't switch in the same way. With my friends, I usually switch between Algerian Arabic and French, with my EFL classmates, I switch to English more."

Question 3: During Code-Switching on Facebook which codes do you use more?

Most of the interviewees said that they code-switch between Algerian Arabic, English and French codes, however, one interviewee said that she code-switch between Algerian Arabic and French. For example, these excerpts were taken from interviewing the participants:

"When I'm using Facebook. I generally code-switch between. Algerian dialect or Derga and French. while I use English language in typical topics"

"I use the Arabic language. English language, I mean by the Arabic language the Algerian Arabic."

Question 4: How frequently do you code-switch on Facebook?

The aim of this question was to know the frequency of CS on Facebook among the interviewees. The result showed that most of the interviewees always switch codes when interacting on Facebook. On the other hand, one informant said that she often code-switch. Additionally, one interviewee stated that she sometimes code-switch on Facebook. On this matter, interviewees said:

"Sometimes when I found myself comfortable and relaxed."

"It is habitual. I use it always on Facebook."

"A lot. Like too much? Almost always."

Question 5: Why do you code-switch on Facebook ?

The last question was asked to know why the interviewees code-switch on Facebook. The result showed that interviewees have different reasons for the shifting between codes where three interviewees stated that they code switch to express their ideas clearly and make them impactful whereas two stated :

"The reason is to convey my own ideas more clearly."

"to convey my ideas and to make my words more powerful and impactful."

The third the interviewee stated that it is a habit that happens subconsciously while the fourth said that it depends on the person she is communicating with either they know the English language or not.

3.4   Findings and Result of the Study

Through The data analysis of both the questionnaire and the interview. The findings showed the reasons governing the use of CS on Facebook communication among EFL students is to convey their own ideas clearly which confirms the first hypothesis. Additionally, Throughout our investigation, We noticed that most students

typically code-switch on Facebook and that they use the platform which confirms the second hypothesis.

The results indicated that students most of the time code-switch both consciously and subconsciously. Furthermore, the majority of the students have a positive attitude toward the use of CS. Additionally, based on the analysis, students use Algerian Arabic, French, and English in daily conversation as much as interacting on Facebook platform.

3.5   Conclusion

This chapter discusses the practical part of the research work. It explains the methodology used, as we opted for a case study. Moreover, we adopted simple random sampling, in which two research instruments were employed: the questionnaire and the interview, to gather both quantitative and qualitative data. After analyzing the data, we present the results that were found in this research, which align with the earlier mentioned hypotheses

General Conclusion

General Conclusion:

CS is one of the outcomes of language contact. It is the process of shifting from one language or dialect to another depending on the social context. CS is attested among EFL students in their speech and written communication. Accordingly, scholars' focus has been lately directed on the use of CS on the internet mainly SM especially Facebook since it is widely used by students as a means of communication. The widespread of these platforms globally provides a new way of expressing thoughts and ideas and helps students communicate, collaborate, and exchange materials.

This research aimed to identify the reasons for CS on SM mediums specifically on Facebook by Tlemcen University students of English. Two research questions were proposed to explore this theme. The first research question was about the reasons students code-switch in written communication on Facebook. The second one investigated the frequency of CS by students on Facebook. The following research hypotheses were suggested. For the first research question, the researcher hypothesized that students code-switch on Facebook to facilitate speech and to ascertain that their messages have been conveyed. For the second one, EFL students intensively code-switch on Facebook.

This research work involves three chapters. It started with the concepts related to the studied subject and then covered the sociolinguistic situation in Algeria to provide a general view of the linguistic situation in the country. It also covered the concept of CS theoretically with a highlight of the main researchers which aids the reader understand the phenomenon. The chapter concluded with the use of CS on Facebook communication. The second chapter covered SM definitions and went over its history and characteristics then highlighted its benefit and categories. Furthermore, the chapter dealt with the Facebook platform and its usage in higher education. The third chapter was devoted to the research methods and instruments used, finally, it presented the data analysis and the result to answer the research questions.

Through the analysis of the data collected from the questionnaire and the interview. The results revealed that students code-switch on Facebook

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to express their thoughts and ideas clearly which confirmed the first hypothesis. As for the frequency of CS on Facebook, it was demonstrated through the analysis that most students typically code-switch on Facebook which confirmed the second hypothesis.

This research was a trial to contribute to the current discussion about the use of CS in SM platforms especially Facebook remains limited as the researchers only provided a surface-level understanding of the issue due to the multidimensional aspects of the topic furthermore the limitation of data was also credited to the research instruments as the researchers did not capture actual discussion between students on Facebook.

In fact, no research is perfect due to human nature; the limitations of the research should be considered in future research to enrich the literature. In light of the founded results, we suggest that future research examining the use of CS on SM among EFL students should explore the issue in different social networks like Instagram, investigates other Algerian Universities especially those in the Kabylian region to include the Berber language and conducting a study exploring psycholinguistic aspects of CS in social media.

To sum up, the phenomenon of CS on Facebook is governed by different reasons one may argue that conveying ideas is the prominent one and that students employ CS in their communication on Facebook on a regular basis.

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Appendix

EFL Students' Questionnaire

This questionnaire is a part of research for Master's Degree on the Interactional Implication of Code-Switching in Social Media/Facebook: the case of EFL Students at Abou Bekr Belkaid University . Your opinion is crucial to complete the work and will be appreciated. The answers will remain confidential. It will be extremely kind of you to answer this questionnaire by ticking the appropriate box and commenting when necessary.

Code-Switching: the process of shifting from one language or dialect to another depending on the social context.

I. General Information

1) gender

☐ male

☐ female

2) Age: ………

3) Level: …………………………………….

II. Code-Switching

2) What codes do you use in everyday conversations??

☐ Algerian Arabic

☐ French

☐ English

☐ Other

2) How do you consider your level in Algerian Arabic, French and English codes?

	Very good	Good	Average	Poor	Very poor
Algerian Arabic					
French					
English					

3) Do you code-switch?

☐   Yes

☐   No

4) In which state of mind do you switch code?

☐ Conciously

☐ Subconciously

☐ Both

5) What are your views on individuals who engage in code-switching behavior?
……………………………………………………………………………………………
……………………………………………………………………………………………
....

6) When do you feel the need to switch to Algerian Arabic during an English conversation?
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

III. **Use of Code-Switching in Facebook**

1) Do you use Facebook?

☐   yes   ☐   No

2) How frequently do you use Facebook?

☐ Always

☐ Often

☐ Occasionally

☐ Never

3) Which codes do you use on Facebook?

☐ Algerian Arabic

☐ English

☐ French

☐ Other…

4) How often do you engage in code-switching on Facebook?

☐ Always

☐ Often

☐ Occasionally

☐ Never

5) Why do you code switch between Algerian Arabic,French and English when interacting on Facebook ?

……………………………………………………………………………………………

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……………………………………………………………………………………………

الملخص :

إن القدرة على استعمال أكثر من لغة واحدة يدفع حتما بمستعملها إلى التبديل من لغة إلى أخرى أثناء المحادثة أو ما يعرف بظاهرة التبديل اللغوي التي انتشرت بين الطلبة على مواقع التواصل الاجتماعي. أجريت هذه الدراسة على طلبة قسم اللغة الانجليزية في جامعة تلمسان، بغرض دراسة الأسباب و تكرر هذه الظاهرة أثناء استخدامهم موقع فيسبوك. كشفت النتائج أن الطلاب يستبدلون اللغة بشكل متكرر في الفايسبوك لإيصال أفكارهم.

الكلمات المفتاحية : التبديل اللغوي- ثنائية اللغة - مواقع التواصل الاجتماعي- فيسبوك – الأسباب

Summary:

The ability to use more than one language inevitably leads its user to switch from one language to another during conversation, known as the Code-Switching phenomenon, which has become prevalent among students on social media platforms. This study was conducted on English language students at the University of Tlemcen to examine the reasons behind and the frequency of this phenomenon when using Facebook. The results revealed that students frequently switch languages on Facebook to convey their ideas.

Keywords: Code-switching, Bilingualism, Social media, Facebook, Reasons.

Résumé:

La capacité à utiliser plus d'une langue pousse inévitablement son utilisateur à passer d'une langue à une autre pendant une conversation, phénomène connu sous le nom d'Alternance de code, qui est devenu répandu parmi les étudiants sur les plateformes de médias sociaux. Cette étude a été menée auprès d'étudiants en langues anglaises à l'Université de Tlemcen afin d'examiner les raisons et la fréquence de ce phénomène lors de l'utilisation de Facebook. Les résultats ont révélé que les étudiants changent fréquemment de langue sur Facebook pour exprimer leurs idées.

Mots-clés: Alternance de code, Bilinguisme, Réseaux sociaux, Facebook, raisons