

A Case Study of Turkish-English Written Code-Switching on Twitter with Specific Reference to Language Awareness

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ABSTRACT

The present study intended to examine the role of written code-switching (CS) between Turkish (L1) and English (L2) in Turkish-mediated correspondence among young social media users between the ages 18-25 on social media platform Twitter. It aimed to find out the impact of written CS on English language awareness and discuss the possible implications. The study hoped to find out the positive impacts of written CS on Twitter on individuals English language development, the development of English language awareness and the vocabulary.

The study was carried out at two phases: primary data consist of text namely tweets collected from social media application Twitter and secondary data involves reports collected from online survey carried out to English Language Teaching (ELT) 1st year undergraduate students at Eastern Mediterranean University (EMU), Faculty of Education, Department of Foreign Language Education (FLE) in Northern Cyprus. The study used non-experimental, descriptive research method including observational and textual data collection methods to address the four research questions. It involved a total of 100 native Turkish Twitter user profiles, as well as, 50 1st year ELT undergraduate level students whose native language is Turkish and took the courses predetermined by the researcher (ELTE122-Structure of English, ELTE116-Writing Skills II, ELTE114-Reading Skills II, and ELTE120-Oral Communication Skills II) in the spring semester of the 2020-2021 academic year. The data analysis was performed in several steps, including the identification of code-switches, content analysis of texts, measurement of frequency, percentage calculations, and discussion of the data obtained.

The observational Twitter analysis demonstrated that young Turkish social media users employ written CS frequently on certain topics for various possible reasons. In addition, the findings also showed that there is a significant trend towards the use of English words in Turkish-mediated correspondence in social media. Moreover, the analysis of the survey reports revealed that Turkish ELT students have a positive attitude towards the use of written CS in social media, and their answers argued that written CS in this medium has a positive effect on their English vocabulary development. Finally, results underlined that the use of written CS in social media increases users' awareness of the English language in various ways.

Keywords: Code-Switching, English Language Use, Attitudes Towards CS, English Language Learning, Vocabulary Development

ÖZ

Bu çalışma, sosyal medya platformu Twitter’da 18-25 yaş arası genç sosyal medya kullanıcıları arasında Türkçe (L1) ve İngilizce (L2) arasındaki yazılı kod-değiřtirmenin (CS) Türkçe aracılı yazışmalardaki rolünü incelemeyi amaçlamıştır. Bunun yanı sıra, yazılı kod-değiřtirmenin İngilizce öğrenimi üzerindeki etkisini bulmayı ve olası sonuçlarını tartışmayı da hedeflemiştir. Çalışma, Twitter’da yazılı kod-değiřtirmenin bireylerin İngilizce öğrenimi, İngilizce dil farkındalığının gelişimi ve kelime dağarcığı üzerindeki olumlu etkilerini bulmayı ummuştur.

Bu çalışma iki aşamada gerçekleştirilmiştir: birincil veriler sosyal medya uygulaması olan Twitter'dan toplanan tweet'leri içeren metinlerden ve ikincil veriler Doğu Akdeniz Üniversitesi (DAÜ), Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümündeki (FLE) İngiliz Dili Eğitimi (ELT) 1. sınıf lisans öğrencilerine yapılan çevrimiçi anketten toplanan raporlardan oluşmaktadır. Çalışma dört araştırma sorusunu ele almak için gözlemsel ve metinsel veri toplama yöntemlerini içeren deneysel olmayan, betimleyici araştırma yöntemini kullanmıştır. Toplam 100 yerli Türk Twitter kullanıcı profilinin yanı sıra, ana dili Türkçe olan ve araştırmacı tarafından önceden belirlenen dersleri (ELTE122-İngilizce Yapısı, ELTE116-Yazma Becerileri II, ELTE114- Okuma Becerileri II ve ELTE120-Sözlü İletişim Becerileri II) 20-21 akademik yılı bahar döneminde alan elli 1. sınıf ELT lisans öğrencisini içermektedir. Veri analizi, kod anahtarlarının tanımlanması, metinlerin içerik analizi, frekans ölçümü, yüzde hesaplamaları ve elde edilen verilerin tartışılması dahil olmak üzere birkaç adımda gerçekleştirilmiştir.

Gözlemsel Twitter analizi, genç Türk sosyal medya kullanıcılarının çeşitli olası nedenlerle belirli konularda sık sık yazılı kod-değiştirme kullandığını göstermektedir. Ayrıca bulgular, sosyal medyada Türkçe aracılı yazışmalarda İngilizce kelimelerin kullanımına yönelik önemli bir eğilim olduğunu da göstermektedir. Anket raporlarının analizi ise, Türk ELT öğrencilerinin sosyal medyada yazılı kod-değiştirme kullanımına karşı olumlu bir tutum içinde olduklarını ortaya koymakta ve yanıtları, bu ortamda yazılı kod-değiştirmenin İngilizce kelime gelişimlerini olumlu yönde etkilediğini ileri sürmektedir. Son olarak sonuçlar, sosyal medyada yazılı kod değiştirme kullanımının, kullanıcıların İngilizce farkındalığını çeşitli şekillerde artırdığının da altını çiziyor.

Anahtar Kelimeler: kod-değiştirme, İngilizce kullanımı, kod-değişimine yönelik tutumlar, İngilizce öğrenme, kelime bilgisi gelişimi

To My Beloved Family...

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LIST OF ABBREVIATIONS

ALS	Amyotrophic lateral sclerosis
ASAP	As soon as possible
CAT	Communication Accommodation Theory
CS	Code-Switching
DM	Direct message
EL	Embedded Language
ELT	English Language Teaching
EMU	Eastern Mediterranean University
ENG	English
EOC	Ethnography of Communication
FB	Facebook
GCD	Greek Cypriot Dialect
JK	Just kidding
L1	First language / native language
L2	Second language
LOL	Laughing out loud
M	Mean
ML	Matrix Language
MLF	Matrix Language Frame
OK	Okay
SD	Standard Deviation
SMG	Standard Modern Greek
SMH	Shaking my head

TL	Target language
TR	Turkish
TRNC	Turkish Republic of Northern Cyprus
WP	WhatsApp

Chapter 1

INTRODUCTION

This chapter contains six parts: presentation, background of the study, background of the code-switching studies, aim of the study, research design, and limitations.

1.1 Presentation

Times and conditions are constantly changing, and daily activities in life tend to constantly evolve into activities associated more with technology either closely or distantly. Nowadays, the demand for using technological tools and digital media applications for communicative purposes has reached a considerable level. The possible reason for this could be the fact that almost everyone has their own phone and their own personal account in various social media applications and human beings usually use these technological advances to communicate and interact with other individuals, either written or spoken. As communication is the major aim, it is only possible through using language, and as the times and conditions are changing day by day, language use by individuals also causes language to change as well. When the role of technology (Androutsopoulos, 2011; Chun, Kern & Smith, 2016), the effect of Covid-19 pandemic (Saleh, 2021) and the impact of digitalization (Vulchanova, Baggio, Cangelosi & Smith, 2017) on communication is considered, the language / languages have changed according to the situation, environment, time and their usage continues to change under certain conditions. Now the impact of each factor on language use will be taken into consideration and discussed individually. First of all, when the role of technology in human interaction whereat communication is

considered, it can be observed that, over the years, communication methods have evolved from simple audio calls to more efficient video calls and from simple text messages to online chat platforms which offer other communication services as well. Vulchanova, Baggio, Cangelosi & Smith (2017) emphasize that modern digital technology caused a transformation from Tv and radio to tablets and robots and from single-sensory interaction to multi-sensory interaction between individuals. As Herring (2013) points out, the communication platform may have changed over time from a home phone to a mobile phone or from a desktop computer to a tablet, but the channel remained the same '*texting*'. Therefore, it is seen that technological developments cause a change in the communication platform between individuals. Secondly, considering the current situation in the world, with the emergence of the Covid-19 virus in many countries around the world on March 2020, life has almost stopped and a lockdown decision has been followed. After this decision, people are forced to spend time in their homes and as a result of this various studies, for instance Marzouki, Aldossari, & Veltri (2021) and Fernandes, Biswas, Mansukhani, Casarin & Essau (2020), observed that the increase in the use of social media has reached to noticeable levels. This is because, during this time, individuals sought ways to communicate and interact with others, which seems possible with technology and therefore through digital platforms. As a consequence, the demand for technological communication tools and social media applications has increased which has created a fairly new and suitable platform for communication. In this direction, as VanDoorn & Eklund (2013) and Soukup (2018) put forward many face-to-face activities are transferred to online platforms; everyday activities such as shopping, chatting, educating began to be carried out via the applications, online due to the effect of Covid-19 pandemic. Thirdly, the emergence of social media applications has given users the

opportunity to communicate not only with people in their own countries and surroundings orally, but with many people and even with foreigners from all over the world both in written and in spoken form. This leads to digitization of communication, where the interaction is transferred into a digital form that can be processed by a processor. Surely, this had an impact on language and language use over time. Moreover, the term '*digilect*' was coined by Veszelszki (2017) in order to draw attention to and better define the language used in digital media. Similarly, Foster (2015) states that the use of social media applications has led to the emergence of new types of written language such as; blogs, tweets, and/or Facebook, Instagram posts. With the increasing demand in the use of social media and therefore in written communication, it is also observed that interest in oral communication has decreased slightly and various forms of written communication have gained importance (Nelissen, 2018). In addition, the language preference of the users is similarly affected and the use of various languages has become widespread that this leads to the multilingual language use on these online environments. In other words, with regards to both language choice and language use, digitalisation whereat social media seem to provide a new domain for examining multilingual language practices. Just like '*digilect*', some studies (Yunis, 2019; Page, Barton, Unger & Zappavigna, 2014) define the written language used in these channels as the '*social media language*'. Social media language is a new trend in our society, and its use has increased with the spread of social networking sites that reveal new communication channels. Needless to say, all these factors and the emergence of these new communication channels naturally affected the use of language, so it seems that the language can no longer preserves its original form and changes over time in order to adapt to time, conditions and developments. For instance, Ferris (2002) discusses that in order to capture the

same comfort, speed and sincerity in oral communication while messaging / texting on social media, the written language has undergone various changes. In addition, Ferris (2002) also argues that the features of written language have been refined and expanded with the transfer of writing to digital media and thus its digitalization. Due to the fact that the message transfer is instantaneous, users seem to transfer some spoken language features used in face-to-face interactions to social media communication hence to the written language. This has made written language resemble spoken language in many ways, which will be discussed later, so the great differences between written and oral communication have diminished over time. Moreover, the emergence of social media applications has given users the opportunity to communicate not only with people in their own countries and surroundings orally, but with many people and foreigners from all over the world both in written and in spoken form. Thus, being able to communicate easily and comfortably with people of different religions, languages and races causes some languages to gain more prestige than others and some to disappear, some to gain popularity and for some others to lose their popularity (Ferreiro, 2019). For instance, the place of the English language in the global community is in a different position compared to some other languages. As Seidhofer (2013) states English is the *de facto lingua franca* where it is used as a global means of inter-community communication. *De facto lingua franca* means English is used not only by its natives, but also as a common means of communication between groups of people who share different native languages. In addition, Christison and Murray (2014) support that, English serves as an online *lingua franca* in social media; having a great number of users who do not speak English as their first language (L1). Literally, English seems to be the dominant language in social/digital media for the period spanning the late 20th century and the first few years of the 21st century. English

is commonly referred to as the language of technology, science, business, digital media and education; the language of international business, the language of world leadership summits, the language of most academic conferences, workshops and seminars, so that regardless of the official language of the host countries, the language of activity will likely to be English. This is also common among the users of social media. The use of English is widely observed among speakers of different first languages, where English is communicatively preferred and often the more attractive one and sometimes the only option. On top of that, Lantz-Andersson (2018) also clarifies that since there is no obligation to use formal language on those mediums and with the freedom to play with words whereat language as users want on social media, various inventions, trendy words and the inclusion of some terms in English as a foreign language in conversations where the mother tongue is the dominant or principal language began to emerge. Jimma (2017) argues that especially with the spread of social media around the world, the impact of English as a lingua franca and the need for individuals to use English on social media platforms have increased and continues to increase trend day by day. Therefore, English has been started to be used for various possible reasons by everyone who can or cannot speak the language fluently and who know or do not know the language very well. This has led to the conscious or unconscious switching of languages from the mother tongue to English in social media posts by users, which are referred to, in linguistic terms, as Code-Switching (CS). In other words, Dorleijn (2016) claims that using multilingual, written internet data stimulate social media users to code-switch into the dominant language, English in this medium, through language contact. Therefore, CS refers to the transition to a language that can be widely accepted among the world, environment and familiar to the setting, the participants, and indeed most social media users. On account of this, Dor (2004) emphasizes that

'Englishization' is a powerful reality of these digital environments where people seem to be using English as a common language and convert the local language material into English or integrate English words into their native-language based communication. From this perspective, while earlier researches in the field of education, linguistics, and language learning were primarily based on oral and face-to-face modes of language use thus, code-switching; nowadays recently published studies are generally concerned with written language and language use on online digital platforms. By taking into account the increase in technology use, the popularity of social networks, and digitalism this research is mainly concerned with language use and language preference in social media applications. More specifically, this research aims to focus on from mother tongue to English written code-switching on social media in Turkish Cypriot context. Thus, the use of Turkish-English written code-switching in social media will be examined.

1.2 Background of the Study

Based on the abovementioned conditions, the use of two languages interchangeably or the integration of English terms into the individuals' mother tongue-based texting and chats are processes which belong to code-switching. Nowadays, it is a highly increasing phenomena among bi/multilingual social media users because it seems social media provides the appropriate environment for language switching as it allows the shared post to be seen and commented by many other users from various countries and different nationalities as well as giving their users the opportunity to use the language freely as they wish. Therefore, it can be said that social media provides an opportunity for its users to contact with outside world and to reach wider social environment by simply integrating some English words into their online posts. In recent years, especially the young generation uses social media so much that it can be

seen in some articles that those who grow up in this age are also considered as the iPhone generation. Additionally, factors such as the reaching of their posts to a wider audience and the increase in the number of followers they have in their social media accounts are of great importance for them. As a consequence, they tend to share a post in their native language by integrating some English words or they tend to comment on their friends' post in English although the post is originally in their native language for several reasons. First of all, they may believe that they can be followed and understood by foreigners by code-switching from their mother tongue to English. Second, they can create a different social self-image for themselves in this way. Third, they may also use English to appear more educated or cooler, because English is seen as a language of high popularity and prestige among these platforms. Fourthly, they may not know the Turkish equivalents of some words, so they use the English counterpart/equivalent. Finally, they do what the majority do with the herd mentality. This and many other reasons may be causing an increased demand for the use of code-switching into English during written communications through social media. Considering these and many other possibilities, the increase in the demand for code-switching to English with social media-mediated communication draws attention to the necessity of research on this subject and the existence of insufficient literature on this subject.

From the educators' point of view, they argue that code-switching to English on social media could be a sign where it provides opportunities for English language learners in terms of practicing and preparing them for everyday communication in English by simply integrating some English words in their correspondence. Therefore, social media and code-switching can and should be integrated in English as a second/foreign

language teaching classroom. In addition, many studies and articles which will be clarified later in the literature, argue that this type of language play on social media platforms serves as a valuable activity in preparation of student for second language use outside of school context by improving their socio-pragmatic competence. Although they use those English terms unconsciously in some contexts, it is believed and proven to improve their vocabulary and positively affect their English language awareness. For these and similar reasons the analysis of written code-switching on social media platforms among young users will contribute to explain the effectiveness and usefulness of it in this regard. Findings of this study are expected to be useful and relevant both theoretically and practically in teaching/learning English as a foreign/second language. Primarily, findings are expected to enrich the theories in this respect. In addition, findings of this study are also considered being useful to provide the information about when and for what topics code-switching is used by social media users. Thirdly, the findings will provide better understanding and a new insight of how code-switching is related to the aspect of language learning, and language awareness in practical terms. Furthermore, the research hopes to stimulate other researchers to conduct such kind of social media integrated language use studies in the future.

1.3 Background of Code-Switching Studies

Throughout this research, the terms code and code-switching will be explicitly reviewed with reference to the relevant sources of information. After a detailed literature review, in the light of the information obtained, study will critically examine written code-switches on social media and discuss the statistical results. With a rough reference to research on code-switching, many studies on CS over the last thirty years (Nortier & Dorleijn, 2009; Poplack, 2001, Romaine 1992) has been primarily based on oral, verbal and face-to-face modes. Only very few studies (Androutsopoulos, 2013;

Danet & Herring, 2007; Falk, 2013; Hinrichs, 2006) have observed written CS in online communication. Considering this situation, the present study focuses in depth on the written code-switches between Turkish and English by social media users in general and Twitter users in particular. The in-depth literature review conducted before the research reveals that the informal written language of the participant is similar to the informal spoken language with some minimal differences. This makes this research even more interesting and intriguing.

Yet to put it simply, code-switching or switching between two or more languages in a single discourse is a phenomenon that has been studied over the years in multilingual or bilingual communities, mostly in oral forms. The increasing demand for social media and computer-mediated communication (CMC) has seen the use of CS that has been previously associated with spoken form, in written form. Social media now provides the opportunity to explore different aspects of CS on a large scale in written form as it hosts a large number of texts. CS is a natural consequence of the languages in contact as in the case of the use of English to be able to communicate between Greek Cypriots and Turkish Cypriots on the island of Cyprus. It is a well-known fact that bilinguals can switch languages at the word, phrase, clause or sentence level when they require to code-switch. In addition, the process of CS seems to depend on a number of factors including structural, functional, and socio-cultural aspects which will be discussed later. This particular study is based on several theories in this sense such as; Hoffman's (1991) six types of code-switching theory, Myers-Scotton's (1989) Matrix Language Frame (MLF), and Bloom & Gumperz's (1971) situational and metaphorical switching where they put forward alternating codes among people can be patterned and predictable. MLF model will explain why social media namely Twitter users

require to mix languages by suggesting that there is one dominant language which is called '*Matrix language*' and the other language tend to be called '*Embedded language*'. Overall, it is believed that these mentioned theories will cover the main analysis in this respect. Besides, Saville-Troike's (1986) work can be used as a guidance where it explains the several possible reasons why people require to switch between languages. Furthermore, some other reasons put forward for CS include, accommodation theory [Giles, Taylor, & Bourhis (1973)], topic [Enç (1986), Barredo (1997)], identity [Mendoza-Denton (2002), Sophocleous & Themistocleous (2014)], context and formality [Wei (2005)].

As it will be shown in the literature review, the functions of code-switching in verbal interactions seem to be well understood because there is a lot of research in this area that can be cited. However, less is known about code-switching in written communication, which has started to be used more with social media as a result of digitalisation. For instance, websites are often created in different languages for text, images and audio-visual text, and this is an important factor that can affect the scope of code-switching. In addition, the formality of the social media platforms and the fact that it does not impose an official language requirement for its users is also a factor that has an impact on the use of CS.

1.4 Aim of the Study

Now younger generation is aware of the importance of learning English as a foreign language since it is regarded as the lingua franca; yet, this awareness leads to a common situation that is observed as code-switching. From this perspective this research aims to study the act of switching between languages (English + Turkish) in a single discourse on social media and the analysis of written code-switches.

Therefore, Twitter has been chosen as the social media application to be examined in terms of written CS samples and language use. Besides, the study is interested in analysing the topics that are prone to be code-switched on Twitter among Turkish Twitter users. This study will question the tendency, the side effects of CS in terms of language development, and the possible reasons of using Turkish & English code-switching in a single post on Twitter by Turkish native speakers. Therefore, this study will be an interpretive and descriptive research due to its natural structure. It intends to critically analyse and interpret the users' tweets regarding code-switching through using document analysis and statistical analysis methods. Based on the gathered data from Twitter and the findings of the textual analysis, this study will further focus on how effective code-switching is on increasing English language awareness and vocabulary development of the younger generation. This will be explored through an online survey method to be conducted with undergraduate students of English Language Teaching (ELT). Overall, this research's goal is to find answers to the following four research questions:

1. Is there a tendency towards using English on Twitter among Turkish native speakers?
2. What are the topics where Turkish native speakers tend to switch from Turkish to English?
3. Does code-switching contribute to the development of social media users' English language vocabulary and if it does how?
4. Does code-switching from Turkish to English increase social media users' language awareness?

1.5 Research Design

In order to answer these four research questions, this section has been organized to describe, in general terms, the methodology planned and implemented for this study. First of all, since this study aims to describe the relationship between written code-switching and English language development, it has a non-experimental nature and is therefore descriptive and interpretive. Based on the researcher's observation, this study assumes that written code-switching is frequently used on social media platforms among Turkish users. The accuracy and validity of this hypothesis will be ensured with the findings of the research after a detailed examination of the collected data. Nevertheless, the research arose and was designed within the framework of this observation and hypothesis.

The methodology of this study consists of two stages of data collection and analysis. The first stage consists of collecting online written textual data from the social media application named '*Twitter*'. Twitter has been selected as the main digital platform to be examined because it is a social networking service where users share posts known as '*Tweets*' and interact with each other through correspondence. The book by Murthy (2018) discusses Twitter application and its use by individuals in depth, however to put it simply, Twitter users can share a post (tweet), read, like, comment or retweet other tweets through this digital medium. Users can share their thoughts by filling in the '*what's happening?*' box on their home page and these posts are available for other users to be liked, commented, or retweeted. In addition, tweets are originally restricted to 140 characters and this feature makes the application suitable for the analysis as it allows users to share shorter texts than other social media applications. In the light of all this, the primary source data of this study consists of textual data in the form of

online written code-switched tweets of Turkish Twitter users between the ages of 18-25. The first stage of this study mainly deals with the language use whereat Turkish-English code-switching on Twitter application because this social media application provides a different communication function, which is neither purely conversational nor an official broadcast, but somewhere in between. This makes this work linguistically interesting and new in this field. In terms of data analysis, the first stage adopts document analysis with specific references to content, lexis and frequency distribution among the collected data. Document analysis, as Bowen (2009) explains, is a form of research in which the collected documents are interpreted by the researcher to give meaning around an evaluation topic. For this research, the collected written documents are analysed and interpreted in detail in order to be evaluated in the context of code-switching. This analysis phase also includes grouping the content into themes. On the other hand, one of the other objectives of the study is to look at the impact of this phenomenon on the English language development and use of Turkish social media users. For this purpose, the second phase of the research includes the preparation of an online questionnaire in the light of the information obtained from the document analysis of the tweets and submitting it to the voting of the Eastern Mediterranean University (EMU) English Language Teaching (ELT) undergraduate program first year students. More specifically, participants who are asked to contribute to this stage are 1st year ELT students who took ELTE122 Structure of English, ELTE116 Writing Skills II, ELTE114 Reading Skills II, and ELTE120 Oral Communication Skills II courses in the spring semester of 2020-2021. The online collected data are categorized by relying on theories proposed in this field. In addition, the analysis of the data obtained from the second stage is done anonymously in order to fulfil ethical issues. In this way, this study hopes to reveal whether the code-switching used in social media

has an impact on young individuals' language awareness and vocabulary development. Particularly, it aims to find out whether the English-Turkish code-switching used in social media contributes to users' English language awareness and vocabulary development in English.

1.6 Limitations

This study will focus on the tweets including Turkish-English code-switching on social networking platform Twitter only. The emphasis of the study is on the form of CS, the topics of CS preferred and the frequency of CS among Turkish youth between the ages 18-25. Therefore, the results of this research may not be generalisable and may not reflect the reasons of CS in other communities since this research will be conducted by considering the tweets of young Turkish Cypriot twitter users only. However, this research aims to shed light on the use of English by Turkish Cypriots on social media.

Chapter 2

LITERATURE REVIEW

Considering digitalization, technological developments and the impact of Covid-19 on computer-mediated communication around the world, the present study focuses in-depth on the written code-switches that, young Turkish social media users perform on Twitter. This section plans to present a literature review on the related subject that is code-switching. This chapter starts by introducing the subject to the readers in general terms, and then discusses what communication between people is and how it occurs followed by the types of communication, and the factors that affect communication. It then examines the broad topic of code-switching, from what the term code means to relevant theories, types and causes for switching. While drawing attention to the impact of technology on code-switching, it also draws attention to the multilingual environment on the Internet, the code-switching in computer-mediated communication, and especially the examination of code-switching in social media. Moreover, it also examines the researches on the subject of code-switching in social media by considering different social media applications such as Facebook, WhatsApp and Twitter separately. Finally, it examines the relationship of the written code-switching performed during computer-mediated communication in social media to the English language development of individuals and sees whether this event contributes to their language development or not, and can be used as a tool in language teaching/learning. After all, a brief summary refers to the issues mentioned throughout the

literature review and briefly mentions the mentality put forward by the studies on this subject.

2.1 Introduction

First of all, this research has emerged as a result of the researcher's curiosity, interest and research on this subject, as she noticed that the Turkish-English code-switching, which she observed in her own social media account, has been performed more frequently in correspondence recently. Based on this idea, this unit examines the linguistic phenomenon of code-switching, written code-switching, code-switching in computer-mediated communication, and code-switching in social media, respectively, in order to better understand and research the subject. Although each subject is explained and discussed in depth in separate sub-titles, it is necessary to be familiar with the subject in general terms, therefore, each is briefly mentioned here. Firstly, a natural linguistic phenomenon of Code-Switching, thereafter CS, is defined by some scholars and linguists (Gumperz, 1982; Hoffman, 1991; Poplack, 1980; Romaine, 1992) as a transition between two or more languages during communication and it can be performed either consciously or unconsciously under certain conditions or need. With specific reference to above-mentioned scholars, it is generally assumed that code-switching is a linguistic event that is frequently encountered and used during simultaneous speech due to the environment in which it is known and researched. For this reason, there are many researches, articles, and definitions on code-switching during spoken discourse and simultaneous oral communication such as Cook (2013), Giles, Coupland & Coupland (1991), Honsson (2010) and Sebba (2012). However, unlike the general trend of examining code-switching in simultaneous spoken discourse, this particular study looks at how code-switching is performed in asynchronous written communication rather than the synchronous oral

communication. The aim here is to prove that individuals have started to prefer written communication more than oral communication on online, virtual environments due to reasons such as the widespread use of technology (Androutsopoulos, 2011; Chun, Kern & Smith, 2016), the increase in the use of social media applications (Vulchanova, Baggio, Cangelosi & Smith, 2017), the emergence of Covid-19 virus (Saleh, 2021) and transfer to online education. As a result of these, Warris (2012) discusses that some linguistic phenomena (such as code-switching, Englishisation, code-mixing) used in spoken communication today are started to be performed during written communication as well. That is why by considering the changing and developing conditions of today, the issue of written code-switch on social media is aimed to be examined. Secondly, since this study focuses on written code-switching it is important to have a look at the similarities and differences between spoken and written language. However, it should not be ignored that the written language used on social media platforms is different from that used in daily life. Regarding this, Kramsch (2014) states that written language used by individuals on social media used as a means of conversational practice where texting is usually an unplanned, informal and fast process. This is a sign that the written language in social media is quite different from the written language used to inform someone in accordance with official and grammatical rules. On the contrary, it is more similar to informal and simultaneous spoken language. In relation with this, Foster (2015) argues that as a result of the popularity of communication and correspondence through social media, new types of written language such as blogs, tweets, and posts have emerged. Just as the written language has been affected by these changes, the language preferences and uses of social media users are similarly affected. As mentioned earlier, English is observed to be used predominantly on social media platforms because, as Christison and Murray

(2014) say, English serves as an online lingua franca. This not only allows social media users to use English, as well as, their mother tongue, but also allows code-switching between their mother tongue and English. It is precisely for these and similar reasons that this research aims to examine the code-switching in social media-mediated written communication which is a current issue.

Surely in order to understand the concept, first of all, it is necessary to have a general idea about communication phenomenon, the types of communication, channels of communication, forms of communication, the factors affecting communication and thus how communication takes place. Later it is crucial to be clear about the definition of the term 'code' and the general overview of the phenomenon, what code-switching is and in which situations, under what conditions it is used. Then, in order to better understand the code-switching in written communication on social media, necessary discussions are made under the heading of technology integrated code-switching by looking at how computer-mediated communication takes place, what are the languages used in internet environment, the use of language / languages in social media platforms and the application of code-switching in these channels are also examined in the remainder of this chapter.

2.2 Communication

First of all, according to Schramm (1954) the word communication is derived from the Latin word '*communis*', meaning common. From this point of view, when we communicate with someone, we actually try to establish a "partnership" with them. Therefore, we try to share a knowledge, an idea or an attitude with a person or a group of people. By looking at the definition of the word in the dictionaries, communication is usually described as a transfer or sharing of information in various ways. For

instance, Oxford Learners Dictionary defines it as a way of imparting or exchanging of information either by speaking, writing, or using other mediums such as signs, visuals, facial expressions etc. In addition, Merriam-Webster Dictionary defines it as the act or process of using words, sounds, signs, or behaviours to express or exchange information or to express ideas, thoughts, feelings, to someone else. Another dictionary, Cambridge Online defines it as the process by which messages or information is sent from one place or person to another through various ways. As can be seen, communication is the event of the transfer of information between persons or settings in various ways either traditionally (through letter, home phone, face to face dialogues) or technologically (through E-mail, SMS, social media notifications). Besides its definition, communication always takes place with a specific purpose which tends to change according to the situation / setting and requires the attendance of participants. Therefore, it can be said that communication is usually contextual. This, in turn, requires the means of expression, tools, and methods of transferring information to be tailored to the environment, subject, and participant. In relation with this, Ogden and Richards (1923) developed a model called '*The Triangle of Meaning / Reference*' in order to reflect the relationship between words and meaning. Later, scholars such as Fishman (1965) and Hymes (1992) used this model in order to explain the major constituents of communication which can be referred to as '*The Communication Triangle*'. As they put forward, communication, in any form, relies on a relationship between participants, setting and the topic. These three constituents as well as '*The Triangle of Meaning / Reference*' and '*The Communication Triangle*' are discussed in more detail in the next sub-section which deals with how communication takes place. Besides these constituents, there are several different ways to share information with one another and each time we communicate with

someone we have to consider some factors and adjust our way of communication, way of speech or writing accordingly. In today's globalizing world, virtual, online communication methods are the most widely preferred ones. When faced with such virtual, technological communication situations, it becomes even more important to express and convey the message effectively across geographic, linguistic and cultural boundaries through an asynchronous platform. All of these are also discussed in the following sub-sections.

As a result, human-beings are social creatures that communicate consistently. Based on this, the way individuals communicate tends to be influenced by the changes and developments around them in the world. Therefore, this research aims to investigate language use, language choice and language preference in such channels, assuming that both technological developments and the emerging Covid-19 virus cause individuals' communication style to occur more frequently over online virtual environments and in written form.

2.2.1 How Does Communication Take Place?

In order to understand how interpersonal communication occurs, it is very important to first question how communication occurs and how language negotiates meaning. There are an infinite number of existing utterances in any language, and the fact that the utterance is unlimited is due to the fact that there are new words that are derived and coined every day, and the language has a lively structure. It is therefore a matter of curiosity how speakers or writers use these language elements in a productive sense to create meaning. Predictably, individuals choose words, combine them in a meaningful way and form the intended meaning. In this way, individuals are able to communicate with other individuals. However, according to Ogden and Richards

(1923), understanding comes from within people rather than just form of the words they interpret. To this end, they created a model called '*The Triangle of Meaning / Reference*' to demonstrate the relationship of the words between thoughts and things. To put it in more academic words, the relationship between reference and sense, as the illustration in Figure 2.1.1 below demonstrates, is explained through the '*The Triangle of Meaning / Reference*'. The triangle consists of three main components: the thought, the symbol and the referent. This model, as such, symbolizes the constituents of the relationship between word and meaning whereat sense and reference. However, this model is also useful for communication and means a lot in that sense because when we become aware of the indirect relationship between symbols and referents, we also become aware of how common misunderstandings occur during communication.

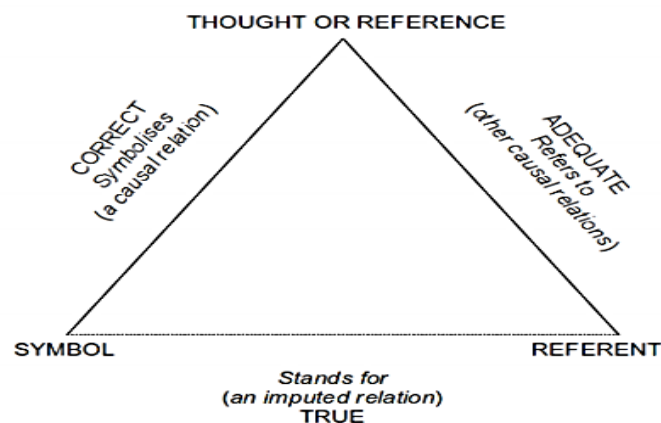


Figure 1: The Triangle of Reference (Ogden and Richards, 1923:11)

Communication Triangle is well demonstrated and discussed by Fishman (1965) as follows. When Fishman (1965) considers the communication triangle, there are three main components involved in communication. These are the participants, the setting, and the subject. These three main components play a big role in the course of communication, the choice of its type, the meaning of the words used, the choice of the language to be used and many other factors. One of the first controlling factors in

language choice is to be aware of who are the participants, both in terms of physiological such as age, gender, religion and socio-linguistical (monolingual, bilingual or multilingual). Further regulating factor of communication is to know about the setting. The usage of some vocabulary or language items seems to depend largely on location, setting or other environmental factors. Moreover, depending on whether it requires physical or virtual participation of the participants, communication is shaped by considering certain factors according to the nature of the environment. Finally, it is indicative of the need to consider the topic itself as the moderator of language use in communication, especially when two people who clearly prefer to use a specific language to discuss a particular topic. The topical regulation of language choice results from the fact that certain topics are better handled in one language than the other in certain bilingual or multilingual contexts. In the light of all this, if we look at the communicative context of this research the participants are Turkish Cypriots between the ages of 18-25 whose mother tongue is Turkish. The monolingual, bilingual or multilingual abilities of the participants will be discussed according to the research results. Secondly, the medium in which communication takes place is social media applications where written communication is predominantly used, which does not require physical participation. Finally, the subject of communication may vary according to the participants preferences for this research. Therefore, there is no specific topic selected for this particular study. The findings aim to be informative about which subjects the participants feel the need to switch between the codes of Turkish and English.

In addition, there is also Hymes's '*Ethnography of Communication*' (EOC) model which is originally called '*Ethnography of Speaking*', that can explain how

communication takes place within the broader context of the social and cultural community. This model particularly focuses on the communicative form and its function without limiting itself to spoken language only. The original version of the model proposes sixteen components of linguistic interaction which can be applied to several types of discourse. The first three components are those mentioned above in the communication triangle and Hymes calls these '*setting /scene, participants, key*'. According to him (Hymes, 1974, pp. 54-57) the setting covers the time and place of the linguistic interaction, the speakers and audience form the participants, and the key expresses the aim, objectives of the interaction and therefore determines the topic of the conversation. Leeds-Hurwitz (1984) explains that Hymes later renamed his model as the '*Ethnography of Communication*' which aims to reflect the interaction of communication with a particular community of users from examples of language production and to include verbal as well as non-verbal interaction. Furthermore, this model also acts as a qualitative research method which one of its aims is to be able to distinguish which communication codes / languages are important for different groups, which types of meaning groups apply to different communication events, and how group members learn these codes. This is closely related to the purpose of this study and the data collected from social media because if the audience using social media is to be considered as a community, it should be observed that they affect each other in terms of language use or communication code. In addition, by emphasizing the importance of the three main modulating factors of communication mentioned above, it reveals that the components of communication contribute to the course of communication as well as the language / code of communication.

2.2.2 Types of Communication

There are various types of communication, each involving multiple channels. In order to avoid any possible confusion, so-called communication type refers to the communication category and includes communication types such as verbal, non-verbal etc. (Adler, Rodman & Du Pré, 2016). On the other hand, the communication channel refers to the actual means used to send information such as the instant messaging application, video call, etc. As it is mentioned earlier, there are different types of communication such as verbal, non-verbal, visual and auditory. This research is particularly concerned with verbal communication, its types and the related channels. In simple terms, when individuals exchange thoughts, ideas, feelings and emotions through words either spoken or written they use verbal communication. Under this branch if they prefer to use spoken words it is called oral communication either face-to-face or via phone/video call whereas if they prefer to use written words it is known as written communication either through pen and paper or electronically. Oral communication is usually a synchronous phenomenon where speakers and listeners are virtually or physically present and have active roles. On the other hand, written communication is asynchronous in nature. However, as Nishimaki (2013) argues, with the latest technological developments, the asynchronous structure of written communication has gained speed, immediate access, fragmented nature, flow and synchronization. Similarly, Ferris (2002) discusses that written expression differs from oral expression in that it depends entirely on the alphabetical word, not on visual and audio elements, however technological developments have enabled written expressions to be enriched with sounds and visuals, and made written communication to be preferred in online social media environments.

It is obvious that there have been changes in human communication with the effect of digitalization and developing technology throughout the years. Technology has been able to fill the geographic gap between most people and allow cultures to blend. Now, individuals can communicate more comfortably and quickly with many people of different languages, religions, races and locations. But besides this, as studies like Aktaş (2005) shows, technology has ultimately led to the reduction or transformation of interpersonal individual communication. Oral communication, which used to be face-to-face, is now performed online with the video call features of applications such as Zoom, Google Meet, and Microsoft Teams. On the other hand, when examining written communication, even though an evolution from letters to SMS text messages has been observed, even texting can now be faster and interactive via internet and social media Apps. Whether it is a face-to-face, oral, synchronous communication either real or virtual or an email, a note, a report, a Facebook post, a Tweet, a contract, and the like, all forms of written, asynchronous communication have the same purpose, providing information or receiving information in a clear and succinct way.

The truth is that we are in constant communication every day, whether face-to-face or online, verbal or written, traditional or technological, we are constantly in contact with someone. In fact, we do it without planning and thinking because this is a natural phenomenon. Nevertheless, we have the ability to adjust the way we communicate, the words we use, by looking at the situation, by considering the audience or participants, the setting and the topic.

2.2.3 Factors Affecting Communication

There are a number of factors that can disrupt the communication process and can change and affect the course of communication. This section will discuss the factors

affecting oral communication, written communication, and electronic communication which is also named as '*secondary orality*' by scholars such as Holly (2011), Ong (1982), Spielmann (2002). When communication in face-to-face simultaneous dialogues is examined, the factors that can affect our communication style are lively, simultaneous, observable actions such as eye contact, body language, tone of voice, gesture and facial expression. Well, if we examine the asynchronous written communication, we encounter many different factors that can affect the way we text. In such cases, factors such as environment, language, slang, word choice come into play. Furthermore, in electronic communication the biggest factor affecting the individuals' way of communication is referred to as the communication channel. For instance, an e-mail, a Facebook post includes writing for asynchronous interpersonal communication whereas WhatsApp / Messenger chat groups includes writing for synchronous interpersonal communication. On top of that, commenting on someone else's post or sending a direct message to someone on those electronic, online, virtual platforms provide easy access, faster interaction and a fluency. Therefore, this type of written communication cannot be considered completely synchronous or completely asynchronous just something else in between the two side (Skogs, 2015). This reveals that the medium / channel chosen for communication has a great influence on the communication type. In the light of all this, this research is based on written communication in electronic media. However, more specifically, the use of language and the combination of different languages in electronic written communication will be studied. Therefore, the medium in which language usage is observed is virtual social media platforms.

2.3 Code-Switching (CS)

2.3.1 What is ‘Code’

To be able to discuss and understand what code-switching phenomenon is, it is first necessary to know what the term code refers to. The linguistic term code is defined in different ways by many scholars throughout the years. On the one side, Wardhaugh (1992) defines the term as a language or a language variety. Thus, referring to the other sources such as Bista (2010), the term code can also mean a dialect or a register depending on the context. However, for this particular study as Syafaat and Setiawan (2019) state code refers to a language. Accordingly, code-switching refers to alternate use of two or more languages in a single discourse. That occurs because people usually asked to choose a certain code every time they choose to communicate, and they can also decide to switch from one code to another or to mix the codes even inside the words, are sometimes very short. Overall, the term code (language, style, dialect, register, variety, accent) is used to communicate one language to another and is useful for a person to get better understand with others. Throughout this research, the word code will be used in the sense of language.

2.3.2 The Concept of Code-Switching

The definition of the term code-switching is discussed extensively and is used in linguistics, sociolinguistics, psychology, education and various related fields. Since code-switching has been studied from many angles, various scholars do not seem to share a common definition of the term. The pioneer of the term Weinreich (1953) regards CS as linguistic term where it refers to a transition from one language to another where bilinguals perform it in spoken discourse. Some other scholars (Hymes, 1977; Hoffman, 1991) define it as an alternate use of two or more languages or varieties of language. Similarly, Poplack (1980) believes that it is a shift from one

language to another in the same speech. The well-known scholar in this subject is Gumperz (1982, p. 59) who defines it as '*juxtaposition*' of different grammatical structures. In the same way, Romaine (1992) agrees that CS requires the use of more than one language or variety by a speaker however, she further underlines that it is usually performed within an utterance or discourse. Considering the recent scholars, they (Bista, 2010; Jingxia, 2010) define CS as speakers' selection of languages or dialects within a discourse, more specifically the arbitrary choice of vocabularies and phrases. On top of that, Cook (2013) specifies, considering all the various definitions, CS is a switch of languages in a conversation between bi/multilingual interlocutors who know the same languages and share the same language competence. Considering all these various definitions of this linguistic phenomenon, it can be hypothesized that a bi/multilingual environment can be one of the major requirements / settings for the code-switching to occur; a speaker who can speak at least two or more languages and a listener who is fluent in the same two or more languages. Therefore, code-switching is considered a vital part of the bilingual / multilingual world where people are used to intentionally or unintentionally switching from one language to another. In this context, CS usually refers to a combination of words / phrases chosen from two or more languages and used in the same discourse or conversation. Moreover, these different definitions also signal that code-switching usually takes place during an oral, simultaneous communication. This can be seen from the definitions of Poplack (1980), Romaine (1992), and Weinreich (1953).

On the other hand, the definition of the term CS varies according to the branch in which it is studied. For instance, psycholinguists, linguists, grammarians, or sociolinguists tend to perceive CS differently by approaching it from different perspectives. In

education and language teaching context the term CS is used to describe the cognitive linguistic abilities of the language learners or bilinguals. However, in linguistics by Holmes (2013), it refers to the specific linguistic act of changing or combining two or more languages. It is the act of using words and sentences in different languages interchangeably to suit the situation and the environment. There were also some scholars such as Vogt (1954) criticising that CS is perhaps a psychological phenomenon rather than a linguistic one. In addition, from a sociolinguistic perspective Gumperz (1958, 1964) describes CS by arguing that it involves the use of different dialects, accents, language combinations and styles within social groups to reflect a particular identity. This signals that code-switching does not only observed between bilingual or multilingual speakers, it can also be performed by monolinguals within the same language either by switching between standard language and its dialect or by switching styles within the language from formal to informal. As Aranoff and Miller (2003) clearly illustrate switching between two or three languages is an option for a bilingual/multilingual speaker to improve the quality of conversation, in the same way a switch between styles or dialects within the same language is an option for a monolingual speaker for communicative purposes. In addition, some scholars call this type of switches in monolingual setting as *style-shifting* or *style-switching*. This clearly shows that code-switching can be used by anyone (mono/bi/multilingual) to switch between the languages or language styles depending on certain factors like participant, subject, and setting and also depending on how you define the code. It seems like CS is not only a natural but also a common phenomenon among human beings because we are in constant communication with other individuals and CS is always an option and sometimes a necessity for us. Kohnert & Goldstein (2005) and Brice & Brice (2009), they often accept this phenomenon as a normal, natural product of bilingual

and multilingual language use. As can be seen, these definitions do not specify whether CS can only be performed during oral, synchronous communication. All that is required to implement CS is to have common shared languages / codes between speaker/listener or author/reader.

As a result, it is obvious that the definition of the term code-switching is bi-directional. On the one side, it refers to the specific linguistic act of switching or combining between two or more languages. In this respect, CS uses words and/or phrases from different languages interchangeably as appropriate to the situation. This type of switching is used by bi/multilingual societies. On the other side, from a sociolinguistic point of view code-switching phenomenon refers to a much broader concept where it embraces style-shifting, code-mixing and different dialects, accents, language combinations etc. From this perspective, CS can be performed by everyone from monolingual to multilingual societies. However, as mentioned before, in this research, the term code refers to the language and it is based on bilingual code-switches between Turkish-English.

Consequently, looking at all these definitions, it seems that in the past, code-switching occurred predominantly in oral communication and during simultaneous conversation, and has been defined from this perspective over the years. However nowadays, besides oral code-switching, written code-switching is also an increasing trend. Therefore, it is necessary to look at how the code -switch appears in the written texts.

2.3.2.1 Theories Related to Code-Switching

Regarding this linguistic phenomenon, many different theories have been proposed over time. As it is mentioned earlier code-switching is a bi-directional phenomenon therefore, theories related to this fact are also can be categorised into two; (i) social

theories and (ii) linguistic theories. To begin with, social theories usually argue that code-switching phenomenon is directly related with social group membership, and reflects the individuals' social identity including ethnicity, social class and other social positions (Heller, 1992; Pujolar, 2000). Later, the Markedness Model by Myers-Scotton came to the fore, following this general social theory. Myers-Scotton (1989) puts forward that language users tend to choose the language that is more logical, and that determines their rights by considering the factors like speakers, conversation and the setting and calls this the '*Markedness Model*'. Considering this, Auer (1984) clarifies the argument by suggesting that CS does not solely used to reflect the social status or situations; it is used as a means to create social situations. For this reason, Auer (1998) and Wei (1998) claim that the way code-switching is structured and managed in the interaction socially motivates the phenomenon. In their point of view, in order to better understand this phenomenon, researchers should primarily understand how CS occurs, and focus on sequential implications of it. The researchers are to focus on the occurrence of CS along with its sequential implications through the sequential analysis. This '*Sequential Analysis*' model focuses on the meaning that the act of CS creates rather than the social values of the languages that the speaker chooses. Another theory under this umbrella term social theories is the '*Communication Accommodation Theory*' (CAT) by Giles. This theory concerns cognitive, behavioural changes in speech; where individuals emphasize or minimize the social differences between the interlocutors during a conversation (Giles, Coupland, & Coupland, 1991). It can be said that this theory links language, context and identity considering the speech behaviour of the speaker where code-switching can be regarded as one of the behaviours in this case study. Lastly, Fishman (1967) and Bloom and Gumperz (1972) argue that people tend to switch codes depending on where they are and what they are

discussing; therefore, the topic of discussion and the setting where the discussion takes place plays an important role in code-switching process. They further call this situation a '*Diglossia*' or '*Domain-Specific Code-Switching Model*'. In their point (Fishman 1976) believes that communications are made up of a number of domains which provides framework of social life, therefore, the term domain refers to the social context of interaction. According to this model, there are two types of CS that is (i) situational (when the situation changes) and (ii) metaphorical (when the topic changes). In multilingual communities, it is of great importance to distinguish domain-based code-switching from diglossia. Holmes (2008) demonstrates that the concept of domain means that certain codes are specific to certain areas where it is used regularly in those places / situations. This type of code-switching is similar to diglossia and can also occur in multilingual speech communities that are not officially diglossic but the specialisation of function is less institutionalized.

On the other hand, there are also linguistic based theories where they study the patterns of language, grammatical implications and specific syntactic boundaries that might be performed in code-switching process. From this perspective, Poplack and Sankoff (2004) support a '*Constraints-Based Model*' which argues that CS is performed by based on two constraints that is (i) the free-morpheme constraint and (ii) the equivalence constraint. Muysken (1995) argues that the free-morpheme constraint occurs at the syntactic or utterance level of CS and Winford (2003) argues that in the equivalence constraint switching occurs when the grammatical structures of languages are compatible. However, some linguists have criticized this model for being too restrictive and some other weaknesses. Winford (2003) puts forward that Constraint-Based Model is useful only for demonstrating where switching is blocked, rather than

clarifying which language components can be switched and the related reasons behind it. Another important contribution to CS studies comes from Myers-Scotton (1989) a model under linguistic theory that is called a '*Matrix Language-Frame*' (MLF) which suggests bilinguals usually have one major, dominant language and the other less dominant language or languages. Crystal (1990) explains that according to this model, there is one dominant language which is called '*Matrix language*' (ML) and takes the major role in CS by determining the grammatical structure of the utterance and there is one less dominant language which is called '*Embedded Language*' (EL). From this point of view, Myers-Scotton (2002, p.55) clearly demonstrated the structural criteria of this model that is linguistic units such as content morphemes, grammatical frames from EL are usually inserted into the ML during a conversation. According to this theory, there is room for EL units as long as the morphosyntactic rules of the ML are not violated. Moreover, ML provides system morphemes as tense and aspect inflections whereas EL provides prefixes defining subject, person, number, and gender.

Based on all these theories, CS is the practice of individuals switching back and forth between two or more languages in communication where languages come in contact and is a common phenomenon in bilingual or multilingual speech.

2.3.2.2 Reasons & Types of Code-switching

Researchers have come up with various reasons for what motivates bilingual / multilingual speakers to code-switch. Two areas which have attracted widespread research are (i) linguistic motivations for code-switching, and (i) social or psychological motivations for code-switching. Speakers may switch from one language to another for several possible reasons. There are several reasons as well as

social and linguistic factors that explain why people need to code-switch. Needless to mention whether it is done consciously or unconsciously, there must be a specific purpose behind its usage and this will be discussed throughout this sub-section.

Social or psychologically motivated code-switching can be observed during situations where a speaker aims to emphasize her identity or group membership in bi/multilingual contexts or community. As Holmes (2013) clearly demonstrates, individuals code-switch to signal solidarity, group membership, shared ethnicity, social status, and affection. Holmes (2013) mentions that a speaker may switch from one language to another language to emphasize shared ethnicity, race, and group identity in order to lower/eliminate the barriers with an addressee. Very often a person code-switches to show that he/she is like the others in the group, specifically to fit in. Furthermore, CS can be performed in case of need to address a different audience, or to attract someone's attention. For instance, MacSwan (2014) suggests that CS can be used for this specific purpose while introducing members of a particular group to others. In addition, while expressing gratitude and solidarity, socially motivated code-switching can occur with an intention of developing a rapprochement. Similarly, Holmes (2013) emphasizes that sometimes speakers tend to switch between languages to express a certain social status or to distinguish themselves from other social classes. Shbat (2007) proves that some individuals deliberately switch languages in order to appear elitist, classy, and educated in the community. Actually, code-switching carries a hidden prestige in which the speaker clearly reveals her position (Auer, 2005).

On the other side, linguistically motivated code-switching can be observed during situations where an individual code-switches to show off her ability, sufficient grammar, and level of education in the other language. In some cases, individuals are

at the stage of learning a second language, so they are not fluent or competent enough to speak specific topics in that language (Holmes, 2008). In such situations, they may feel the need to use their mother tongue. This shows that the level of proficiency in the language is one of the reasons for switching the code and the topic of discussion can be another common reason of code-switching. For instance, Trudgill (2001) provides a case from Chinese students by arguing when Chinese students talk about academic matters they usually shift from Chinese to English. This reflects Chinese students' proficiency in using English on academic subjects. There are also some cases where individuals require to code-switch because the desired word does not come to the speaker's mind. Since particular topics require certain vocabulary, speakers may CS to discuss that specific topic. A certain vocabulary and a perfect structure are required to effectively explain and convey certain topics to the audience. In such cases, individuals feel like they need to switch codes as they will feel more comfortable and believe they will explain/discuss it better in the other language since they are more competent, so it is used to convey a thought on certain concepts. Leung (2006) puts forward that in Arabic society for instance, using a language other than their mother tongue makes speakers feel more comfortable and secure when talking about emotional and sexual issues in the community. For these and similar purposes, taboo words and topics are often replaced with code to avoid being expressed in the speaker's native language. In some other cases, CS is performed due to a lexical need. Some technical terms or cultural words are specific to that language and thus there is not any literal translation for them. Trying to translate those words from one language to another damages and distorts their original meaning therefore, in order to protect it CS is used. For instance, nowadays English is the language of technology, business, social media and education. It is quite common that many people use and remember more

English words for specific things and for certain topics than some other languages. It should be reminded again that, albeit for different reasons, code-switching can be performed both consciously and unconsciously. Perhaps, the most commonly performed code-switching is completely unintentional where individuals switch languages without even realizing or intending to do it. For example, it can occur when people are afraid, excited, upset or angry about a particular event or situation to express emotion or sudden feeling such as surprise. Sophocleous & Themistocleous (2014) prove that individuals are more likely to swear in their native language in any sudden situation. As can be seen people are inclined to switch codes for various social and linguistic reasons. But whatever the reason is, they perform it because that is what they think is right at that moment.

Considering the types of code-switching, scholars often use different names for the various types. For example, Bloom and Gumperz (1972) propose two types of CS that are (i) situational and (ii) metaphorical. However, Poplack (2001) asserts that code-switching has three main types that are (i) inter-sentential, (ii) intra-sentential and (ii) tag switching. Eldin (2014) and MacSwan (2014) argue that inter-sentential CS usually takes place when speakers are very proficient in both of the languages and can use them fluently because switching takes place outside the sentence / clause boundary. Intra-sentential CS includes switches within the same clause / sentence without any hesitation or pause to indicate a shift and tag switching occurs when speakers simply insert a tag phrase from one language into an utterance in another language. Later on, Hoffman (1991) seems to agree on this classification, but suggests that the third type of code-switching is called *emblematic* where it is performed when speakers require to insert a tag, a filler, exclamations and certain phrases into the sentence from the other language.

2.2.3 From Oral to Written Code-Switching

We have a range of insightful approaches and models that help us understand when and why bi/multilinguals switch between languages during speaking, both within and between sentences. Contrary to the long-standing interest in spoken CS, curiosity and interest in written CS has only recently begun to increase. As Jonsson (2010), McClure (1998) and Sebba (2012) point out, linguists have shown relatively less interest in written switches than in spoken switches. One explanation for the lack of research in this area is undoubtedly the sociolinguistic tradition that emphasizes the priority of spontaneous oral language, as well as, the more frequent use of spoken discourse by people. Another argument on this topic is about the nature of the written texts. It was thought that written texts could not be used as naive, spontaneous examples of language production, as they not only contained consciousness but also allowed the process of rewriting and editing. However, especially nowadays written CS is quite common and provides an undiscovered area that is extremely important to study. This seems largely to be facilitated by new media because e-mail, SMS messaging, websites, social media applications and blogs provide new, less regulated areas where written CS can occur. There is also a sociolinguistic belief on this subject as follows: “the more spontaneous and unconscious the conversation is, the more accurate and valid the code-switching data” (Dorleijn & Nortier, 2009, p.127). Undoubtedly, this belief is open to debate because the validity of the data should not depend solely on spontaneity. In addition, if we do not count the literary documents, the written language used in social media, and in Computer-Mediated Communication (hereinafter referred to as CMC) is completely different from the expected standard written communicative texts in terms of synchronicity, formality, language use and vocabulary choice. As Herring in (Tannen, Schifffrin & Hamilton; 2005) point out

written language used on digital environments is less correct, less complex, and less coherent than standard written language. This makes written language to be performed more like a speech, in the form of the spoken language. In addition, Androutsopoulos (2011) suggests that the language used in social media communication is characterized by the hybrid nature of texts that combine oral and written communication. From traditional perspective, a clear distinction between spoken and written language characteristics can be drawn however, the unplanned and informal style of written texts on social media platforms signal that, traditional distinct features become less observable and less viable on those mediums. Alternatively, Kramsch (2014) puts forward those written interactions between individuals on those social platforms act as conversational practices where social media users make pragmatic use of various linguistic repertoires for communicative purposes. Besides that, the question that arises may be whether the written code-switching is considered intentional or unintentional compared to oral code-switching. However, there is no adequate and well-equipped literature on written CS. It is clear that the data used in studies regarding code-switching are often face-to-face, oral, spontaneous conversations. This led to the formulation of theories of CS based on oral data; therefore, the theories proposed for oral code-switching phenomenon are often used in order to examine written code-switched texts as well.

2.4 Technology and Code-Switching

As previously mentioned, the observed increase and widespread use of written code-switching has probably been due to technological advances. Computer-mediated communication includes a very rich data accumulation in this respect, as it enables the use of multilingual languages. The aforementioned multilingual data is reflected not only by the presence of CMC messages in different languages, but also by the use of

multiple languages or codes in a single CMC message. This kind of multilingual data provides new dimensions in this regard, so it is both remarkable and important for code-switching studies. For these and similar reasons, in order to better understand the concept of code-switching in technological platforms, this unit will examine topics such as multilingual internet environment, Computer-Mediated Communication (CMC), language use in social media, and therefore written code-switching on social media platforms.

2.4.1 The Language of Internet: Variety of Codes

First of all, it is important to clarify the term multilingual separately before the discussion of multilingualism, multilingual language use on digital media and internet environment. People usually use language(s) to contact with outside world, aiming to reach wider social environment. Many countries have more than one official language, many people are fluent in two or more languages, most of the advertisements are displayed in various languages and many technologic tools, websites, applications now offer more than one language option for its users. For this reason, various terms are derived that signal how many languages a person speaks. The logic is actually very simple, if a person is able to speak only one language it is called monolingual. The term bilingual is used to define a person who is able to speak two languages. Finally, a person who is able to use more than two languages is named multilingual. Etymologically, these three terms composed of Latin and Greek roots. As Miller (2019) clearly explains, suffixes '*lingua*' from Latin and '*glotta*' from Greek means the same thing: tongue / language. Likewise, prefixes '*mono*', '*bi*' '*multi*' come from Latin and mean '*alone*', '*two*' and '*many*' respectively. Besides, the term multilingual has a synonym 'polyglot' in Greek, where '*poly*' means the same as '*multi*' and '*glot*' means the same as '*lingua*'. However, multilingualism does not guarantee that

multilingual person is able to speak all the languages that he/she knows perfectly or equally well. Multilinguals may be able to use each language with different level of fluency in different situations. These individuals, who can speak more than one language fluently, often have the ability to change vocabulary and structures from one language to another and mix languages during a conversation / correspondence. The process of shifting from one language to another and the alternate use of two / more languages by an individual refers to code-switching and can be performed by both bi / multilinguals which is already discussed in the above sections.

In recent years, researchers who have turned their attention to the use of multilingual languages in the online media are interested in researching language use and language selection on the Internet. The most likely reason for this is that it allows individuals to send messages from one network to others through the internet, by using variety of languages together, to communicate with different societies, religions, races, and cultures. The combined use of internet and social media with technological developments offer a growing range of services and enables almost unlimited number of people to keep in touch with each other through digital pages on any topic. People use this opportunity and language to contact with outside world, aiming to reach wider social environment. That is why multilingualism is a powerful reality of life around the world and life on social media where people have the ability of using more than one language with varying degrees of competence. Also, as discussed earlier, English is the dominant language on social media, so users seem to use English with their mother tongue, even if they don't use it as much or as much as their mother tongue. Danet and Herring (2003) suggest that multilingualism become very common phenomenon among social media users because it arises from the need to communicate

between speech communities and foreigners. Accordingly, multilingual internet refers to those language combinations and variety of codes available on digital media. People who can speak more than one language usually have the ability to switch between languages at any time to improve the quality of conversation / correspondence. The most interesting thing about multilingualism and thus code-switching is that it is inevitable due to the increasing levels of human interaction in the world. This has led many monolingual societies to adapt and learn other languages in order to communicate and interact with other members who do not belong to their own culture and languages. Social media can be considered as a factor that accelerates and facilitates this process by providing a suitable environment for its users to acquire new, trendy words from other foreign languages and use them while posting something on their own social media profile. Referring to this, several studies (Granhemat & Abdullah, 2017; Merzougui, 2018; Rahman, Heng & Abdullah, 2008; Uğur & Barutçu, 2018) suggest that the language choice of multilingual individuals on social media where a communication takes place is informative on many different issues such as social identity, culture, religion, etc. Since multilingual individuals / societies have knowledge on other languages, their natural linguistic competence allows them to have both monolingual conversations as well as alternating between two or more languages during a conversation i.e., code-switching. Multilingual communication has therefore been extensively studied over the years through oral code-switching data analysis, but research on online written multilingual communication, thus written CS, is relatively new field of study. Perhaps some of the code-switching functions common in face-to-face interactions can also be applied in social media communication too. To clarify this, computer-mediated communication should be reviewed.

2.4.2 Code-Switching in Computer Mediated Communication (CMC)

Although research on code-switching has traditionally focused on oral discourse among members of bilingual / multilingual communities, particularly in an informal setting, little has been written about the effect of the phenomenon on written literature. Since CS in CMC is less researched, it remains an important area as it can provide insights into pragmatics, sociolinguistics, and discourse studies. There are a number of studies on CMC and language use, but unfortunately very few of them have examined code-switching specifically in CMC. Therefore, these few available studies will be discussed in this sub-section of the literature review. The study of Barasa (2016) confirms that computer-mediated communication contains a wealth of multilingual data that include not only CMC messages in different languages, but also the use of multiple languages or codes in a single CMC message. There have been many effective studies focusing on the motivations and discourse functions of code-switching in digital media. However, very few of them provides suggestions on data collection, analysis, generalizations and limitations by specific reference to code-switching in CMC. As oral and written code-switching plays a very important role in data collection and analysis, and as Dorleijn and Nortier (2009: 127) argue, “the more spontaneous and unconscious the speech is, the more accurate and valid the code-switching data is”; the similarities between spoken conversation and written online conversation should be reviewed. In this case, the written CS is thought to have occurred intentionally compared to the oral CS, but whether this is the actual case or not is open to debate.

A work by Falk (2013) states that online written language use or chatting / messaging / texting in CMC is an instant process where users do not necessarily pause themselves to edit or rewrite what has been written. However, the same work also makes it clear

that CMC still offers its users the opportunity to edit, revise texts, if necessary, thus emphasizing that CS is mostly the deliberate choice of writers. Another research by Claros and Isharianty (2009) argues that written communication in CMC environment is similar to most features of dialogues produced in face-to-face oral communication. As Danet and Herring (2007) points out, written language used on these platforms is less correct, less complex, and less coherent than standard written language. This makes written language to be performed more like a speech. In addition, Crystal (2001) claims that many features of spoken language, such as short structures, idiomatic repetitions, looser sentence construction, and the use of response signals '*you know, you see*' are also present in online written communication. From this point of view, it can be inferred that the way people use social media have an impact on the written language in terms of simplification and resemblance to the oral language in order to achieve the purpose of interactive communication. The term interactive needs to be clarified here since every communication is interactive. Here, interactive refers to the communications in which the interlocutors are always present whether it is oral or written and it has a rhythm and fluency.

2.4.3 Code-Switching in Social Media

2.4.3.1 What is Social Media?

Social Media is an online platform where people interact as a means to build social networks/relations with other people around the world. Chukwuere and Chukwuere (2017) argue that social media is a medium that creates channels for *connection, communication, discussion* and *interaction* among people. From an historical point of view, it can be said that social media is a fairly new but essential and indispensable area for communication in many people's daily life. Moreover, Lowisz (2014) puts forward those social media users used to get instant messages, notifications and news

through this channel on daily basis. In other words, social media is a platform that enables web-based communication and web-based interaction between its users to send, receive, or share information. Besides basic communication, social media enables communication in the form of pictures, sounds, videos, words and texts via web-based applications namely social media applications. In addition, it seems like English dominates these platforms with an increasing number of users however, it also allows cross-linguistic communication and language contact, as well. Social media applications may differ within themselves because every day, a different application is offered to online individuals with new and advanced features. For example, applications such as Facebook, Twitter, Instagram differ from applications such as WhatsApp, Viber, and Messenger that are used for chatting purposes. In addition, all of these applications mentioned above are also different from YouTube in terms of its features, intended use and functions. For instance, YouTube is necessarily used for sharing and watching videos and commenting on others videos whereas WhatsApp is an instant messaging application where it allows its users to exchange information in the form of text, image, video or audio. On the other side, Instagram is used for photo sharing purposes and allows its users to like and comment on others' posts.

2.4.3.2 Code-Switching studies in Social Media

There has been a numerous study carried out related to code switching in the social media. As mentioned earlier, Twitter, WhatsApp, Facebook are all part of social media. Therefore, one general and individual elaboration of the studies will be reviewed in this and following sub-sections. A case study by Al-Qaysi and Al-Emran (2017) reflects the use of CS in social media by those living in Oman. The study mainly examines the educators' and learners' attitudes towards CS in social media applications within the higher educational context. What makes this research different

from others in this field is that it examines the perspectives of educators and students on CS and for what purpose they use CS, rather than analysing how CS is used on social media and its types. In addition, instead of focusing on a single social media application, it reveals which application social media users prefer the most and hence in which application the CS is appeared the most. The findings put forward that roughly 87% of the students and 81% of the educators performed code-switching on social networks. In the same research, WhatsApp was recognized as the most commonly used application for CS by both students and educators. Considering why these students need to code-switch, the analysis discovered that switching codes between 'English' and 'Arabic' helps them to convey new words, allows them to express the ideas that they cannot express in the other language. The striking point in this study is that it guides students and educators to analyse themselves and reflect on their use of CS. For instance, as part of the study, the questionnaire asks students if they use CS in their daily chatting on social networks (Facebook, Twitter, WhatsApp, etc..). This question allows those who code-switch consciously, as well as, the ones who unwittingly, unconsciously switch the code to analyse their uses and thus it creates awareness among the participants on this context. According to the results, student participants were observed to use CS to acquire, deliver and share information, news and educational topics through social media applications whereas, teacher participants use CS for communicating with their friends and recalling memories. However, this research was a study covering all social media applications in general and making a generalization based on the results of students and teachers only. Therefore, in the rest of this review, researches related to each social media application such as Facebook, Twitter, WhatsApp will be examined individually.

2.4.3.2.1 Code-Switching Studies on Facebook

First of all, there seems to be wealth of research on the use of CS on Facebook than in other social media applications. A research that is different and interesting from the others, examines CS from a standard language to the dialect of that language and to English on the internet. The study conducted by Sophocleous and Themistocleous (2014), examines how Greek Cypriot internet users use the Greek Cypriot Dialect (GCD), Standard Modern Greek (SMG) and English in their Facebook posts or interactions. A total of fifty-three interactions involving four hundred twenty-four messages were collected from Greek Cypriot Facebook users. The findings of the study reveal a very interesting result, meaning that, the majority of participants preferred to use '*Greeklish*' in order to fulfil the requirements of digital media that is to mix Greek with English. The analysis reveals that GCD, and especially style shifting within a dialect is used more than the switches to English when data are taken into consideration. Study reflects that some switches involve loanwords that are frequently used in free variation with their Greek equivalents however, the researcher argues that their use might be enhanced by the fact that some participants studied and still live abroad. In the same study, it argues that switches into English have emotive functions which are used to introduce an element of surprise, to express affection, and in evaluative comments. Overall, this study emphasizes that Facebook's asynchronous nature does not reduce or cause a decrease in the use of CS in CMC and may even increase its written occurrence in some cases.

Another recent study designed by Ndubuisi-Obi, Ghosh and Jurgens (2019), supports the argument on code-switching among multilinguals during social media mediated communication. They conducted a study on 'Naija-English' CS in a rich contextual environment to examine the sociolinguistic factors which affect CS in Nigerian online

discussions. The data required for this research was gathered from six major news sources of Nigeria news; five of them in the 'Nigerian Standard English' and one in the 'Naija'. The aim was to carry out a descriptive data and analysis whether a sentence contains the Naija or not. According to the study, the online discussion provides an intersectional context that combines social and subject features, each of which can reveal the use of the Naija. Prior to the analysis of data, the research suggests several hypotheses in this regard. Primarily, it suggests that there will be subject-based differences with Naija being more frequent for certain topics. Secondly, the first comments will be less likely to be in Naija as it will have a wider audience, but later comments that has smaller audience are more likely to be made in Naija. Thirdly, it argues that CS is closely related to social status and that individuals with higher status are more likely to use English as the majority language. Fourthly, tribal ties, identity, and prominence are closely linked to language in Nigeria, so individuals often switch between English, Naija, and indigenous languages to emphasize their identity. Lastly, the study argues that language choice is directly linked with emotion in some situations. For instance, people are more likely to swear in their first language, mother-tongue, than in English. Therefore, the study hypothesize that the Naija is used to express emotions in more formal settings. The results seem to support the hypothesis one because in topics like business, social issues, and tribal, electoral politics the CS to Naija was more common. In addition, the findings show that comments that are deeper in the response thread are more likely to be in the Naija, and posts made in the evening of the majority of the discussion and whose responses are in the form of a conversation with a particular person rather than a comment about the article are more likely to be in the Naija as well. This seems to prove the validity of the second hypothesis. The expectation of hypothesis four was not observed throughout the

research. Lastly, the relationship between CS and social status was also observed: the use of the higher prestigious language (English) was found in posts of individuals with higher status, although the effect was relatively small. As a result, the hypothesis predicting that high-status users use more English was found to have a weak effect. In particular, study reflects that “topical modulation” has the greatest effect on code-switching. Comparing to other mentioned study, this one demonstrates how CS is linked to social status, how it is used to emphasize emotions, and how some languages, such as English, are perceived to be more prestigious than others, such as Naija in certain contexts on social media mediated communication.

A very recent research by Baranwal (2020) claims that people often switch codes when communicating on Facebook (thereafter FB) and thus designed a research to find out the possible reasons and patterns of CS on Facebook in an asynchronous setting and uncover the motivation behind its occurrence in the Indian context. The data consists of 10 pre-selected active Hindi speaking FB users. After the analysis, the results clearly reflect that in FB, *intra-sentential CS*, *tag-switching*, and *inter-word switching* tend to occur most often in conversations with friends and family members. It seems like people sometimes switch languages in order to highlight some topics or some words. The results seem to support this argument because article states that “switching is used to emphasize important details of conversation, especially when a speaker wants the listener’s opinion or approval”. In addition, the findings indicate that when Indians are surrounded by their colleagues even in formal or official settings, they are more likely to use intra-sentential switching. The second part of the research provides more detailed information on why Hindi speakers switch codes when they communicate with other native Hindi speakers. 5 out of 10 participants admitted that they prefer and

use both languages when contact with their friends on FB, while the remaining 4 preferred English only or Hindi only. The article explains in detail that FB or any other social media users prefer to use English or switch to English because it has become an essential part of the computer mediated discourse, an indicator of its online community. When researchers asked the participants if they switch languages on FB; 7 out of 10 participants accepted that they switch languages. Considering the possible reasons for CS, 60% of the participants stated that they switch the code because they are able to communicate more easily in this way and thus, they feel more comfortable. As this analysis clearly shows, individuals switch languages for fluency and continuity of the communication and participants consider this process as natural phenomenon. The research finally emphasizes that social media, for example FB, and CS are closely related to each other.

As a consequence, studies examined by targeting the code-switching in the Facebook application show that: (i) Facebook's asynchronous nature does not reduce the use of CS and may even increase its written occurrence, (ii) CS on Facebook is observed to be linked with social status of the interlocutors, how it is used to emphasize emotions, and how some languages, such as English, are perceived to be more prestigious than others in particular contexts, and (iii) CS on Facebook enables interlocutors to communicate more easily, comfortably, and fluently on social media.

2.4.3.2.2 Code-Switching Studies on WhatsApp

In this sub-section the code-switching phenomenon on WhatsApp will be reviewed by considering two studies, (i) by Ameliza, & Ambalegin (2020) and (ii) by Opoku-Fofie (2017).

A study by Ameliza and Ambalegin (2020) intends to find the types and reasons of code switching in WhatsApp (thereafter WP) group of students of the department of English Literature at Putera Batam University. The collected data were analysed and classified based on their types and the reason for its use. The analysis of data shows that in the WP group, the *intra-sentential* CS type is used more than other types and the tag-switching is the least preferred. In this sense, the results of this research are parallel with the results of the research by Baranwal (2020) who examined the CS on Facebook. The reason for this is that there seems to be a tendency towards *intra-sentential* code-switching by social media users in both of these studies. In addition, the findings reveal that students feel that they are required to switch codes for three main reasons which are: (1) to fill the linguistic requirements for lexical items, (2) to continue the last language used and (3) to determine the speaker's involvement. The first reason is logical as WP group members tend to switch words or phrases that are difficult to explain in the other language. The second reason, namely to continue the last language used, points out that students actually switch to the other language because they are influenced/ triggered by the student who wrote last to their WP group. Lastly, only by switching to the other language will automatically exclude the ones who do not know that language well.

In another similar study carried by Opoku-Fofie (2017) is designed to work out CS in six WhatsApp chat groups among Ghanaians. The use of six groups helps researcher

to collect and examine a naturally-occurring conversations. Very interestingly, the study reveals that an endless progress in new CMC modes, such as WhatsApp, has increased the practice of CS as the Ghanaians adopt ways of writing to switch codes. However, the researcher notes that if English is the default language, then there seems to be minimal CS so, as the English is the default language on those WP groups inter-sentential CS type is observed to occur more than, the expected, intra-sentential CS. The research also proves that WP users use code-switching as a mechanism to improve their communications in the group chat. Thus, they switch from English to their local languages according to their interactional needs. For instance, it has been observed that CS is used by WP users when they need to exclude or include others in a chat. This agrees with the findings of Ameliza and Ambalegin's (2020) study as they argued that social media users switch codes in order to determine the speaker involvement. In addition, this study argues that the use of CS in WP groups is dependent to the group the chatters belong to. For instance, if they have a group with their close friends, they tend to use CS more than in a group with classmates and a lecturer. Finally, as mentioned in several other studies, this research reveals that written CS used in WhatsApp groups has similarities with the oral / spoken CS in terms of what purpose it is used.

2.4.3.2.3 Code-Switching Studies on Twitter

Finally, how often, how, for what purpose and by whom the CS is used in the Twitter application, and how the CS on Twitter is examined from different angles will be reviewed in this sub-section by looking at studies in this regard. A dissertation study by Langston (2017) explores the extent to which CS emerged on Twitter and whether it is similar to traditional print media such as prose and fiction or new media such as blogs in the U.S. context. More specifically, the study investigates Spanish / English

CS on Twitter where code refers to the languages of English and Spanish. In the study, 607 CS samples from over 200,000 collected tweets were gathered. At first glance, research results signal that Twitter users tend to switch codes greatly from Spanish to English because 31% of the tweets were switched from English to Spanish and 69% from Spanish to English. The distribution of speech parts in CS is also shown by the researcher. According to the results, Twitter users are most likely to switch *nouns* and then the *adjectives*. Moreover, preposition, conjunction, verb and interjection switching have also been observed but they were less common than noun and adjective switching. According to the results of this research, determiner switching was the least common type of CS and there were no instances of pronoun switching. Results also led the researcher to conclude that the occurrence of CS on Twitter was more like blogging and even oral CS than prose fiction. While most of the CS in the data collected are classified as free CS or lexical items, a large part also seems to be triggered by adjacent words and phrases or the subject of the tweet. When viewed from a sociolinguistic point of view, the data in the research point to a change in power dynamics. Switches like '*en fuego, fuego, foodie, and fandom*' (On fire, fire, foodie, and fandom) are just some examples seen in the study and they are the products of a modern culture that is increasingly associated with social media. These type of CS samples are the symbol of modern bilingualism in which the new terms belong to two languages and carry shared cultural connotations. The power dynamics associated with CS may have changed drastically, so that switching codes on Twitter does not need not be particularly careful.

A quite recent research by Lynn and Scannell (2019) reports the emergence of CS in the corpus of 1496 Irish tweets and presents a computational analysis of the nature of

CS among Irish-speaking Twitter users to provide a basis for future studies. The collected data were analysed from Myers-Scotton's Matrix Language Frame (MLF) perspective by regarding English as the Matrix language. The study concerns with the use of English CS in Irish tweets. This research reviews more data than the aforementioned research and deals with CS from a different perspective. The results underline the use of CS in 16% of the tweets in data set and 43% of the tweets seem to include inter-sentential CS whereas 31% of them are used in an intra-sentential manner. It is obvious that Irish Twitter users are more inclined to use inter-sentential CS than other types where they often use English strings that form separate phrases or sentences. The results reveal that the reason for using this type of CS more is that users switch codes to give understanding to the both groups of followers that are Irish speakers and non-Irish speakers. In addition, it has also been observed that there is a clear convenience in using English nouns instead of Irish nouns. This supports the results of the previous research as well. In Langston's (2017) research, American Twitter users mostly preferred to switch the code in nouns and this research also indicates that nouns are the ones which has been switched the most in Irish context as well. The study further suggests that Irish-speaking Twitter users can switch between Irish and English effortlessly and effectively. Finally, the researcher claims that this simplicity demonstrates a clever mix of syntax paradigms of both languages and supports the argument that CS is indeed a reflection of improved grammatical ability.

2.5 Code-Switching and Language Awareness Relationship

As discussed throughout the literature review, it has been observed that the code-switching is used frequently by social media users to a certain extent. The biggest possible reason for this is that social media platforms allow linguistic events such as language-exchange, language interaction, contact and mixing of different languages

with each other. Another reason for this is that according to the observations of many researchers (Christion & Murray, 2014; Dor, 2016; Jimma, 2017; Seidhofer, 2013), English is used as the dominant language on these platforms. For this reason, social media users are more inclined to make language switching (code-switching) from their native language to English. This means that the varieties of English spoken around the world are no longer the exclusive domain of native English speakers; rather, it can be said that it emerges as diverse and dynamic codes for communication. Therefore, it is observed that social media platforms create a suitable environment for English-oriented code-switching. This signs that social media provides opportunities for English language learners in terms of practicing and preparing them for everyday communication in English as a second language by simply using trendy English words in their posts in that medium. According to some sources (Lomicka & Lord, 2016; Richards, 2015), it has been argued that cross-linguistic communication in the social media domains and its collaborative, communicative qualities improve language learning and provides everyday learning contexts, especially for English as a second / foreign language (L2). Considering this, Lantz-Andersson (2018) conducted research that took a more sensitive and open exploratory approach to students' use of language on social media as part of specific linguistic activities of L2 learning, including the development of socio-pragmatic competence. The research states that in social media communication, linguistic repertoire is used, which is characterized by the hybrid nature of texts that combine verbal and written communication. This shows that social media meets the appropriate conditions for written code-switching. At this point, socio-pragmatic competence refers to the knowledge and ability to switch linguistic and lexical items, as well as, the speech act strategies. Therefore, Lantz-Andersson (2018) argues that social media allow its users to play with their own posts and

manipulate images and texts in some kind of uncontrolled and dynamic writing. This type of language play on social media platforms serves as a valuable activity in preparation of students for second language (L2) use outside of school context by improving their socio-pragmatic competence. Consequently, this research claims that social media provides opportunities for students to practice and prepare students for daily communication with English as a second/foreign language. In general, the potential of social media communication and code-switching to English on these platforms is also highlighted by the various research studies mentioned above. Although they use those English terms unconsciously in some contexts, it improves their vocabulary and effects their language awareness positively. Analysis of code-switching on social media platforms among young users will contribute to explain the effectiveness and usefulness of it in this regard.

2.5.1 Twitter as an English Language Learning Tool

Since this study focuses more specifically on the benefits of using Twitter as a tool to switch codes between Turkish and English from an English learning perspective, it is crucial to take a look at what this medium offers to its users. Twitter is a popular microblogging site and a social media application around the world that allows its users to share their thoughts and current activities by simply answering ‘What’s happening?’ question. However, they are restricted to use maximum number of 140 characters therefore, users are forced to post a short text and be brief about what is happening in their life. Despite everything, communication takes place very actively with this social media application, whose popularity is increasing day by day. In addition to its benefits such as easy access, fast communication, being aware of the news, it is claimed and discussed that it is also beneficial for language learning. Considering the technology-mediated era we are in, it is a great advantage that twitter

can be used for language learning, developing purposes, as well. There are some studies explaining its usefulness for English language learners. Generally, it is believed that Twitter allows its users to interact with native speakers of the language, as well as, with non-native speakers of various proficiency levels. In addition, it also provides users with the opportunity to reflect their thoughts or discuss and express their opinions on a topic, and also helps them gain familiarity with the vocabulary related to that topic. In support of this, a study by Dunlap and Lowenthal (2009) shows that Twitter positively affects students' interaction with each other when discussing and reflecting on certain topic's material. Another study by Baggetum and Wasson (2006) argues that Twitter gives language learners the freedom to plan, understand and organize their own language learning or progress in the target language. Lomicka and Lord (2012) believe that language learners can acquire or grasp some of the target language's vocabulary in a fun and interactive way through Twitter. In addition, many studies show that Twitter can motivate young students in terms of language learning and language development, as young people today enjoy spending time on computers, smartphones and other digital media. According to one of the partially old studies, Borau, et al. (2009) show that Twitter can help language learners master communicative and cultural competence in second language acquisition. They also think that the emergence of this result is related to the fact that traditional language teaching approaches do not give students the opportunity to produce the target language. On the other hand, the feature of limiting this app to 140 characters offers its users and language learners a way to develop a kind of discursive grammar set and allows students to be more creative and concise in writing. Another best aspect is the authenticity of the data in the target language; hence the posts language learners will likely encounter on Twitter.

2.6 Summary

This section reviewed several studies regarding code-switching use on social media platforms. Researchers such as Hymes (1977), Hoffman (1991), Poplack (2001), Romaine (1992), have already shown that switching between the two codes is a linguistic act that is also accepted in the context of bilingual education systems, therefore, code-switching in social media, CMC and online written communication is seen by its users as a naturally occurring phenomenon in order to increase the comfort in communication either written or spoken. Due to the increase in internet and social media usage day by day, it seems that oral communication has given way to written communication thus written CS shows many similar features with spoken CS. In CMC environment and social media, there is no obligation to use either standard or formal language, so users tend to write in the way they speak either switching between languages or dialects in a way that they feel more comfortable. Likewise, most of the time they try to establish fast and practical communication in order to achieve the same synchronicity with oral / spoken communication in written communication. In this way, written CS acts more like a spoken CS. Above-reviewed studies show that the tendency to write messages quickly to maintain concurrency remains the main cause of CS in these environments. In addition, all of the reviewed studies underlined that code-switching when messaging on social media allows its users to better express ideas that they cannot express in the other language. While Lynn and Scannell's (2019) and Opoku-Fofie's (2017) studies suggest that the inter-sentential code-switching is used more frequently, Baranwal's (2020) and Ameliza and Ambalegin's (2020) studies reveal that intra-sentential CS is used more frequently by social media users. The reason for this difference in results may depend to the purpose or reason of CS. As a result, looking at all these studies inform us that written CS is highly occurring natural

phenomena on those social mediums and is almost indistinguishable from spoken CS in many forms.

Chapter 3

RESEARCH METHODOLOGY

The current study intends to examine the process of code-switching on social media platform namely Twitter and the possible impacts of this phenomenon on Turkish ELT 1st year undergraduate students' English language awareness. More specifically, the study focuses in depth on the written code-switches between Turkish and English by Turkish social media users. The study further aims to identify the topics of CS preferred by Turkish social media users and categorize them according to their content. The design and methodology employed in this study will be described in this chapter. This chapter outlines the framework of the study followed by research questions, research design, participants, data collection, procedures, data analysis, the role of the researcher and the ethical principles.

3.1 Framework

As discussed in the literature review, this research focuses primarily on investigating written communication on social media platform named Twitter through tweets and the relationship between the ability of Turkish-English code-switching on this platform and its impact on individuals English language awareness development. The present study will be informative in the sense of when and how Turkish-English written code-switching is used by social media users and besides, the possible impact of this phenomenon on English language awareness of individuals, e.g., vocabulary development. Furthermore, the study aims to examine whether the patterns of CS differ by topic and occasion. The objective is to categorise and analyse written code-switches

according to their subject matters and occurrence. Understanding the use of written CS on social media platforms, specifically Twitter, will assist the educators (specifically English language teachers) to identify the benefits of its usage on English language awareness/learning and help them to create their own strategy of using CS in asynchronous language teaching environments. Examining the occurrence, necessity, usage of CS by Turkish ELT students will inform us whether they have adopted CS or not and further investigation on this phenomenon will inform us whether they benefit from it in terms of language awareness, vocabulary development, or language learning cases. In addition, as this study focuses only on Turkish-English written code-switching, the term language awareness covers the English language awareness and English language learning concepts since Turkish is the mother tongue of the participants. In the previous chapter, it was stated that the language used in computer-mediated online communication, including social media applications, is dominated by English; therefore, this study explores English-oriented written code-switching. The widespread use of English in technological and web-based environments is quite common, including the presentation of the settings of these applications and the appearance of many advertisements and collaborations in English. In this sense, day by day users also adapt better to this environment, adopt English terms and start using them while communicating via these channels through writing. For instance, the word ‘online’; due to the quarantine originating from Covid-19, the use of this word has become quite common with all educational institutions switching to online education. Although this word is originally in English, it is observed to be used by Turkish social media users when sharing Turkish posts or even when the correspondence language is Turkish. This is one of the most obvious examples of how Turkish - English code-switching is performed by social media users. Therefore, this particular study aims to

work in detail on analysing the English-oriented written code-switching on Twitter and demonstrate its relationship with the development of English language awareness.

3.2 Research Questions

The study is designed accordingly to find out answers to the following four research questions;

1. Is there a tendency towards using English on Twitter among Turkish native speakers?
2. On what topics Turkish native speakers tend to switch from Turkish to English?
3. Does code-switching contribute to the development of social media users' English language vocabulary and if it does how?
4. Does code-switching from Turkish to English increase social media users' English language awareness?

The answers to the questions above, hope to provide a clear overview of the relationship between code-switching habits of Turkish social media users and its impact on the development of English language awareness in Turkish-English context.

3.3 Research Design

First of all, this research emerged as a result of the frequent observation of the code-switching made to English in social media applications. Subsequently, the researcher hypothesized that young people on social media use the code-switching to English more frequently than before, and they are prone to this linguistic phenomenon. Furthermore, the researcher assumes that those who use social media frequently are usually teenagers and therefore the age range of those who use the code-switching to English is somewhere between teenage (13-19) and young adults (20-34). In reference

to all these, the researcher aimed to find out whether the use of written code-switching to English, which is frequently preferred in social media, has an effect on individuals' English language awareness, language development and vocabulary development, and therefore the relationship between them. For this purpose, the research brings together data from both social media and social media users by using two different data collection methods. This study tries to reach a result by collecting data in two stages, from two different contexts and participants. However, this does not mean that researcher aims to compare one group of data with another, rather this study is descriptive as it aims to explore the relationship between code-switching ability and its impact on individuals' language awareness development. Therefore, this study is a non-experimental and descriptive study in nature. The hypothesis basically emerged from the frequent observation of the code-switching phenomenon on social media platforms and is based on observational data collected in this context. Accordingly, the primary data of this study consists of texts collected from social media application Twitter, which contain code-switches to English with the selective /purposive data sampling method explained in more detail in sub-section 3.4.1. In addition, the researcher's observation is supported primarily by textual data and secondarily by data collected from an online questionnaire. Therefore, secondary data collection is carried out through an online survey conducted to 1st year, undergraduate, English Language Teaching students at Eastern Mediterranean University. More detailed information on this subject is provided in sub-section 3.4.2. Since the first research question questions whether there is a tendency to use English on Twitter among native Turkish speakers, the most appropriate method is considered as the observation technique, through observing Turkish young social media users' profiles. Also, considering other research questions, descriptive research method is considered as the most appropriate method

by the researcher to explore code-switching and its relation to individuals' language awareness. As a result, findings are obtained from the collected data, firstly based on observation and then by document analysis, content analysis and frequency count.

3.4 Participants

The participants in the study are native Turkish speakers in North Cyprus. The target population for primary data collection consists of native Turkish speakers, speaking English either as a second or foreign language. We do not have enough information about the English language proficiency, and the linguistic competence of the participants, but the findings of the research will inform the reader in this sense. Referring to the findings and code-switching textual data, if the participants are highly sensitive to their mother tongue Turkish and do not prefer to use code-switching to English, this will signal that they maintain their linguistic competence and language awareness in first language (L1) and therefore, they may be monolingual or do not have sufficient English language competence. Secondly, if the participants are able to code-switch to English, or even perform a full code-switching which refers to language shifting; this will show that the speaker of the target language has got full competence in the second language (L2) and is therefore most likely bilinguals. In addition, '*lexis*' and '*lexis + structure*' code-switches are also likely to be observed among the textual data. Considering the types of code-switches, although 100% accurate results cannot be obtained from the data gathered, they are of a nature to enlighten the reader and researcher about the English proficiency levels of the participants. Although we cannot be sure whether they are bilingual or not, the aim of the research is to investigate whether there is a code-switching trend towards English in social media platforms. Therefore, the English level of the participants was not kept under control. Furthermore, participants consist of active Twitter users between the ages of 18-25,

including teenagers (13-19) and young adults (20-34). At this stage, a total of 100 Turkish Twitter user profiles were examined. The target audience for secondary data collection consists of first-year English Language Teaching (ELT) undergraduate students whose native language is Turkish, taking the courses predetermined by the researcher in the spring semester of the 2020-2021 academic year at Eastern Mediterranean University (EMU). In addition, the population of interest for the second stage is first year Turkish ELT students who take courses named ELTE122-Structure of English, ELTE116-Writing Skills II, ELTE114-Reading Skills II, and ELTE120-Oral Communication Skills II in 2020-2021 academic year, spring semester. A total of 50 Turkish ELT students contributed to this stage by filling out the online questionnaire.

3.5 Data Collection Instruments

3.5.1 Twitter

In order to collect data, the study employed two techniques. First, to answer first and second research questions, the study employed the selective method sampling from the social media application named Twitter. As Wilson, Blunsom & Ker (2014) define, Twitter is a social networking channel where users post and interact with messages known as tweets therefore, it can be assumed as a text-based communication platform. Twitter allows its users to read other tweets, post short messages (tweets), like, comment or repost (retweet) other people's tweets and follow other Twitter users through this application. Tweets are originally limited to 140 characters, making this application suitable for analysis as it forces users to be short and clear about the message and allows them to post shorter textual data than other social media applications. According to Samhan (2017), this type of messaging is called '*microblogging*' which provides a different communication function that is neither

purely speech-based nor an official broadcast, but somewhere in between varies depending on what individuals choose to use. Therefore, this makes this work linguistically interesting and new in the field, and also allows written code-switching to be analogous to spoken code-switching. Moreover, tweets are publicly viewable by default, but users have the right to change the privacy setting of their profile and limit it to their own followers only. Apart from this, written data were collected from this medium by selective method sampling. Black (2019) defines selective sampling as a case where researcher trusts his/her own judgement and purposefully selects data. This is also known as nonprobability sampling because the researcher purposely accesses a particular subset of participants or data because they meet the specific requirements of the research. As just mentioned, selective data sampling technique is used at this stage where Tweets were purposefully selected containing Turkish-English code-switching samples. At this point, the researcher relied on her own judgment while selecting the tweets, especially considering the languages used to be Turkish and English, because the researcher was the only person who had prior knowledge of the purpose of the study and was able to correctly select the appropriate data. As a result, at this stage, the researcher used purposeful sampling as she wanted to access a specific subset of data that was written, code-switched and used Turkish and English languages in one tweet. In general, the first phase of the study was carried out using Twitter as the main tool and the source of the data was the tweets of Turkish twitter users collected between July 2020 and April 2021. Over the course of 10 months, a total of 500 tweets were collected by taking three main criteria into consideration: (i) Turkish-English, (ii) written, (iii) code-switching performed tweets. In addition, the collected tweets reflect the code-switching performed by Twitter users whose native language is Turkish and

between the ages of 18-25. Therefore, primary data consists of data in the form of online written texts.

3.5.2 Online Questionnaire

Secondly, to be able to answer the third and fourth research questions, the study followed data collection through an online questionnaire method that is prepared through google forms. For this online survey the population of interest is 1st Year BA in English Language Teaching (ELT) university students who took the ELTE122-Structure of English, ELTE116-Writing Skills II, ELTE114-Reading Skills II, and ELTE120-Oral Communication Skills II courses at Eastern Mediterranean University in 2020-2021 academic year, spring semester. In addition, the target audience of this online survey is Turkish native speakers who speak English either as a second or foreign language. Apparently, the online questionnaire consists of four main sections: (i) demographic data, (ii) English as a second / foreign language, (iii) assessment towards code-switching and (iv) vocabulary evaluation. The first section is designed to collect personal information about the participants, about their gender, language learning background, and language knowledge so it contains basic demographic items. The second section is designed to evaluate their English as a second / foreign language usage through multiple choice questions. The third section assesses participants code-switching abilities through two methods: (1) ten multiple choice questions and (2) Likert Scale consisting of seven sentences. Likert scale is used to assess to what extent students agree and disagree with the given sentences. Students are expected to express how much they agree or disagree with the given sentences by scoring between 1 and 5. According to the given scale; number 1 means '*strongly disagree*', number 2 means '*disagree*', number 3 means '*not sure*', number 4 means '*agree*' and number 5 means '*strongly agree*'. Lastly in the fourth section which is named vocabulary evaluation

section, students are expected to mark their word preferences considering their language choices (Turkish or English). This particular section consists of both Turkish and English equivalents of the words selected in line with the data obtained from Twitter and it comprises a total of eighteen words. As previously mentioned, the questionnaire was prepared using Google forms and the link was made available to the participants. For the survey questions and the online survey link please see appendix A. Each participant who clicks on the survey link first encounters with a cover page containing the aim of the study, what is expected from participants and how the analysis will be conducted including the researcher's and her supervisor's contact information. In order to satisfy ethical considerations participants consents are taken online through an online consent signature after the informative cover page. They are also informed that there is no need for personal information representing their identities for this particular research. Lastly, before data collection, the validity and reliability of the questionnaire is tested with face validity and pilot test methods. First of all, 2 MA and 2 PhD students who were knowledgeable about the topic of code-switching were asked to go through the questionnaire. Basically, they checked if the questionnaire has captured the topic under investigation effectively. Subsequently, the questionnaire was redesigned taking into account their valuable comments. Then, using the updated version of the questionnaire, the researcher conducted a pilot test with a small sample size of six ELT students. After the respondents filled out the questionnaire, the researcher reviewed the answers with her thesis supervisor and determined which questions were irrelevant and what more should be included.

3.6 Data Collection Procedures

Primary textual data named Tweets were collected from Twitter between July 2020 and April 2021. Over the course of 10 months, a total of 100 Turkish young Twitter

users' profiles were examined and a total of 500 tweets were collected by taking three main criteria into consideration: (i) language (Turkish-English), (ii) communication type (written), (iii) linguistic phenomenon (code-switching performed tweets). Tweets were stored using a mobile phone and screen shoot application for in-depth analysis. In addition, the collected tweets reflect the written code-switching that is performed by Twitter users whose native language is Turkish and between the ages of 18-25. Therefore, primary data consists of data in the form of online written texts. Secondary data were collected from EMU English Language Teaching undergraduate students between May 17, 2020 and June 17, 2020. Students were contacted via Microsoft Teams Channel of ELTE122 Structure of English, ELTE116 Writing Skills II, ELTE114 Reading Skills II and ELTE120 Oral Communication Skills II courses and an online questionnaire link was sent to them. Thus, there was no one-to-one communication between the students and the researcher. The data collected through online survey were stored on google for further analysis purposes under the name of google forms. In addition, the data collected and stored online can only be seen by the researcher when she logs into her own account. In this way, attention has been paid to the confidentiality of both types of data collected and has not been shared with any third parties.

3.7 Data Analysis

3.7.1 Content Analysis

The study adopts content analysis to study the primary data whereat code-switching in the participants' produced texts (tweets). Krippendorff (2018) argues that content analysis usually used to investigate textual, visual, auditory data to understand what they mean to the population, what is the background information and what they enable. This reflects that through this method of analysis researcher will be able to quantify

and analyze the presence, meaning and relationship between lexis, themes, and code-switching behavior of users. Keeping this in mind, the textual data (tweets) collected from Twitter were analyzed from two different angles in order to answer the first two questions of the research. At first, tendency of the collected tweets was checked through document analysis method where texts were interpreted qualitatively. Secondly, in order to be able to quantitatively describe the characteristics of the data, the frequency count of the tweets collected was calculated. Thus, this research uses the method of qualitative content analysis to examine primary data consisting of written texts. Kracauer (1952) states that qualitative content analysis emphasizes frequency counts and objective analysis of collected data. In addition, White & Marsh (2006) argue that qualitative content analysis begins with a framed hypothesis and coding agreed before the analysis begins. Accordingly, the hypothesis of this research assumes that the young Turkish twitter users tend to perform English written code-switching frequently on social media application Twitter. In order to frame the coding categories, frequency counts of the data were performed, taking into account the lexis used for code-switching and the topics of tweets. The subjects where code-switching was preferred the most were categorized according to the statistical results showing the frequency of the certain topics that are prone to be code-switched. At this stage, the frequently used words in the collected 500 tweets and the subject in which those words were used were also examined in detail and are demonstrated in percentages.

3.7.2 Thematic Analysis

After collecting and analyzing primary textual data from Twitter through using content analysis approach, the online questionnaire is prepared to collect information regarding the third and fourth research questions. The online questionnaire is also intended to support the results obtained from the content analysis to get a general

overview of the code-switching behavior of the Turkish social media users between the ages 18-25. To analyze the secondary data collected in line with the online survey thematic analysis was employed. Braun & Clarke (2006, p.79) explain that thematic analysis is often used to identify, analyse and interpret data under certain themes and is most commonly used in qualitative research analysis. As Guest, MacQueen and Namey (2012, p.11) put forward, this analysis method goes beyond counting frequencies for example words in a text as in content analysis and looks for deeper explicit and implicit meaning in data. Thematic analysis is used in this research to explore questions about participants' lived experiences of language use, their perspectives on code-switching, their language behaviour in social media and Turkish - English written code-switching practices, and the factors that influence and shape the code-switching phenomenon. Moreover, thematic analysis is used to analyse secondary data obtained from online survey. As mentioned earlier, the online survey is divided into sections, and the data obtained for each section is analysed in depth in separate categories, and under specific themes. The results obtained from the thematic analysis are presented in chapter 4.

3.8 The Role of the Researcher

In the data collection process, the researcher took an active role by carrying out the process effectively. In order for the study to be conducted within the framework of ethical principles, the necessary official documents were prepared and applications were made to the relevant institutions. The data collection process started after all the necessary permissions were obtained by the relevant institutions within the scope of the research. During this process, all rights of the participants have been taken as basis. During the data collection process of the research, the researcher was objective and

completed the process without any guidance that would affect the course of the research.

3.9 Ethical Principles

The thesis proposal form prepared by the researcher in order to determine whether the subject and methods selected for the research are appropriate was submitted to the Eastern Mediterranean University Graduate Education and Research Institute. After obtaining the necessary approval from the Research Institute, an application was made to the Scientific Research and Publication Ethics Board (BAYEK) of the EMU for ethical permission and the necessary approval was obtained (Appendix C). After obtaining all necessary permissions from the relevant institutions, the data collection process started. With the start of the data collection process, the participant informed consent form with a cover page was presented to the participants, indicating that all the rights of the participants are reserved and their participation is completely voluntary (Appendix A, Section 1 of 6). The process for the participants was initiated if only they read the cover page presented to them before proceeding with the research questions and agreed to participate in the research by e-signing the online consent form. In the questionnaire applied in line with the research, the personal information of the participants was not requested and the data analysis was made completely anonymously.

Chapter 4

RESULTS AND DISCUSSION

4.1 Introduction

After the researcher collected, analyzed and studied the data, findings were revealed and discussed in the following way to answer the research questions. As discussed in the literature review, code-switching on social media platforms is fairly new linguistic phenomenon and its usage is expected and observed to increase day by day with specific reference to some studies in this regard (Kalinoglu, 2017; Taştan, 2012). Therefore, on the basis of detailed review of literature in this field and the data gathered, this section aims to be informative on Turkish young social media users' language use and language choices on social media platforms. In this chapter, the findings of the data analysis will be presented using tables and figures considering the four main research questions.

This study was mainly designed to examine written communication between young Turkish social media users on social media application Twitter through using two data collection methods. First, the researcher collected primary data in the form of texts, which included code-switching between English and Turkish, from the Twitter application by observation and selective data sampling technique. Secondly, the researcher collected the secondary data in the form of reports from the first-year undergraduate ELT students by using the online survey method. Thus, primary data provides the opportunity to examine the use of language and written code-switching

in social media, while secondary data is based on the opinions, approaches and evaluations of people who use the language and written code-switching in social media. The aim here is to examine the use of language (English / Turkish) in social-media-mediated communication from two different perspectives (factual / predictive), as well as to examine the English-Turkish code-switching during written communication through social media. Therefore, Fishman's (1965) communication triangle and Ogden and Richards's (1923) the triangle of meaning/reference notations, as introduced earlier in the literature review by figure 2.1.1, were taken into account throughout the research and analysis process. Since they (Fishman, 1965; Ogden & Richards, 1923) suggested that three main components (*participants, setting, subject*) have a crucial role in the course of communication, these factors which might affect the findings were determined by the researcher as follows: (i) the participants of this research consist of Turkish Cypriots between the ages 18-25 whose mother tongue is Turkish. Since no information was requested about the linguistic abilities of the participants, no grouping was made among those who are monolingual, bilingual or multilingual. However, the results hope to be informative in this sense. In addition, (ii) the medium of communication was selected as social media application named Twitter where written communication is predominantly used. While 2 of the 3 factors (participants and setting) affecting communication were kept under control by the researcher, the third factor (subject) was left to the free will of the social media users on purpose. Therefore, (iii) the subject of written communication varies according to the participants preferences and this will inform us about the impact of topic modulation and content choice of Turkish participants for written code-switching purposes during social media mediated communication. As a consequence, the main purpose of this study was to examine the effect of the widespread use of code switching

by young individuals using social media on the development of the English language of individuals from two different perspectives. While the first stage of the research dealt with the linguistic phenomenon of code-switching in the selected social media application, Twitter, the second stage consisted of collecting and examining the opinions of ELT 1st year undergraduate students on this subject through an online survey. The code-switching, which was examined in two stages and with two different data sets, targeted the Turkish-English written code-switches performed by young social media users (between the ages 18-25), and native Turkish speakers. In light of this general information, this study investigated the effects of written code-switching between Turkish and English on social media platforms on English vocabulary and English language awareness development of young social media users.

4.2 Results and Discussion

As just mentioned, this research focused primarily on investigating written communication whereat written code-switching on social media application Twitter between Turkish youth through texting called tweets. Therefore, primary analysis investigated the Twitter application, asserting and assuming that Turkish young social media (twitter) users perform Turkish-English code-switching when they correspond on their social media accounts. For this purpose, textual data were collected from Twitter and a textual corpus was formed. More specifically, the primary data of this research consists of textual corpus of 500 Tweets of 100 participants taken from www.twitter.com home page. At first, 100 Turkish twitter users account and collected 500 tweets were analyzed in terms of language usage, language dominance and written code-switching performance in order to be able to answer the first research question (*Is there a tendency towards using English on Twitter among Turkish native speakers?*). In order to have an overall picture of the uses of Turkish and English

languages by Turkish members of Twitter, researcher calculated the frequencies of L1 and L2 use within posts (tweets) and comments. Within the scope of the above explanation the first section will discuss the research question one which questions ‘*Is there a tendency towards using English on Twitter among Turkish native speakers?*’. Descriptive and statistical analysis of the accounts of 100 Turkish Twitter users between the ages of 18-25 were used and the findings were shown using percentages, mostly in the form of pie charts and using tables. Initial findings based on statistical and observational analysis of L1 and L2 use show that there are three groups / types of social media (twitter) users among Turkish participants, considering their language use and language competence. From the first sight, descriptive analysis demonstrates that Turkish, the native language of the target audience whereat L1, is dominant in participants personal accounts, posts (tweets) and comments on Twitter. Statistical analysis also approves the descriptive finding in this regard by pointing out that 70% of the collected tweets consist of only Turkish (TR) which is the mother tongue of the twitter users (L1). In terms of statistical findings, it was further discovered that 25% of these tweets consisted of both Turkish & English and 5% only English (L2). The statistical data related to the L1 and L2 use through social media mediated written communication are illustrated in the pie chart in Figure 2 below.

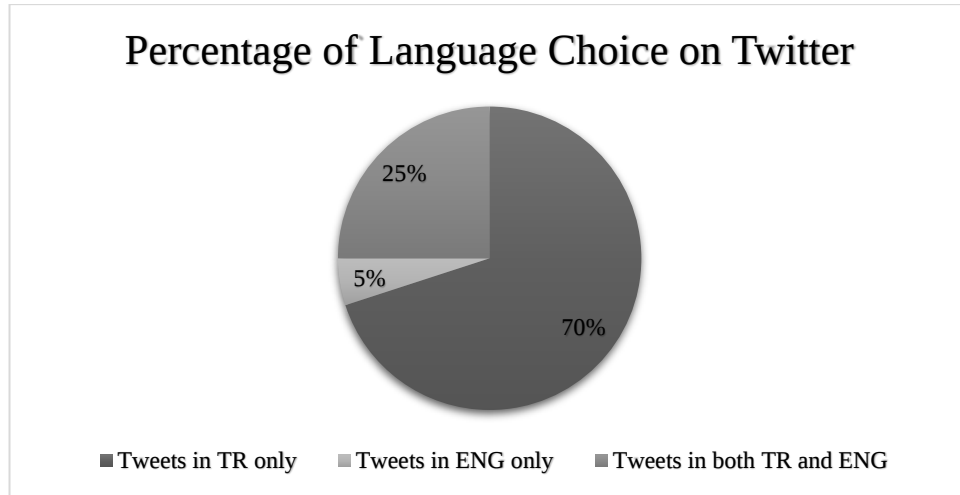


Figure 2: Language Choice of Turks on Twitter

This statistical illustration clearly shows the three divisions between the participants language use on twitter and provides information about linguistic abilities of these three groups of Turkish twitter users. Now, each division will be discussed one by one. Firstly, the group to which the majority of the participants belong was observed to consist of only Turkish correspondence with a rate of 70%. This means the majority of participants were highly sensitive to language use therefore, they are not mixing or switching codes. It is observed in this group that language sensitivity preserves language norms. In addition, since there is not enough information about the English proficiency levels of these participants, no assumption can be made about whether the members of this group are monolingual or bilingual. Nevertheless, it is clear that the vast majority insist on using their mother tongue (L1), Turkish, during communication through social media. In further analysis, 25% of the 500 tweets collected was found to include the use of both Turkish and English whereat code-switching is observed to be used. Although 25% seems like a small ratio, according to the researches that will be mentioned a little later, we will see that this rate has actually increased compared to the results of the researches conducted in previous years by Taştan (2012) and Kalinoglu (2017). When this group is examined, it is seen that the participants of this

group have sufficient language proficiency to use fluent English. Although it is not possible to reach a 100% conclusion about whether members of this group are truly bilinguals or not; it is estimated that the twitter users whose belong to this group have sufficient knowledge of English, based on the fact that they have used both 'lexis' and 'lexis + structure' switching which means they have the enough competence to play with the structure of the target language (L2). The examples related with this second division will be illustrated and examined a little later. However, switching between the codes of Turkish-English can be a habit that develops due to the fashion, trend or popularity of English language in this medium and is also triggered by the uses of other social media users. The fact that 25% of the collected data includes code- switching and both lexis and lexis + structure switching is the greatest proof of the ability of individuals to play creatively between the vocabulary and grammatical structures of two languages. Therefore, it can be said that the probability of this 25% of them being bilingual is higher than the individuals of the other group (70%). When the third and last group is examined, a minority group of Turkish social media users (5%) seem to have adopted the use of English, which is generally accepted as the de-facto (Seidhofer, 2013) online lingua franca (Christison & Murray, 2014), in their social-media-mediated written communications. Textual data in this group is an example of the full code-switch from Turkish to English, in other words, the language shift. This indicates that the target language speaker has full proficiency in the English language (L2). It can be said that the participants of this group are fully bilingual, but it is questionable whether the participants of the other two groups are bilingual or not. On top of that, the above demonstrated (in figure 2) and discussed results appear to be consistent with other previous studies in this field. For instance, according to the results of the research conducted by Taştan (2012) on 3860 tweets collected from the twitter

accounts of local Turkish university students, 86.55% of the tweets observed to consist of only Turkish, while the remaining 13% were tweets either purely in English or includes English terms. It should also be noted here that Taştan's (2012) study was conducted with a longer-term and larger-scale data stock. However, this study consists of only 500 tweets collected in 10 months from July 2020 to April 2021. Therefore, this research is considered a relatively short-term and small-scale research. Other than this, considering the period from 2012 (Taştan's study) to 2021 (today), the increase in the use of English terms and the spread of English language use in technology-mediated communication such as in social media interactions was a predicted and expected result. Similarly, a more recent study by Kalinoglu (2017) looked at about 5,500 tweets and found that 87% of these tweets were used Turkish only, whereas 7% were in Turkish & English and 6% were only in English. Although not much difference has been observed between the results of these two studies conducted from 2012 to 2017, there is, of course, a reason why these rates have changed and reached at peak ratios today in 2021. Probably with the emergence of the Covid-19 epidemic, the transfer of work and education life to online environments, along with many daily activities, has led to more frequent use of social media with an aim of reaching more people through English being the language of technological media and therefore, it has led to changes in these ratios. As mentioned earlier, although it may seem like a small rate to observe code-switch in only 25% of the collected tweets, this figure has reached 25% today, from 7% (Kalinoglu, 2017) and 13% (Taştan, 2012) when the above-mentioned two studies are considered. This is a result that actually confirms the first hypothesis of this study that is *'there is a tendency towards using code-switching during written communication on social media platforms among the Turkish users of the social media'*. The first goal of the study was to find out whether native speakers

of Turkish tend to use English vocabulary items extensively when communicating online. In other words, whether there is a tendency towards using English on Twitter among Turkish native speakers. As the above discussion and results from the other two studies in this field make it clear and can be seen through the bar chart in the Figure 3, the young twitter users code-switch between Turkish and English in their tweets and there is a noticeable increase in the percentage compared to previous two researches mentioned above. The initial findings of this research demonstrate that for approximately 30% of posts (tweets) of Turkish social media users, in every 100 tweets 30 have English words / phrases or they are in English. This proves the widespread use and increase in tendency of using English in Turkish-dominated written communication through social media.

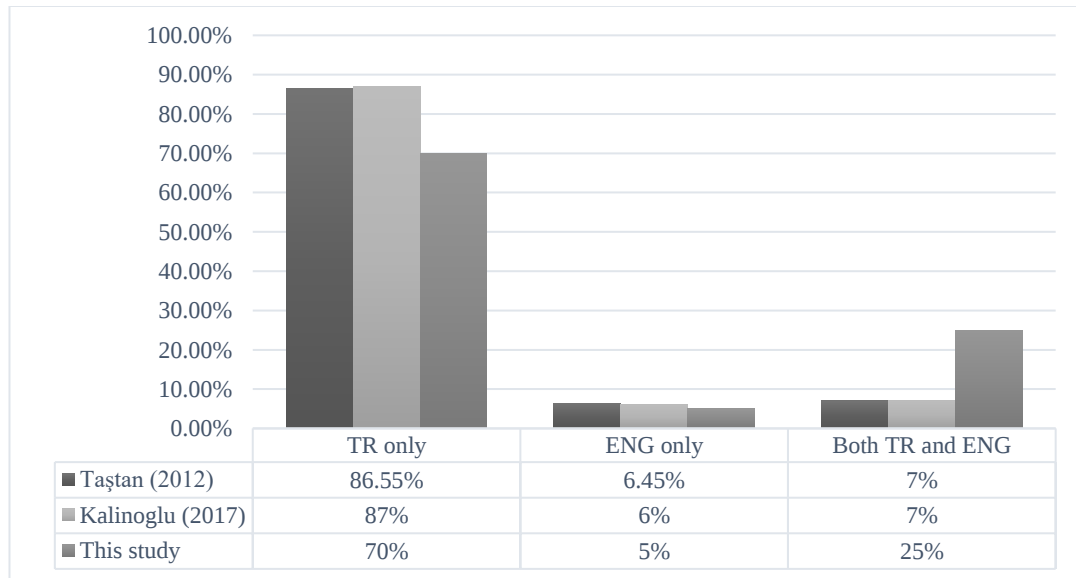


Figure 3: Percentile Representation of The Findings of The Three Studies

From the above data analysis and with specific reference to the illustration in Figure 3, it is clear that participants do switch between Turkish and English in Twitter and it is also obvious that the rate of use of code-switching during written communication in social media has increased visibly since the researches conducted in 2012 and 2017.

This confirms the hypothesis of this research in this context (*there is a tendency towards using code-switching during written communication on social media platforms among the Turkish users of the social media*) and is also an answer to the first research question (*is there a tendency towards using English on Twitter among Turkish native speakers*). That is, it confirms the validity of the researcher's assumption that young Turkish social media users frequently use written code-switching in social media, and proves that, in response to the first research question, young Turkish social media users are prone to code-switching to English in their correspondence through social media compared to the previous years. The fact that new applications do not restrict language use, that they provide easy and fast communication with people from different languages, cultures and religions from all over the world, that allow the formation of a different social identity, and widespread popularity also have an impact on the increase in these rates and reaching these figures today. Upon observing the widespread use of written code-switching in social media application twitter, it should not be overlooked that it is performed under certain environmental conditions and its use depends on certain reasons. The rest of this chapter will examine the code-switched tweets in more detail from the content analysis perspective. For this purpose, 500 tweets were reviewed descriptively on the basis of vocabulary choice, language choice, subject and content. Based on the analysis, a total of 20 most frequently code-switched words among those tweets are selected and listed. Later on, frequency count of those listed words is calculated individually which can be seen in Table 1 The frequency of use of words on the basis of percentages is also shown in the Figure 4 below.

Table 1: List of Frequently Code-Switched Vocabulary

<i>Word</i>	<i>Percentile</i>	<i>Out of 150 CS tweets</i>
<i>Online</i>	20.6%	31/150
<i>Love</i>	14.3%	21/150
<i>Story</i>	10.7%	16/150
<i>Like</i>	6.3%	10/150
<i>Gym</i>	6.3%	10/150
<i>Stalk</i>	4.5%	7/150
<i>Positive</i>	4.5%	7/150
<i>Close Friends</i>	3.6%	5/150
<i>Random</i>	3.6%	5/150
<i>Challenge</i>	3.6%	5/150
<i>Party</i>	3.6%	5/150
<i>Playlist</i>	3.6%	5/150
<i>LOL</i>	2.7%	4/150
<i>Cringe</i>	2.7%	4/150
<i>Sorry</i>	1.8%	3/150
<i>Chat</i>	1.8%	3/150
<i>Account</i>	1.8%	3/150
<i>Level</i>	1.8%	3/150
<i>Gamer</i>	1.8%	3/150
<i>Oversize</i>	0.9%	1/150

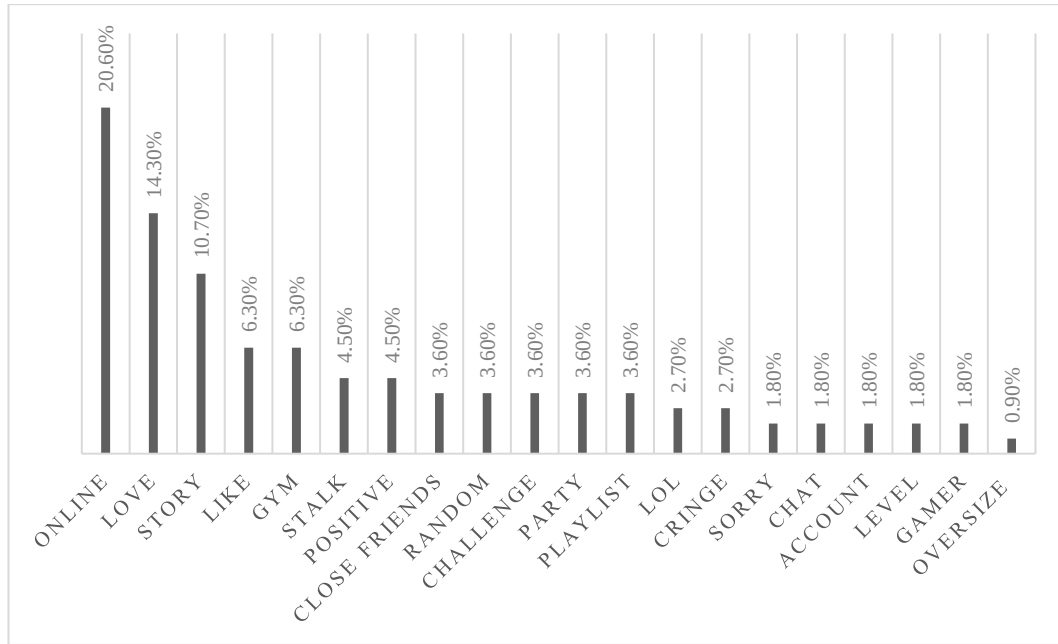


Figure 4: Percentage Distribution of Code-Switched Words

At first glance, it seems that the most frequently code-switched word for 500 Tweets collected is preferred by only about 21% of the Turkish twitter users. However, this is not the case. As explained before, only 30% (25% both TR & ENG, 5% only ENG) of the gathered 500 tweets which makes around 150/500 tweets include English terms as a result of code-switching. For this reason, the content analysis of this 30% fragment (150 tweets) will be discussed throughout the paper. As a consequence, with specific reference to the bar chart, it is seen that the most frequently used English word for code-switching is '*online*', which accounts for 21% of tweets containing code-switches. When considered in this way, 21% actually covers quite a broad audience. This also reflects Turkish Twitter users' preference of using the English equivalent of the word instead of Turkish equivalent '*çevrimiçi*' with a ratio of 21%. In addition, further examination of the connotations and usage areas of this word by Turkish twitter users shows that, it is mostly used in 'online shopping' and 'online education' subjects. The reason for this use is likely to be the social change in the technological infrastructure in the world including Northern Cyprus. In other words, communication

has moved to online channels, albeit indirectly, due to certain developments and reasons. For instance: (i) the increase in the production of technological devices that make life easier, (ii) the sudden transition to online education, (iii) the establishment of online shopping sites that provide an easy, fast and comfortable experience to individuals, (iv) existence of online banking and online hospital appointment/vaccination appointment tracking system. These are just the visible changes that have increased rapidly over the past few years. Because of all these and similar reasons, many activities (including communication) have been moved to online channels, and therefore, Turkish twitter users are exposed to the frequent use of the word ‘online’ when surfing on social media. As a result, they themselves began to use the word ‘*online*’ frequently through their Turkish dominated, social media-mediated correspondence. Besides, the possibility that they may not know the Turkish equivalent of the word is another likely reason of performing code-switching. Because, as discussed earlier in literature review, code-switching is mostly performed unconsciously and sometimes subconsciously. This brings to mind that the code-switching from ‘*çevrimiçi*’ to ‘*online*’ is triggered either because this word is used excessively in this environment (twitter) or because Turkish twitter users do not know the Turkish counterpart of the word. This trend is followed by the word ‘*love*’ with a rate of 15% in the second place and ‘*story*’ in the third place with a rate of 11%. Likewise, these rates cover the above-mentioned 30% fragment where code-switching is observed. Among the collected tweets, the word used the least frequently was observed as ‘*oversize*’ (0.9%). Looking at the table in general, there is a 6% decrease between the word ‘*online*’, which is the first word, and the word ‘*love*’, which is the second in the rankings. Since the frequency and popularity of words may change depending on the living conditions we live in, trends in social media and similar

periodic reasons, it will not be correct to make a generalization and assumption on the possible reasons of this decrease in rates and order in rankings. For instance, due to the trends initiated in social media and campaigns launched to create awareness on certain topics, some English words (such as online, love and story in this study) are sometimes used more than others (such as level, gamer and oversize in this study). For instance, for a while, under the name of ‘*The Ice Bucket Challenge*’, individuals challenged each other to pour a bucket of ice water over their heads in order to raise awareness of Amyotrophic Lateral Sclerosis (ALS) disease on social media platforms (Pressgrove, McKeever & Jang, 2017). If this research was conducted within the scope of that period, the percentage rate of the frequency of use of the English word ‘*challenge*’ in Turkish-dominated correspondence among Turkish Twitter users would probably be higher than the current rate of 4%. As a result, the popularity and order of use among the English words used in the code-switching may vary periodically according to the conditions and popularity brought by that period. By considering these frequently used 20 words, the content analysis of the code-switched tweets and the attitudes of ELT 1st year students towards the use of these words were investigated through online survey in which it is discussed and illustrated below.

Table 2: Percentage of Code-Switched Vocabulary Items with Respect to Content

Subject Matter	Percentile by Twitter	Percentile by Survey
Internet / social media activity	45%	22%
Entertainment	25%	9%
Daily Expressions	15%	27%
Abbreviations & Acronyms	5%	24%
Others	10%	18%

Within the framework of second research question: ‘*On what topics Turkish native speakers tend to switch from Turkish to English?*’, the statistics with respect to content were calculated and analyzed for both primary data collected from Twitter and the secondary data collected through online questionnaire. Content-related percentage results reflect the tendency of Turkish social media users to prefer and use English on certain topics. In order to explain when and under what topics written code-switching is performed in Twitter, tweets are analyzed and categorized into five groups: (i) *internet/social media activity*, (ii) *entertainment*, (iii) *daily expressions*, (iv) *abbreviations / acronyms*, and (v) *others* which is also shown in Table 2. An in-depth examination of the tweets and the descriptive and statistical document analysis show that the most English words used on Twitter refer to or related to the internet / social media activity and/or they are derived from the internet / social media with a percentage of 45%. This situation gives a clue that social media, in particular Twitter users, are inclined to switch codes from Turkish to English on issues related to the internet and/or social media. Referring back to the word list where 20 words are selected and their rates are shown on the bar chart in Figure 4, the words ‘*online, story, like, stalk, close friends, playlist, chat, account*’ are examples of lexical items that are generally preferred to be used in English instead of Turkish among Turkish Twitter users and these words belong to the category of internet / social media activity. Moreover, a rate of 45% represents a trend and category that cannot be underestimated. Here are some examples of code-switched words taken from the Twitter which refer to social media or related to the internet activity. For more examples, please see Appendix C.

(1) **Online** alışveriş yapmayı ne çok özlemişim.

How I missed **online** shopping.

(2) *Ben bile sıkıldım spor **storysi** görmekten. Ben şu her gün **story** koyarım.*

Even I (that post Instagram **stories** everyday) am tired of seeing sports **stories**.

(3) *Dün influencer **stalklarken** hepsinin profilinde zeytin olduğunu fark ettim.*

While **stalking** the influencer yesterday, I noticed that they all have olives in their profiles.

(4) *Off!! **Close friendse** atacağım **storyi maine** atma korkusu bırak peşimi.*

Off!! The fear of posting the **story** I was planning to send to **close friends** into the **main** channel, leave me alone.

(5) *#20yearschallenge yapamam çünkü yaşıam 18.*

I can't do #20yearschallenge because I'm 18 years old.

(6) *Güne spotifydaki 2020 **playlistim** ile başladım.*

I started the day with my 2020 **playlist** on spotify.

(7) *Türk olduğunu sakladığın **online** oyun **chatinde** yanlışlıkla basılan ü harfi gibiyim.*

I am like the letter ü accidentally printed in the **online** game **chat**, which you hide that you are Turkish.

(8) *Bu 21 gün süren spor **challenge**larını becerip bitirenler vs 2. Gün devam etme isteği bulamayan ben.*

Those who are able to complete these 21-day sports **challenges** vs. those who can't find the will to continue on the 2nd day.

As it can be seen from the examples above, although words like ‘online, story, close friends, playlist, chat, stalk, challenge’ have Turkish equivalents, participants preferred using or unconsciously used the English counterpart. One of the reasons why the percentage of code-switching in this category is higher than the others can be related to the period that data was gathered. As mentioned earlier, Covid-19 and

lockdown period might have affected the percentage rate and the popularity of online activities as well as the English language use on social media platforms. Another category where code-switches are frequently observed is the entertainment category with a rate of 25%. Words such as ‘*love, positive, party, gamer, first date*’ are the words that are observed to be used in Turkish-English code-switching by Turkish Twitter users and serve the entertainment category. For examples of this category please see Appendix C. Overall, Turkish social media users seem to use English words more frequently in some subjects (internet/social media activity and entertainment) more than in some other subjects (abbreviations/acronyms and others). Topic modulation is evident as a result of observation and analysis made on Twitter. The reason for this could be the impact of social media language, the trend, the popularity, the fashion of English on these platforms on individuals’ language use. As discussed in chapter 2 under sub-section 2.4.3.2.1, the research by Ndubuisi-Obi, Ghosh and Jurgens (2019) has shown the great impact of topical modulation on code-switching. According to their research, CS was more frequently observed in topics such as business, social issues and tribal, electoral politics. Likewise, in this research CS is more frequently observed in topics like internet/social media related activities, entertainment and daily expressions in Twitter application among Turkish twitter users. Therefore, results obtained from this research seem to be in line with the idea proposed by the Ndubuisi-Obi, Ghosh and Jurgens (2019) on topical modulation. Furthermore, if these content-based code-switches are examined in depth, it can be seen that not only *lexis* but also *lexis + structure* change is also evident in most examples shown above (sentence number 2, 3, 4, 6, 7, 8) which gives rise to intra-lexical code-switching where it occurs within a word (*lexis*) boundary. For instance, in sample sentence (6), the word ‘*playlistim*’ means ‘*my playlist*’ which is an example

of intra-lexical code-switching. The word starts with an English compound 'playlist' and continues with Turkish 1st person singular possessive pronoun suffix '*im*' which simply refers to '*my*'. This habit is usually due to the fact that Turkish is an agglutinative language. Here agglutinative language means that it tends to join or stick together elements of speech that can be expressed in separate words in English. Thus, the ideas expressed in a sentence or phrase in English can be conveyed in Turkish in a single word by adding suffixes, which consist of smaller units, each with a specific grammatical function, to the word. This is informative about the user's language proficiency in English. Users with insufficient English level generally do not have the ability to perform the '*lexis + structure*' code-switching. Apart from these, content-based analysis also shows that twitter users are most likely to switch nouns and noun phrases. Therefore, most of the CS in the data collected are classified as free CS or lexical items and large part also seems to be triggered by adjacent words and phrases or the subject of the tweet. These findings are also in line with the results of Langston's (2017) research, which was previously mentioned in chapter 2, sub-section 2.4.3.2.3. According to that research, twitter users mostly used code-switching for nouns and adjectives. As discussed earlier, since this is a situation that varies according to the language proficiency of the participants, the users with more advanced English language proficiency can make code-switches more easily when switching from one language to another, both between words and grammatical rules. Nevertheless, turning back to the second research question and to the tweet analysis on the basis of the content, when the language use of Turkish twitter users is observed, it is seen that participants tend to add elements to their mother tongue vocabulary repertoire and mother-tongue based correspondence from the prestigious language that is more

socially powerful, sound posh or dominant among these online / digital platforms. In this case, English is assumed this role.

Again, with regard to the second research question and referring to Table 2, this time instead of Twitter, the results of the online survey conducted with ELT 1st year undergraduate students were examined. In the vocabulary evaluation part of the online survey (in Appendix A, Section 6 of 6), students were asked to rate given words on whether they would prefer to use the Turkish or English counterpart of the shown 20 words in Figure 4. Subsequently, they were asked to indicate and exemplify which other words, apart from those presented, they frequently use in English rather than its Turkish counterpart in their daily written chats. In order to be able to see consistency between the results and double check percentage distribution of the categories, the answers from the participants were divided into categories according to their content and the percentages were calculated. It is also observed that the findings obtained from the analysis made on Twitter and the findings obtained as a result of the online survey are compatible with each other. Considering the answers from the students as a result of the survey and the words they prefer to switch the code are examined, it is seen that, '*daily expressions*' category is in the first place with a rate of 27% followed by '*abbreviations and acronyms*' with 24%. Comparing the results with twitter, the category of '*internet and social media related activities*' ranks third according to the survey. According to students own evaluations of language use, everyday expressions such as '*good morning, okay, bye, yes/no, why, good*' are of the words they prefer to use in English frequently in social media-mediated communication. Contrary to the observation and analysis in twitter, abbreviations and acronyms are also in the second place in the category ranking, which they often prefer to use in English in social media

correspondence, according to the participants. Participants prefer to use the English abbreviated version instead of typing the word or full phrase in Turkish or in English in social media-mediated communication, as the abbreviations provide a faster communication and effortless correspondence. Among the answers from the students, the abbreviations and acronyms they use most frequently for code-switching are ‘*ASAP (as soon as possible), JK (just kidding), SMH (shaking my head), DM (direct message) and OK (okay)*’. Although the category for internet/social media related activity ranks 3rd in the ranking, it is still quite popular and requires social media users to code-switch. In addition to the 20 words presented to the participants, the words they added related to this category are as follows: ‘*post, link, live, hashtag, search, follow, comment, download*’. Turkish social media users learned these words through the internet and social media and were first exposed to their English version. Because as Baranwal (2020) argues in chapter 2, sub-section 2.4.3.2.1, English become an essential part of the computer-mediated discourse and it is the language of technology. Moreover, individuals using any social media application did not require to learn their Turkish equivalents as they were assumed to be familiar with these words. Since using those aforementioned words in English does not create problems such as misunderstanding or communication breakdown between individuals, their English counterparts are generally observed to be preferred during Turkish dominated written communication on social media platforms which causes the use of unconscious written code-switching.

The results discussed so far were generally based on data obtained from Twitter, in this way the study tried to answer and discuss the first two research questions. In fact, some of the data obtained from the survey’s vocabulary evaluation section were also

used in order to answer the second research question and support the results from twitter, but still, the data obtained from the survey have not been examined in depth and discussed yet. The first (*Is there a tendency towards using English on Twitter among Turkish native speakers?*) and the second (*On what topics Turkish native speakers tend to switch from Turkish to English?*) research questions can be briefly answered as follows. Firstly, the analysis of tweets and the language usage of Turks in the twitter application showed that there has been a noticeable increase in the rate of code-switching usage between Turkish and English from past to present, and there is a tendency among Turkish Twitter users towards the use of written code-switching on social media. Secondly, content-based analysis of the code-switched tweets showed that Turkish twitter users perform code-switching to English more frequently in certain subjects, for example on issues related to the internet/social media activity, entertainment and daily expressions. Therefore, topical modulation has been found to have an effect on the use of written code-switching between English and Turkish on Twitter. As a result, in the light of the information obtained from the analysis of the textual data obtained from twitter, the online survey analysis will be discussed in the remainder of this chapter.

As explained in detail in chapter 3, methodology, the online questionnaire consists of 4 main batteries and is designed on purpose to be able to answer the 3rd and 4th research questions. In addition, the survey is informative about the language use, language choice/preference and writing styles of individuals in social media from their point of view. By individuals, we mean the first-year undergraduate students of the ELT department and therefore, young and active social media users. Meanwhile, a total of 50 Turkish ELT students contributed to the online survey. The first battery of the

questionnaire was designed to gather demographic information about the participants. In this context, linguistic proficiency questions were asked, such as what their mother tongue is (although it is a survey targeting only Turkish participants, it is asked to make sure), whether they speak a language other than English, and when they first started learning English. In addition, although we had an assumption that today's generation (hence the participants) were using social media, they were still asked whether they had accounts in any social media application and whether they were actively using social media. The survey results proved the assumption that all participants (100%) use social media for communicative purposes. This is evident from the fact that all participants voted 'yes' to the question of whether they use social media as a means of communication or not. When the demographic results are examined in more detail, it is observed that 65.7% of the participants use the Twitter application while the remaining 34.3% do not use the Twitter application, but use other social media applications instead. The fact that the majority of the participants stated they use Twitter is actually the answer to why this research is based on the language use and the analysis of written code-switching in Twitter. Apart from the demographic information, the second battery of the questionnaire draws attention to the use of English as a means of communication. In this battery of the questionnaire, the participants were not asked anything specific about the code-switching phenomenon. On the contrary, they were asked questions about their language use in social media and their language use in everyday communications. In this way, the ground was prepared for the transition to the code-switching phenomenon by increasing the awareness of the participants on the comparison of language use (code-switching performance) between the two settings (social-media versus face-to-face daily communication) in advance. Moreover, the aim here is to enable the participants to

think and compare their correspondence both in social media and in daily life, and to trigger their awareness in this sense. Herewith, the first two questions, ask students about which language they use more often when communicating by considering two different settings, (i) *in social media* and (ii) *in real life*. The aim here is to push the participants' attention to think between their face-to-face, oral communications and their virtual, written communications through social media. As shown in Figures 5 and 6, the survey results of these two questions are quite remarkable.

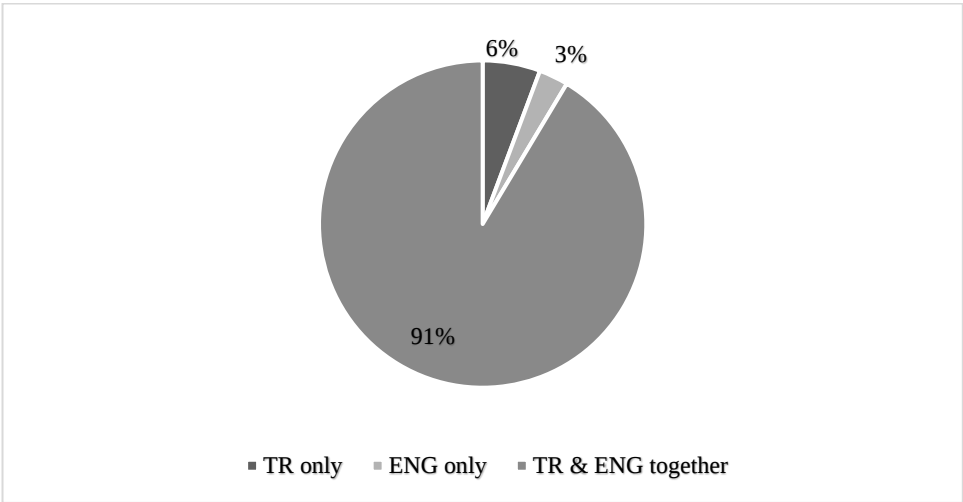


Figure 5: Which Language Do You Use More Often When Communicating on Social Media?

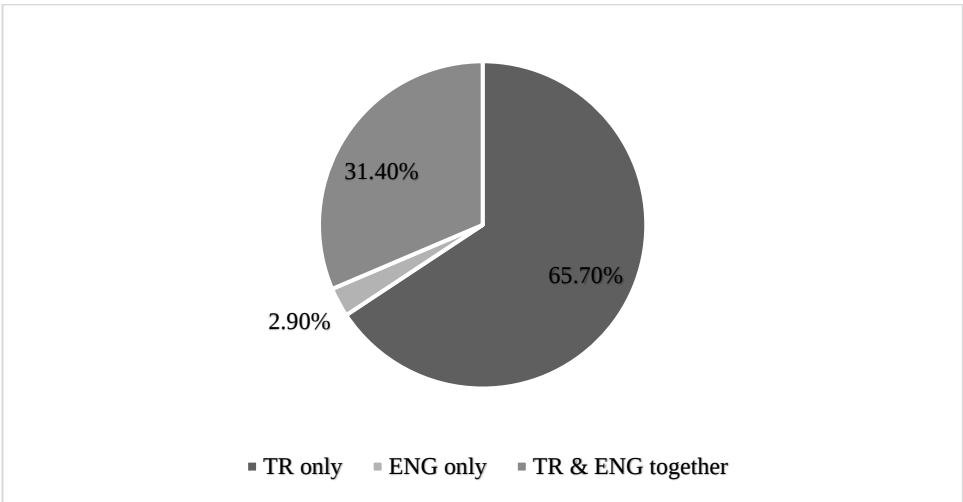


Figure 6: Which Language Do You Use More Often When Communicating in Real Life?

As can be seen from the pie charts above, the results show while 91% of the participants prefer to use both languages (Turkish and English) in their written communications on social media, approximately 66% of the participants prefer to use only Turkish in their daily face-to-face communications. However, approximately 32% of the participants still seem to use both languages together in their daily face-to-face oral communication. Apart from these, the use of only English is observed to be very little by considering both settings (social media and daily life). Additionally, it should be noted that while the use of Turkish leads with a rate of 66% in oral, daily communication, the use of Turkish decreases to a rate of 7% when it comes to written communication through social media by the same participants. This is one of the biggest proofs that nowadays code-switching is used more frequently in social media mediated written discourse. Afterwards, the participants were asked how often they use English words in their daily oral communications and in their written communications on social media. The answers were the same, with 57.1% stating '*sometimes*'. However, the division that interests us the most is the comparison of those who voted for always option in both cases. The Figures 7 and 8 reflect that 14.3% of participants agreed to always use English in their Turkish-mediated face-to-face, oral communications while this rate is 22.9% during written social media communication. The approximately 9% increase in the percentage also confirms that the code-switching is being used more frequently in social media-mediated written communication. This is therefore another result that proves the initial hypothesis of the research, that there is a greater tendency to code-switching between English and Turkish in social media among young users.

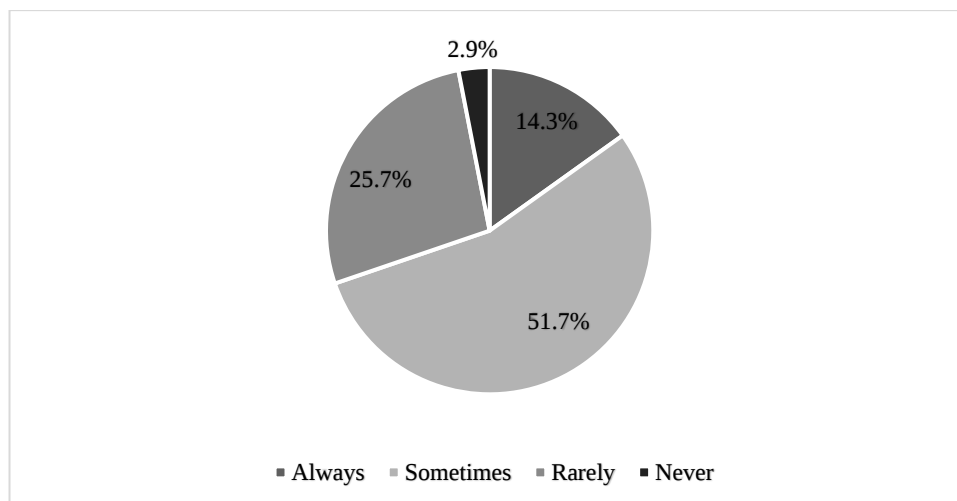


Figure 7: How Often Do You Use English Words in Your Turkish Sentences in Daily Conversations?

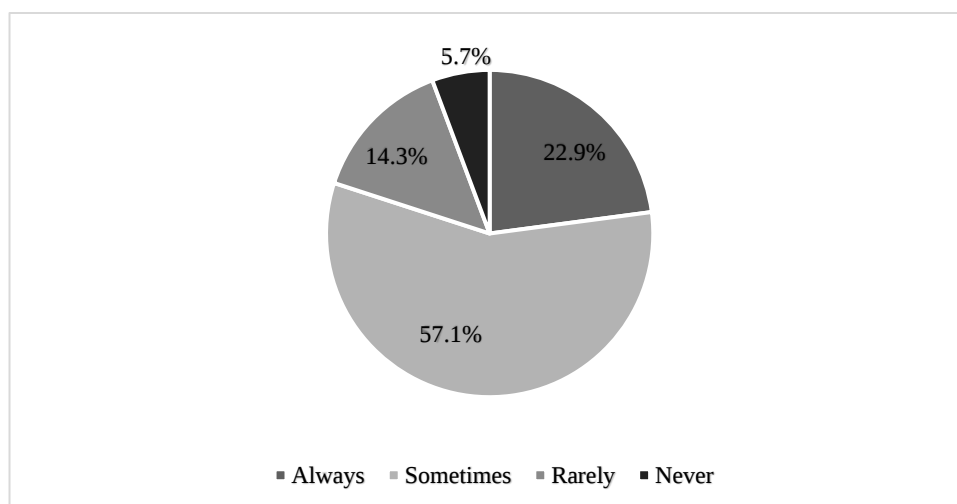


Figure 8: How Often Do You Use English Words in Your Turkish Sentences on Social Media Communication?

Apart from these, the participants were asked which of the elements of *fluency*, *accuracy* and *comfort* were more important for them in face-to-face and in social media communication. The results seemed almost opposite to each other which was very interesting. While the participants stated that the most important thing for them in face-to-face, oral communication is *comfort* with a rate of 57.1%, *fluency* is stated in the second place with 34.3%. Interestingly, *accuracy* seems to be of little importance for participants in face-to-face, oral communication with a low rate of 8.6% and

ranking third. Contrarily, considering the order in which participants give importance to these three factors during their written social media communication, *accuracy* ranks first with 48.6%. This reveals a rather remarkable result. According to the participants of online survey, *comfort* (34.3%) is ranked the second and *fluency* (17.1%) is ranked the third considering the factors they give importance to during their communication on social media. When the percentages of those above-mentioned three elements (*comfort*, *fluency*, *accuracy*) are compared in two different communication settings (real vs virtual), the most remarkable result is observed in *accuracy*. While individuals do not pay much importance to *accuracy* with a low rate of 8.6% during face-to-face oral communication, this rate suddenly increases up to 48.6% during written social media communications, placing *accuracy* in the first place. This may actually be one of the reasons why individuals have been using code-switching more in social media-mediated communication lately. Since *accuracy* is of great importance to them, using English instead of the Turkish word they want to use when sharing a post or texting on social media can better express the situation, event or subject they want to describe. For this reason, English words are generally used in correspondences where Turkish is the main language. Another reason is likely to be *comfort*, as the participants also stated in their answers by rating it in the second place. Code-switching provides great comfort to individuals especially in written communication (Baranwal, 2020; Leung, 2006). If the first word that comes to their minds is in English, code-switching offers the opportunity to share it without having to translate it into Turkish and social media platforms allow this switching. This provides individuals with a more efficient and understandable communication channel as well as a more comfortable communication. The third battery of the questionnaire is all about this topic and seeks

to find out individuals' attitudes and evaluations of code-switching use in social media platforms.

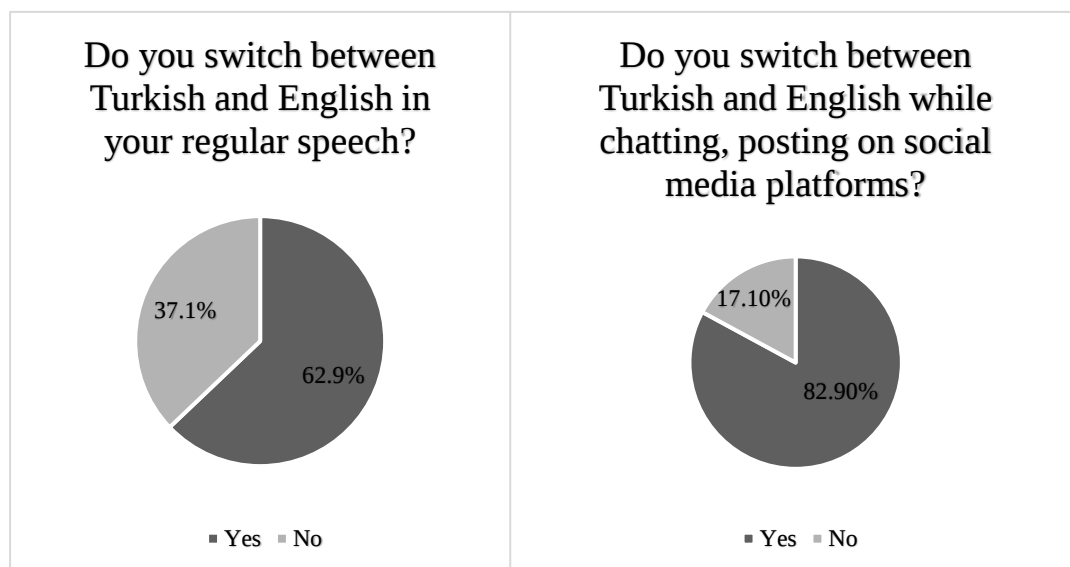


Figure 9: Comparison of The Use of Code-Switching Between Turkish and English in Daily Communication and Social Media Communication

The third battery which is called assessment towards code-switching, first informs the participants about this linguistic phenomenon and then creates awareness by allowing participants to assess their own code-switching performance. After the brief explanation of the linguistic phenomenon of code-switching with a few simple examples, the first question that was asked to them was '*do you switch between Turkish and English in your regular speech?*'. According to the personal evaluations of the participants, 62.9% stated they switch between codes during their daily conversations, while 37.1% stated they do not switch between the codes of Turkish and English. Immediately after this question, the participants were asked more specifically, '*do you switch between Turkish and English while chatting and sharing on social media platforms?*'. As expected, based on the hypothesis of the study (there is a tendency towards code-switching and English use on social media mediated correspondence),

there is a 20% increase in the number of people switching between codes in social media mediated communication. An audience of 82.9% approved that they use code-switching in their social media mediated communications and when posting on social media. This is illustrated in the Figure 9 above. Although this was an expected result, it is directly related to the subject (written code-switching) and purpose (written code-switching on social media) of the research. Therefore, the results once again confirmed the hypothesis put forward by the research that is to say, there is a tendency to switch between codes among young Turkish social media users, and therefore, the opinions of the participants (Turkish ELT students who use social media actively) showed that they are fond of performing Turkish-English code switching during social media mediated correspondence.

In line with the analysis of the data collected from twitter, survey reports also reflected Turkish social media users frequently switch from Turkish to English on social media. In order to double check the applicability or occurrence of this, the participants were also asked '*which way of code-switching do they frequently use in social media communication?*' either (i) from Turkish to English (using English vocabulary in Turkish text) or (ii) from English to Turkish (using Turkish vocabulary in English text). Regardless of how it is done consciously or subconsciously, the vast majority of participants (80%) agreed that they switch codes from Turkish to English by using English words in their Turkish texts on social media platforms. While the findings of the second battery of the survey were discussed above, it was noted that the participants gave more importance to *accuracy* than *comfort* during social media mediated correspondence. Regarding this, in the third battery of the survey, where the code-switching was evaluated, the participants were asked what the main reason for

their code-switching on social media platforms was and they were given 3 options: (i) influence of interlocutors (e.g., friends) (participants), (ii) influence of social media language (setting), and (iii) influence of subject (topic). These three options are based on the three main components of the communication triangle mentioned and discussed earlier in the review of literature by Fishman (1965), Hymes (1992), and Ogden & Richards (1923) in chapter 2, sub-section 2.2.1. Participants were apparently reminded undecided as to which was more effective, and the results did not reveal much of a difference between the three options. In particular, the influence of the social media language (setting) and the influence of the subject (topic) seem to play a leading role in the code-switching in social media platforms because both options received equal votes with 37.1%. In this case, the influence of the interlocutors for example friends (participants) ranks second with 25.7%. This is actually an indication that all 3 elements play a leading role in communication and therefore it is difficult to choose between the three. Despite such a possible indecision or even distribution of votes, one more question was asked to find out what motivates participants to perform code-switching. Furthermore, in order to be able to measure the consistency of the answers given by individuals using social media, the participants were also asked what drove them to switch to English when communicating on social media, by offering four different options. The options were as follows: (i) *I use it because everybody does*, (ii) *I feel more comfortable*, (iii) *It is easy to communicate like this*, and (iv) *I do not know the Turkish equivalents of some words*. The first option (i) *'I use it because everyone else uses it'* corresponds to the influence of social media language where participants most probably triggered by the trend. The option (iv) *'I do not know the Turkish equivalents of some words'* underlines the influence of the subject (topic) where participants do not have enough competence to talk about that specific topic in that

language (Turkish). In addition, first two options (i) and (ii) indicate psychological reasons whereas the last two options (iii) and (iv) indicates the individuals' level of competence in the language. For instance (iii) indicates that the participants have sufficient language knowledge to use English comfortably, whereas (iv) indicates the individuals lack of competence in the Turkish language. The results are as shown in the Figure 10 below. The majority, with a rate of 42.9%, claims that they use code-switching, that is, the English counterpart of some words because they do not know their Turkish equivalents. This result reveals that this type of code-switching is a necessity rather than a choice for the participants who do not have sufficient Turkish knowledge. About 32% of the participants stated that they use code-switching to English because it is easier for them to communicate using English terms. This shows that, unlike the other respondents in the group of 42,9%, social media users belonging to this group (31,4%) actually have sufficient knowledge of English and therefore use the code-switching both preferentially and for convenience. For the other two options, 14.3% stated that they feel more comfortable, and 11% stated that they also use the code-switching because everyone uses it on social media. The fact that these two options received relatively less votes suggests that the impact of psychological reasons is most likely to be less on the use of code change than impact of language proficiency.

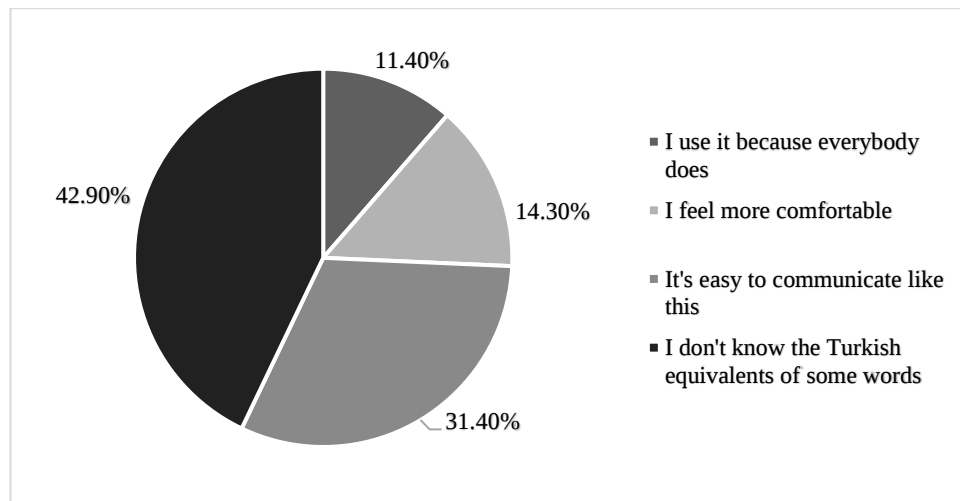


Figure 10: What Makes You to Switch to English While Communicating on Social Media?

Apart from these, at the very beginning of the research, it is hypothesized that the people who use code-switching on social media platforms are usually and mostly young people. Besides, truth value of this assuming the accounts of young Twitter users (between 18-25 years old) were examined and accordingly constructed questionnaire was applied to young people in the same age range (ELT 1st year undergraduate students). Therefore, the data obtained from this question will contribute to the accuracy of the hypothesis put forward by the researcher. For this reason, the participants observations and opinions were asked to choose from among the four options given to the question ‘*who are the people who usually switch codes on social media platforms*’ as follows: (i) *teenagers* (13-19), (ii) *young adults* (20-34), (iii) *middle aged* (35-64) and (iv) *aged* (65+). The results were really interesting. According to the respondents, 57.1% teenagers (13-19) and 42.9% young adults (20-34) use code-switching in social media-mediated communication. The middle-aged (35-64) and aged (65+) options, on the other hand, did not receive any votes from the participants. Needless to say, these results clearly confirm the hypothesis put forward,

as well as, increase the acceptability and reliability of the collected data from young social media users.

The third battery of the online questionnaire consisted of two sub-sections. The first sub-section consisted of multiple-choice questions, the results of which were just discussed, while the second sub-section included a Likert scale. Therefore, in order to answer the 3rd and 4th research questions, it is necessary to examine the collected data in its entirety. The second sub-section of the third battery underlines the crucial role of vocabulary in English as a second / foreign language learning. It assumes that there are various techniques which can be applied especially for the development of students' vocabulary. However, it questions if code-switching can be considered one of these techniques? In fact, this is a much-debated topic by almost all research examining code-switching in the field of education. Just like other studies in this regard, this study also aimed to discuss the contribution of code-switching to foreign language vocabulary, but this time the main research platform whereat setting was social media and the data consisted of written codes. Within the framework of gathered data from the third battery of the questionnaire, researcher would like to answer the 3rd research question that is '*does code-switching contribute to the development of social media users' English language vocabulary and if it does how?*'. The Likert scale results which is based on the participants' own opinions and evaluations helped the researcher to collect the necessary information. Here the descriptive statistics like frequency and percentage are used to analyze the gathered data. In the Likert scale section of the online questionnaire the participants were mainly asked to evaluate to what extent they agree with the presented seven sentences about code-switching by scoring between 1 and 5 where '1' represents '*strongly disagree*' and '5' represents

'*strongly agree*'. The results are summarized and shown in Table 3 below with mean (M) and standard deviation (SD) values for each statement.

Table 3: Participants' Evaluation on The Impact Of Code-Switching to English on Their Vocabulary Development in English As A Second / Foreign Language

Items	Answers	Percentage	Mean (M)	Standard Deviation (SD)
Code-switching on social media improves my communication skills.	Strongly	2.9%	3.3	2.9
	Disagree			
	Disagree	11.4%		
	Neutral	54.3%		
	Agree	17.1%		
	Strongly Agree	14.3%		
Code-switching via social media helps me extend my vocabulary stock.	Strongly	5.7%	3.8	3.5
	Disagree			
	Disagree	0%		
	Neutral	34.3%		
	Agree	25.7%		
	Strongly Agree	34.3%		
Code-switching on social media makes me feel more comfortable while chatting.	Strongly	2.9%	3.8	3.4
	Disagree			
	Disagree	8.6%		
	Neutral	28.6%		
	Agree	25.7%		
	Strongly Agree	34.3%		
I feel comfortable when I write English on social media because it's widely spoken across the globe.	Strongly	0%	4.1	3.6
	Disagree			
	Disagree	2.9%		
	Neutral	25.7%		
	Agree	34.3%		
	Strongly Agree	37.1%		

Code-switching on social media makes me feel more confident while chatting.	Strongly	11.4%	3.3	3.0
	Disagree			
	Disagree	5.7%		
	Neutral	34.3%		
	Agree	14.3%		
	Strongly Agree	20%		
Using English on social media enables me to express ideas that I cannot express in Turkish.	Strongly	2.9%	3.9	3.5
	Disagree			
	Disagree	5.7%		
	Neutral	31.4%		
	Agree	22.9%		
	Strongly Agree	37.1%		
Code-switching from Turkish to English on social media helps me to practice English.	Strongly	11.4%	3.7	3.4
	Disagree			
	Disagree	5.7%		
	Neutral	8.6%		
	Agree	48.6%		
	Strongly Agree	25.7%		

First of all, the results reveal that most of the respondents strongly agreed (37.1%) and agreed (34.3%) with a mean score of (4.1) on the idea that code-switching from Turkish to English during social media-mediated communication makes them feel comfortable since English is the common, de facto language among social media. However, 25.7% of the respondents neither agreed nor disagreed and expressed a neutral opinion on this. Interestingly, none of the respondents were strongly opposed to this idea and only 2.9% disagreed. This result reveals that, the rate of neutral voting (25.7%) loses its great impact, since the rate of those who agree with this idea (71.4%) is higher than those who do not (2.9%). In addition, the results also show that the second highest mean score of the items surveyed (3.9) was prone to the concern that

code-switching to English on social media enables individuals to express ideas that they cannot express in their mother tongue, Turkish. The 37.1% of respondents strongly agreed and 22.9% agreed with this idea; however, this time the number of participants who abstained was higher in percentage, 31.4% remained neutral. Nevertheless, the fact that these two items generally have a high overall agreement rate (71,4% and 60%) and low overall disagreement rate (2.9% and 8.6%) is actually an indicator of the consistency among the participants. It is most probable that the code-switching, which allows individuals to express what they cannot express in the other language, enables them to feel more comfortable during communication and therefore leads to a more fluent written communication between social media users. On top of that, considering the rate of agreement of social media users to the statements presented to them about whether the use of code-switching contributes to their vocabulary stock or not, it is observed that they generally agreed on (34.3% strongly agree and 25.7% agree) its positive impact of code-switching on vocabulary development with a reasonable mean score of (3.8). This seems possible through practicing the targeted language in real communication environment or with the natives of the that language. By looking at this results, social media seems to provide its users suitable environment for practicing English language that positively affects social media users' English vocabulary development. Herewith, participants were also asked to evaluate to what extent they agree that code-switching from Turkish to English on social media helps them to practice English. According to the statistical results, participants were quite determined on this issue, the majority of them, about 48,6% agreed on that code-switching on social media helps them to practice English use, while 25.7% of them strongly agreed with this statement. This represents that approximately 74.3% are quite positive about it and actually believe that switching

codes between Turkish and English on social media allows them to practice English, even without realizing it. Compared to the generalization, 8.6% of the participants voted neutral for this statement while minority group of participants (17%) disagreed. By looking at these results we may assume that there might be a positive effect of code-switching on language development of individuals, especially in terms of vocabulary development and language practice. In the light of all the discussions so far, social media users who believes the impact of code-switching on the development of their vocabulary and states to have the opportunity to practice the English language on social media through code-switching will likely to feel more comfortable and therefore, their English communication skills will be positively affected. Considering this, the participants were also asked whether they agree with the statement that code-switching on social media improves their communication skills or not. The results show that respondents were not so sure about this and remained neutral with a high rate of 54,3%. This is also evident from the mean value of 3.3. Still, 14,3% of the participants stated they strongly agree while 17,1% agree to it. Overall, these statistical results reflect that code-switching on social media platforms is likely to enhance individuals' vocabulary stock, as well as, allowing them to practice English. In addition, in terms of communication it seems to give rise to comfortable and fluent written conversation between individuals or groups of people however, participants were not so sure about its benefit on communicative skills. Although the participants agreed that this phenomenon contributes to their English language skills and English language use, and thus affects the course of communication, they did not express an opinion and remained undecided by voting neutral on whether it contributes to their communication skills or not. These results are informative about the answers to the third and fourth research questions while coincide with the findings discussed in the

previous sections. Overall, as can be seen from the results of the Likert scale, participants' opinions indicated that code switching is likely to provide positive effects on social media users' English vocabulary development, as well as, opportunities to practice English language use. In other words, it has been observed that code switching between Turkish and English facilitates the development of individuals' vocabulary in the target language (L2), increasing their self-confidence in the language they are less proficient in, by providing them with the opportunity to practice. Exposure to English lexical items (words, phrases, abbreviations, etc.) on social media platforms observed to help language learners (likewise social media users) become aware and familiar with a particular vocabulary of a particular topic (such as entertainment, daily expressions etc.). Although the language they are exposed to on social media is not an academic language, as a result of observation and findings it is assumed that the English used by individuals in their communicative correspondence is positively affected by this situation.

Finally, the examination of the 4th and last battery of the questionnaire provides the necessary information for the discussion of the 4th research question that is '*does code-switching from Turkish to English increase social media users' English language awareness?*'. Based on the findings from the questionnaire and the evaluations of participants comments provides the framework of whether the posts containing code-switching and therefore, English terms on social media affect individuals' English language learning or increase their awareness in that language. In general, the ELT students who participated in the research agreed that sharing a text using English vocabulary or being exposed to posts including English words in it on social media contributes to their English learning in certain ways. They stated that these shares,

which include Turkish-English code-switches, improve their translation skills and vocabulary stock in English. In addition, since social media allows participants to share pictures, memes and other visuals, it has been observed that the presence of visual elements are more likely to attract the attention of users which leads to permanent learning for them. In the long term, individuals also stated that they have improved their reading and comprehension skills, albeit slightly, over time, as a result of exposure to code-switched texts and to English terms. By looking at these results, we may assume that switching back and forth between two codes on social media might contribute to the development of English vocabulary, awareness of English, reading, writing and understanding, as well as understanding simple sentence structures and some grammatical placements. However, no findings were found on whether using written code-switching on social media mediated communications have a positive effect on the pronunciation or spelling of English words and speaking. As a consequence, we come to a point where code-switching in social media is likely possible to trigger individuals to acquire a positive attitude towards learning English. It is a visible fact that these texts / posts whose include code-switches are most probable to increase social media users' awareness in English language.

4.3 Summary

The main purpose of this study was to examine the effect of the widespread use of code switching by young Turkish individuals (between the ages 18-25) using social media on the development of the English language of them from two different perspectives. While the first stage of the research dealt with the linguistic phenomenon of code-switching in the selected social media application, Twitter, the second stage consisted of collecting and examining the opinions of ELT 1st year undergraduate students on code-switching through an online survey. The code-switching, which was

examined in two stages and with two different data sets (primary data from twitter and secondary data from online survey), targeted the Turkish-English written code-switches performed by young social media users (between the ages 18-25), and native Turkish speakers. In the light of these, this study explored the impacts of written code-switches on social media platforms on young individuals' English vocabulary development and English language awareness. The first research question was proposed to validate the hypothesis of the tendency to use English on Twitter among Turkish native speakers. It was intended to unravel language use on social media and its influence on English as a second / foreign language learner's. The primary textual data (tweets) and document analysis revealed that although the majority of texts were mainly dominated by users' mother tongue Turkish 2 out of 5 texts contained code-switches, hence an English term. This is an indication of the prevalence of the use of English and therefore the code-switching by Turkish social media users even in correspondence where Turkish is the mother tongue. Moreover, when the statistical data found as a result of this observation were compared with the results of previous studies (Kalinoglu, 2017; Taştan, 2012), it was realized that there is an increase in the rate of code-switching over the years on social media. This has shown the tendency and increasing demand for written code-switching in social media mediated communication nowadays. Later on, the second research question was asked to examine the textual data in terms of the content. For this the percentage of code-switched vocabulary with respect to content is calculated and analyzed. The results of the textual data collected from Twitter showed that the most frequently code-switched word among Twitter users was '*online*' and the most frequently preferred topic for code-switching was related to the '*Internet / Social Media Activity*' category. Similarly, the survey results showed that the most frequently code-switched word(s)

among survey respondents was *'online'* and *'stalk'* (94%) and the most frequently preferred topic for code-switching was related to the *'Daily Expressions'* category according to their perceptions. Thus, the first two research questions examined whether code-switching is used in social media, and if so, what its content, language usage rates (Turkish and English) and topics are. Then, the third and fourth research questions were discussed in the light of the data obtained from online survey. The aim here was to examine the opinions of people who use code-switching on social media and to reveal whether the code-switching contributes to their English language awareness and English vocabulary. Findings related to the third research question showed that people's use of code-switching during their social media-mediated communication was more likely to have a positive effect on the development of their English vocabulary. In other words, code-switching has been observed to facilitate vocabulary development in the target language (L2), or language in which people are less fluent and less proficient. Finally, the fourth and the last research question examined the contribution of code-switching to language awareness. It has been observed that social media users can communicate fluently using written code-switching for various reasons. For example, they stated that they feel comfortable switching from Turkish to English when they want and when they need it, and that they can explain what they cannot express in Turkish more clearly by using English words. For these and similar reasons, their awareness of English language increases as they have the opportunity to practice English in an informal language environment. All these, therefore, are likely to increase the English language awareness of social media users. Overall results also showed that code-switching on social media platforms provides advantages in terms of gaining fluency in reading, writing and

better comprehension in English by reading posts and comments on these platforms and by posting and commenting on other users' posts.

In summary, this research has shown that using written code-switching in social media has positive impacts on improving English language vocabulary, language skills and awareness in that language. In addition, the survey results showed that the use of code-switching in social media positively affects individuals' attitudes towards English language and English language learning. As can also be seen from the statistical findings, code-switching during social media mediated communication increases the awareness of individuals in the other (less fluent, less competent) language in terms of reading, writing, grammar, and vocabulary, thus helping them in the future of language learning proficiency and everyday communications. This idea also coincides with the perceptions of a number of respondents who think that social media applications provide suitable platform for code-switching and thus to use target language (English) in their learning practices. Furthermore, it has been discussed and shown above that the findings of this study correspond with the findings of a number of other studies in this field whose also proved the benefit of using code-switching in language learning. For instance, according to Baggetum and Wasson (2006) by performing code-switching, language learners can develop their ability to plan, understand and regulate their own language learning process and progress. In addition, as Lomicka and Lord (2012) demonstrates social media application Twitter helps language learners from a collaborative community and language skills. Many other studies also point out that using social media applications allow language learners to acquire the targeted language in a fun and interactive way. From this perspective, Twitter and other social media applications are likely to be used to motivate young learners as they are fond of

doing things on computers and smart phones and this will help them to develop their language skills in the other less fluent and less competent language whereat L2.

Chapter 5

CONCLUSION

In this section, the general conclusion and recommendations regarding the results of the research conducted on the Turkish-English written code-switching on Twitter with specific reference to language awareness are provided. The Turkish Republic of Northern Cyprus (TRNC) is an island where English is spoken as a foreign language and characterized as part of the expanding circle. The results of this research demonstrate that Turkish is highly influenced by the English language and the use of English in Northern Cyprus together with the impact of social media is increasing day by day. In this particular research, social media posts (namely tweets) in English and Turkish are analysed considering language use and categorized according to their contents. In addition, online questionnaire is prepared in line with the Twitter analysis to find out undergraduate university ELT students' perceptions on code-switching, and language use on social media platforms. Overall, it is observed that participants (Turkish Twitter/social media users) use both English and Turkish especially on specific topics. When they talk about internet/social media activity, entertainment, and particularly for daily activities they were found to be more inclined to use English vocabulary items. When they post something related with their daily activity, their thoughts, their plans for the day, they were observed to code-switch from Turkish to English. Based on these, it is possible to say that Turkish young social media users use English extensively on their social media mediated communication and on their personal accounts while chatting. Most probably this is the results of exposure to

English through mass media, and digital environments more than their exposure through education. In a way, this is a result that supports the prestige hypothesis, which has a tendency to culturally imitate other dominant groups that are socially stronger in society (Taştan, 2012). Apart from this, the survey results reflect that, individuals who use code-switching on social media have positive attitudes towards English language and English language learning. In addition, some other positive effects of written code-switching on social media have been observed, such as the development of individuals' English vocabulary stock and the development of their literacy and comprehension skills in English language.

5.1 Conclusion

On the basis of the overall findings, this research reached the following conclusions. In the second/foreign language learning process especially English learning process, social media applications observed to have many advantages and positive impacts in terms of enhancing language learners whereat social media users' language awareness and language skills. Especially code-switching on those digital platforms seem to broaden language learners' reading, writing and comprehension skills and thus they gain fluency in written communication through using English. As respondents noted after completing the survey, young individuals (between the ages 18-25) are highly motivated to use social media as part of their everyday life and this provides them with opportunities to practice English in a more comfortable and an informal setting. On top of that, the research findings also revealed that, individuals observed to get benefitted from written code-switching in terms of vocabulary development and gain fluency in writing and reading in English (L2). Therefore, this situation is likely to give rise to the development of individuals' English language literacy and comprehension skills. Since written communication and written code-switching in

social media were examined throughout this research, the only contribution of this on oral communication was individuals felt more comfortable and self-confident in oral and written communication in English, since it was observed that it increased their awareness of English language. Apart from this, no contribution has been observed in terms of speaking ability and this has not been specifically investigated because the main focus here was on the use of language in social media-mediated written communication.

In conclusion, with specific reference to the all four research questions, first of all, the findings undoubtedly proved that there is a tendency for Turkish young social media users to use code-switching to English during written communications on social media. In addition, when the statistical findings of previous studies were compared with the statistical findings of this study, we come to a point where we may assume that the use of code-switching in social media increases day by day, confirming the researcher's primary hypothesis on the tendency in this context. Secondly, the content analysis of the data showed that young Turkish social media users often use code-switching when writing something related to their internet and/or social media activities. Especially 5-6 words belonging to this category were frequently preferred by users in English rather than in Turkish. As pointed out earlier, the most frequently used word among these was the word '*online*' and this word was the word that received the most votes and the most preferred use in English as a result of the primary and secondary data. Thirdly, the research findings showed that the use of written code-switching in social media was likely possible to contribute positively to the development of individuals' English vocabulary. The frequent exposure of individuals to English terms in their social media accounts enabled them to gain familiarity with

English, but also caused them to have a more positive attitude towards the language. In addition, since the addition of visuals to written communication leads to more permanent learning, it can be assumed that individuals remember English terms more easily through this way and then can add these words to their lexicon easily for later use. This shows that written code-switching on social media platforms contributes to the development of individuals' vocabulary, albeit in the long run. And finally, in the light of all these findings, the research aimed to reach a conclusion about whether the Turkish-English written code-switching in social media contributes to individuals' awareness of English. When the analysis of primary and secondary data, descriptive and statistical results and the opinions of the participants are examined in detail, it is observed that social media provides individuals with the opportunity to practice English by code-switching in an authentic environment, provides exposure to a variety of English lexical items, allows them to freely / informally use English, a language for which they are not fully competent without fear of misspelling, increases their self-confidence in the target language and as a consequence, their English language awareness increases as a result of exhibiting a positive attitude towards learning English as a second/foreign language.

At the end of the day, the findings of this study provided useful data to illuminate the use of English on digital platforms, especially on social media, along with the mother tongue (L1) of social media users, and to explain its more widespread use among the younger generation. In addition, the results of the study may be considered as a first step towards the importance and necessity of including / integrating social media in English language learning and teaching classes especially on concepts like improving English language awareness, vocabulary knowledge and socio-pragmatic competence

of the language learners. When returning to traditional and face-to-face education, especially after training on online platforms during Covid-19, teachers will most probably feel the need to update the language education methods they used for years. Since the transition to online education has caused many changes and transformations in students, for example, their attention span has shortened, and their interest in materials that appeal to multiple senses through the internet and digital media, enriched with visual, sound and effects, has increased. Therefore, when returning to traditional, face-to-face education, it is of great importance to benefit from the opportunities offered by digital media and to be used as an educational aspect in language education. Therefore, this research has drawn attention to the effect of social-media-mediated communication on the language development of social media users and therefore English language learners. The results of the research also emphasize the necessity and importance of using the media in the teaching methods of teachers in language education courses.

5.2 Limitations

As with any research, there are some potential limitations in the interpretation and application of the results of this research. Firstly, the emphasis of the study was on the form, content and the frequency of written code-switches on social media application Twitter. Therefore, this research did not provide information on the reasons and the types of code-switching in this context. Secondly, this study investigated the written code-switching on Twitter application only, so the results may not be applicable to other social media applications (such as Facebook, Instagram, etc.) and may not be generalized since this research was conducted by considering the tweets of Turkish twitter users only. Finally, the online survey was based solely on participants' perceptions and evaluations taking into account their code-switching performance on

social media, so the results may not reflect 100% reality. However, a conclusion can be reached assuming that what the participants said were their sincere thoughts.

5.3 Recommendations

Recommendations considering the results of this and future studies in this context are as follows:

- The younger generation is a purely technology-based generation with little or no interest in doing tasks in a traditional way since they were born into technological developments and grew up with technological devices. Therefore, we cannot stand in the way of the development of technology, but we can try to facilitate the language learning through some means in digital technology.
- Replicating a study in a similar way but with a focus on more specific abilities, such as finding the impacts of written code-switching in social media on the development of writing in English or by focusing on the effect on English reading skills etc. In other words, focusing on a more specific area / skill will make it easier to obtain more useful and specific information about the subject of code-switching.
- In order to understand whether the results will be the same in a different context, it would be interesting to investigate the use of English code-switching in social media by participants whose second or foreign language (L2) is English, apart from those students whose mother tongue (L1) is Turkish.
- Finally, it is strongly recommended that this study be repeated with more participants and more textual corpus by examining the written code-switching in a more detailed way since it consists of multivariate endeavors.

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APPENDICES

Appendix A: A case study of Turkish-English written code-switching on Twitter with specific reference to language awareness - Questionnaire

Section 1 of 6

Consent Form with Covering Letter

Dear participant,

This research is a research prepared for English Language Teaching (ELT) 1st year undergraduate Turkish students who study at Eastern Mediterranean University (EMU) and take courses ELTE122 Structure of English, ELTE116 Writing Skills II, ELTE114 Reading Skills II and ELTE120 Oral Communication Skills II in the 2020-2021 academic year spring semester within the scope of ELTE500 'MA Thesis' of the Eastern Mediterranean University English Language Teaching Master's Program. Throughout the research, Sevilen Akgür, a graduate student, is led by her supervisor, Prof. Dr. Necdet Osam. The aim of the research is to examine the relationship between the ability of English-oriented written code-switching on social media and its impact on English language awareness.

Your participation in this research project is completely voluntary. You may decline altogether; leave blank any questions you do not wish to answer or you may withdraw from the research at any time without any penalty. There are no known risks to participation beyond those encountered in everyday life.

It is very important that you answer all the questions in the form in order to conduct the research properly. It takes approximately 15 minutes to complete the survey. Please read the explanation at the beginning of each section carefully. There is no right or wrong answer to any question. For this reason, please make your evaluations reflecting your true feelings and thoughts.

Any information obtained in connection with this research will remain confidential and will not be shared with third parties. All responses will remain anonymous and will be analyzed statistically collectively for the MA thesis entitled "A case study of Turkish-English written code-switching on Twitter with specific reference to language awareness" purposes.

Finally, I would like you to know that I am ready to share the findings regarding the results of the research with the participants upon your request.

If you have any questions or concerns regarding this research, please feel free to contact the researcher Sevilen Akgür, or the thesis supervisor Prof. Dr. Necdet Osam.

Thank you in advance for your participation.

I have read the above information and I agree to voluntarily participate in this scientific research.

☐ Yes

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Section 2 of 6

Part A - Demographic Information

This questionnaire is designed for individuals whose mother tongue is Turkish and uses English as a second/foreign language.

Disclaimer: The information collected is going to be used only for academic purposes and will not be disclosed to anybody or to any organization.

- I. What is your gender?
 - a. Female
 - b. Male
 - c. Prefer not to say
2. What is your mother-tongue (1st language)?
 - a. Turkish
 - b. English
 - c. Both (I am bilingual)
3. Do you know any other languages besides Turkish & English?

- a. Yes
 - b. No
4. When did you start learning English as a second/foreign language?
- a. At primary school
 - b. At secondary school
 - c. At high school
5. Do you use social media for communication?
- a. Yes
 - b. No
6. Do you use social media application named 'Twitter'?
- a. Yes
 - b. No

Section 3 of 6

Part B – English as a Communication Tool

7. Which language do you use more often when communicating on social media?
- a. Turkish only
 - b. English only
 - c. Both Turkish and English together
8. Which language do you use more often when communicating in real life?
- a. Turkish only
 - b. English only
 - c. Both Turkish and English together
9. How often do you use English words in your Turkish sentences in daily conversations?
- a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
10. How often do you use English words in your Turkish sentences on social media communication?
- a. Always
 - b. Sometimes

- c. Rarely
 - d. Never
11. To whom do you generally use English words in your native tongue mostly?
- a. Family member
 - a. Friends
 - b. Teachers
 - c. Other (please specify)_____
12. Do you insert English vocabulary in your communication at social media?
- a. Always
 - b. Sometimes
 - c. Rarely
 - d. Never
13. Which situation is the preferred one for you to use English words?
- a. Face-to-face, oral communication
 - b. Written, social media communication
14. Which one is more important to you during face-to-face communication?
- a. Fluency
 - b. Accuracy
 - c. Comfort
15. Which one is more important to you during social media communication?
- a. Fluency
 - b. Accuracy
 - c. Comfort

Section 4 of 6

Part C – Assessment Towards Code-Switching

*Code switching occurs when a speaker switches between two or more languages within a single speech or text. For example, switching back and forth between Turkish and English as in "Just say **tecrübe oldu** and keep going" or "close friends'e **atacağım** storyi **normalden attım**".

16. Do you switch between Turkish and English in your regular speech?

- a. Yes
 - b. No
17. Do you switch between Turkish and English while chatting, posting on social media platforms?
- a. Yes
 - b. No
18. In your opinion, how do you switch codes?
- a. Consciously (on purpose)
 - a. Subconsciously (not on purpose)
19. Which way of switching codes do you frequently use in social media communication?
- b. Turkish to English (using English vocabulary in Turkish text)
 - c. English to Turkish (using Turkish vocabulary in English text)
20. Which way of switching codes do you frequently use in face-to-face communication?
- a. Turkish to English (using English vocabulary in Turkish text)
 - b. English to Turkish (using Turkish vocabulary in English text)
21. What are the main reasons of your code-switching on social media platforms?
- a. Influence of audience (e.g., friends)
 - b. Influence of social media language (trend/fashion)
 - c. Influence of subject (topic)
22. What makes you so often to switch to English while communicating on social media?
- a. I use it because everybody does
 - b. I feel more comfortable
 - c. It's easy to communicate like this
 - d. I don't know the Turkish equivalents of some words
23. What is your attitude towards code-switching?
- a. Positive
 - b. Negative
 - c. Neutral
24. In your opinion who are the people who do code-switching on social media platforms?

- a. Teenagers (13-19)
- b. Young Adults (20-34)
- c. Middle aged (35-64)
- d. Aged (65+)

25. Do you think the age is an important factor in code-switching?

- a. Yes
- b. No
- c. Maybe

Section 5 of 6

Part D - Likert Scale

Scales from 1 to 5 are used in this section. Below are some sentences related to written code-switching on social media platforms. Please read each item and indicate how much you generally agree with that statement by ticking the appropriate number. There is no right or wrong answer. It is important that you answer every question sincerely.

26. Code-switching on social media improves my communication skills.

1 = Strongly disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly agree

27. Code-switching via social media helps me extend my vocabulary stock.

1 = Strongly disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly agree

28. Code-switching on social media makes me feel more comfortable and confident while chatting.

1 = Strongly disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly agree

29. I feel more comfortable when I write English on social media because it is widely spoken across the globe.

1 = Strongly disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly agree

30. Code-switching on social media makes me feel more confident while chatting.

1 = Strongly disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly agree

31. Using English on social media enables me to express ideas that I cannot express in Turkish.

1 = Strongly disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly agree

32. Code-switching from Turkish to English on social media helps me to practice English.

1 = Strongly disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly agree

Section 6 of 6

Part E- Vocabulary Evaluation

The words listed in this section include words that have been observed to be frequently code-switched on social media.

33. Do you prefer to use the Turkish or English version of the following words while communicating on social media?

- a. Çevrimiçi - Online
- b. Aşk – Love
- c. Hikaye – Story
- d. Beğenmek – Like
- e. Spor salonu - Gym
- f. Sinsice takip etmek – Stalk
- g. Pozitif – Positive
- h. Yakın arkadaş - Close friends
- i. Rastgele – Random
- j. Meydan okumak – Challenge
- k. Parti – Party
- l. Çalma listesi – Playlist
- m. Gülmekten yarılmak - LOL (laugh out loud)
- n. Başkası adına utanmak – Cringe
- o. Özür dilerim – Sorry
- p. Sohbet – Chat
- q. Hesap – Account
- r. İlk buluşma - First date
- s. Oyuncu – Gamer
- t. Büyük boy - Oversize

34. Give examples of other words in which you prefer to use the English equivalent instead of Turkish on social media.

Appendix B: Eastern Mediterranean University (EMU) Scientific Research and Publication Ethics Committee (BAYEK) Ethics Permission

 Doğu Akdeniz Üniversitesi <i>"Edebiyat, Bilgi, Çözüm"</i>	Eastern Mediterranean University <i>"Edebiyat, Bilgi, Çözüm"</i>	Gaziosmanpaşa Sk. 7. Kat, 59620, Gazimağusa, KIBRIS KÖRÜSÜ / Gazimağusa, NORTH CYPRUS, 10640 Nicosia 10, TURKEY Tel : +906 392 600 1337 bayek@emu.edu.tr
Bilimsel Araştırma ve Yayın Etiği Kurulu (BAYEK) / Board of Scientific Research and Publication Ethics		
Reference No: ETK00-2021-0154		10.05.2021
Subject: Your application for ethical approval.		
Re: Sevilen Akgür (19500091) Faculty of Education.		
EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Ethics Board of Education (date: 07.05.2021, issue: 92) granting Sevilen Akgür from the Faculty of Education to pursue her MA thesis titled "A case study of Turkish-English written code-switching on Twitter with specific reference to language awareness" supervised by Prof. Dr. Necdet Osam.		
Best Regards		
		
Prof. Dr. Yücel Vural Chair, Board of Scientific Research and Publication Ethics - EMU		
YV/gk.		
www.emu.edu.tr		

Appendix C: Textual Data from Twitter with Code-Switching

Examples on Social Media / Internet Activity

(9) Zoomnan YKS'ye hazırlanma **challenge** çok fena **fail** olacak gibi.

The **challenge** of preparing for YKS with Zoom seems to be a very bad **failure**.

(10) *Onlineda her ders görüntü isteyen hocalar kadar yoran bir şey yok.*

There is nothing as tiring as the teachers who want to see us every **online** lesson.

(11) Bayılırım şu yanlışlıkla saniyesinde açarım **storyleri**.

I love it when I accidentally open **stories** in seconds.

(12) Bir **stalk** yaptım daha da fazla kafam karıştı.

I made a **stalk** and I'm even more confused.

(13) 3 kere falan **like**'ı geri çekip tekrar **likeladım** allah affetsin.

I pulled the **like** back like 3 times and **liked** it again, God forgive me.

(14) Artık parayla **playlist** yapmaya başlayacam. isteyenler **dm** atabilir.

Now I'm going to start making **playlists** with money. Those who want can **dm** me.

Note: DM stands for 'direct message'.

(15) Be arkadaşlar sürekli **new acc** yok ne bileyim **priv acc**, **second acc** usandırdınız. Ha ayıp olmasın diye dönerik ama abartmayın isdersanız.

Be friends, you always open **new account, private account, second account**.

You made us tired. We'll accept it for the sake of not being a shame, but don't exaggerate if you want.

(16) *E madem yakın değilik **private story** hem **close friends**'den da çıkarın artık.*

Since we are not close anymore, remove me from both **private story** and **close friends**.

(17) *Hayatımda belkide bir kere bile konuşmadığım insanların **close friends**inde ne ararım.*

What do I look for in the **close friends** of people I have never talked to in my life?

(18) ***Senior yeara online** başlamak 10/10 aktivite.*

Starting the **senior year online** is a 10/10 activity.

(19) *Son kalan sabrım **left the chat**.*

My last remaining patience **left the chat**.

Textual Data from Twitter with Code-Switching Examples for Entertainment category

(1) *Mükemmel sevgililerin **gamer** olmak gibi yanlış seçimleri vardır.*

Perfect lovers have wrong choices, such as being a **gamer**.

(2) ***Love** move yok artık bitti.*

There's no **love** anymore, it's over.

(3) *Clublar açık, colour fest yapılır, roof partyler tam gaz devam ama sokakta maskesiz gezene para cezası var. Nereden baksan tutarsızlık.*

Clubs are open, **color fests** are held, **roof parties** continue at full throttle, but those who walk on the street without a mask are fined. Any way you look at it, it's inconsistent.

(4) *9. Sınıflar club storyleri atmaya başlamış bile.*

9th graders have already started posting **club stories**.

(5) *Biraz love'a ihtiyacım var yani aşk.*

I need some **love**, I mean, love.

(6) *First date dönüşü üzerimi değiştirmeden arkadaşşıma özet geçiyorum.*

On the **first date** return, I am giving a summary to my friend without changing my outfit.

(7) *Biz beceremiyoruz bu love işlerini.*

We are unable to do these **love** affairs.

(8) *Party kızı da olamadım, akademik başarı kızı da.*

I couldn't be a **party** girl, nor an academic success girl.

(9) *Yeni burgerci açılmış deneyelim is my love language.*

The new **burger** place is open, let's try it **is my love language**.

(10) *Party*lemeye ihtiyacım var.

I need **party**ing.