



Exploring the Arabic-English Language Mixing as an Emerging Linguistic Trend in the Algerian Digital Communication

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Abstract

This study examines the emerging linguistic tendency among English learners who are active internet users to shift from Arabic-French mixture to Arabic-English mixture in their everyday digital communications. It investigates how users navigate between these languages on popular online platforms. The mixed methods convergent parallel design was employed to gain a comprehensive understanding of the phenomenon. The qualitative data were collected through semi-structured interviews with Algerian university EFL teachers as well as content creators who produce educational materials for English language learners. Quantitative data were collected through a questionnaire administered to 50 Algerian internet users studying English at the Intensive Languages Center. The findings from this study showed that the English learners who are active internet users increasingly alternate between Arabic and English in their digital conversations. This linguistic preference is shaped by social, cultural, and educational factors. The study contributes to the understandings of language use and its dynamics within digital communications in Algeria.

Article info

Received

December 14;2025

Accepted

July 10;2026

Keyword:

- ✓ *English learners who are active internet users*
- ✓ *Digital communication*
- ✓ *Arabic-English Mixture*
- ✓ *Arabic-French mixture*
- ✓ *Code switching*

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1. Introduction

Language is a means of communication that enable people to communicate with each other within a community. The Algerian linguistic context is rich with a variety of languages and dialects. The official language of Algeria is Standard Arabic; “Arabic shall be the national and official language. Arabic shall remain the official language of the state” (The constitution of the People’s Democratic Republic of Algeria, 2016, p.9). However, the Arabic spoken by the Algerian people in their everyday conversations is quite different from the standard Arabic and is called colloquial (Collyer, 2004). Along with Arabic, Tamazight is a national and an official language in Algeria (The constitution of the People’s Democratic Republic of Algeria, 2016).

Due to historical reasons, French is the most dominant language in the Algeria after Arabic (Abdelkarim, 2009). Also, French is still being taught at the Algerian schools and universities. English also made its way through the Algerian educational system through the different reforms by the Algerian government to include English at all levels; from primary school to higher education.

Using social networking also plays an important role in the spread use of English among Algerian people. Signs of using English have appeared and are constantly evolving in their conversations via social media networks. Facebook is a good example of the online platforms that the Algerian people use to teach, learn, and

interact in English. This study explores the possibility of moving from the use of French to the use of English in online conversations among Algerian online users. The study tends to answer the following questions:

- 1) What are the representations of the linguistic preference of Arabic-English mixture rather than Arabic-French mixture in the Algerian English learners who are active internet users’ digital communication?
- 2) What are the factors that influence the choice of switching to English instead of French?

2. Literature review

Code switching and code mixing are two key linguistic phenomena that occur when individuals alternate between languages within the same conversation. Code switching refers to the deliberate or spontaneous shift between two or more languages within one conversation. According to Gumperz (1982) code switching is “the juxtaposition within the same speech exchange the passages of speech belonging to two different grammatical system or systems” (p.59). Therefore, this linguistic behavior enables speakers to express thoughts, negotiate meaning, and convey ideas effectively. Code mixing on the other hand “usually occurs when conversant use both languages together, switch between two languages to the extent that they change from one tongue to the other in the course of a single utterance (Waris, 2012, p.126). Thus, code mixing happens spontaneously when two

or more languages are mixed together within a sentence or a conversation. Code switching and borrowing are common in multilingual contexts, particularly when speakers alternate between languages in order to convey meaning, assert identity, and communicate ideas effectively. Although code-switching and code-mixing are conceptually different, the study seeks to differentiate between intersentential and intrasentential language alternation. Thus, they are examined as indicators of multilingual language practices in digital communication. For analytical purposes, the broader term “language mixing” is used throughout the study.

To describe the fluid deployment of linguistic resources by multilingual speakers, recent sociolinguistic research has increasingly employed the concept of translanguaging. Translanguaging refers to the process through which multilingual individuals draw upon their entire linguistic repertoire rather than treating languages as separate and bounded systems (García and Wei, 2014). Similarly, Canagarajah (2013) argues that multilingual speakers negotiate meaning through flexible linguistic practices that transcend conventional language boundaries. Within digital communication, translanguaging, therefore, provides a useful framework for understanding the dynamic and creative ways in which users combine Arabic, English, and other linguistic resources.

Sociolinguistic representations, which refer to the beliefs, attitudes, and symbolic

meanings that speakers associate with particular languages, are closely linked to language choices. According to Block (2007), language practices are shaped not only by communicative needs but also by broader social and ideological processes. Likewise, Norton (2013) emphasizes that language learning and language use are closely connected to identity, aspirations, and imagined futures. In the same context, representations of English as a language of globalization, opportunity, and modernity within the Algerian context may influence both language attitudes and online linguistic practices.

The linguistic landscape in Algeria is notably complex shaped by the coexistence and interaction of Arabic, French, Tamazight, and, recently, English. Historically, French occupied a dominant position as the language of social mobility, education, administration, and mass media. Yet, in recent years, Algeria has witnessed a sociolinguistic shift towards English, driven by educational reforms. According to Benrabah (2007) government policies have increasingly favored English as an alternative to French, reflecting an official orientation toward the language of global communication rather than the language of colonialism. Despite this shift, French is still be used in the spoken and written communication among many Algerian intellectuals like teachers, students, businessperson, journalists, and politicians (Adder, 2024). Nevertheless, the Algerian people started moving their interests from learning French to English. This gradual movement from French to English is mainly because English is a global

language of science, technology and opportunity that would help the people and the country (Belmihob, 2018).

English has become a widely spoken language in the everyday conversations of young people in Algeria. The growing interest in English is attributed to the global exposure of this language through social media platforms such as Facebook and Twitter, along with the spread of English songs, movies, and TV Programs, where English is the dominant medium of interaction, instruction, and communication (Sahraoui, 2020). According to Belmihoub (2018) “while historically overshadowed by French in all domains of use, today Algerian users of English seem to have found space for expressing themselves in English throughout many kinds of internet communication”(p.8). Therefore, these platforms have created opportunities for Algerians to communicate in English and adopting it in everyday conversations.

A study by Boudjemaa and Mouhajer (2021) looked at the sociolinguistic dimension of using code switching and code mixing on Facebook by EFL bilingual students at Tiaret University. The findings from this study showed that male and female EFL students use code switching frequently on Facebook, switching to Arabic, French, and English. In a similar study, Annab (2019) examined Facebook chats of Algerian EFL students who can speak Arabic, French, and English. The findings from this study show that the students mainly switch between Arabic and English as the most frequent pattern in their online conversations and the use of French

is just a cultural influence of grammatical borrowing.

The construction and negotiation of linguistic identities now frequently take place within digital environments. According to Androutsopoulos (2015), online communication allows users to actively perform identities via code-switching, language choice, and multilingual practices. Furthermore, Leppänen and Kytölä (2017) show that digital language choice mirrors larger global processes, identity construction, and mobility. Consequently, online language choices in multilingual settings fulfill both basic communicative functions and symbolic roles associated with modernity, global belonging, and group affiliation.

3. Methodology

This research is following the convergent parallel design of mixed methods approach. Qualitative and quantitative data are given equal priority in this project. For quantitative data, a questionnaire was distributed to 50 English learners who are active internet users who are students of English at the intensive institute of languages at Dhilali Bounaama, Khemis Miliana University. The sample constitutes of 17 males and 33 females aged between 18 and 60 years old. The sampling method for this study is convenience sampling. The research participants were selected because of their accessibility and their regular engagement with English in educational and digital settings. While this sampling strategy enabled the collection of relevant data related to the use of English in online

spaces, it may have introduced sampling bias, as the participants may demonstrate higher levels of English use and positive attitudes towards the use of English online than the general the English learners who are active internet users' population. Therefore, the findings should be interpreted as reflecting the perceptions and experiences of the Algerian internet users enrolled in an Intensive Language Center rather than the broader Algerian internet users' population.

Qualitative data were collected through two different phases. The first phase of qualitative data was collected using semi-structured interviews with three Algerian university teachers from the University of Djilali Bounaama, Khemis Miliana; the University of 20 August 1955, Skikda; and the University of Larbi Ben Mehidi, Oum El Bouaghi. The second phase of qualitative data collection for this research was semi-structured interviews with two content creators who are running online platforms devoted for the purpose of teaching and learning English. The first one is on Facebook with over 518K followers and the second one is on Instagram with over 288K followers. Qualitative data from this research are analyzed thematically using Braun and Clark (2006) model. This model allows the identification and analysis of patterns within the data in a detailed way (Braun and Clark, 2006). The qualitative thematic analysis process went through six different stages that are: reading the materials, coding the materials, elaborating many of the codes into themes, identifying and evaluating the themes, examining possible connections between concepts, and finally writing up the final

report (Bryman, 2016). Quantitative data are processed and organized using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics used to analyze quantitative data and tools like frequencies and percentages were employed to summarize the data collected from the research participants. These measures were considered appropriate given the exploratory nature of the study and its objective of providing an overview of the participants' language use in digital contexts.

All of the research participants who took part in the study were given an information sheet that explains the research process. A signed consent form was obtained from them and that declares their agreement to take part in the study. The real names of the research participants were kept anonymous throughout all stages of the study. The study would not cause any physical or emotional harm to the research participants and the participation is voluntary. The research participants have the right to withdraw from the study at any stage until the data are made anonymous.

4. Findings

4.1 Findings from the semi-structured interviews with the University teachers

Theme 01: English in online conversations

The findings reported that English has become an essential tool of communication among the English learners who are active internet users, particularly in informal

digital communications. The research participants report using English in regular bases with friends, classmates, colleagues, and family members while maintaining Arabic as a language of identity. The use of language mixing depends largely on the topic under discussion, social and cultural contexts, and the interlocutor's linguistic ability. However, Arabic and English are reported to be the main languages used in the online conversations of the research participants.

Excerpt 01: "I use Facebook only to catch the news or to communicate with friends and family usually in Arabic or English".

Excerpt 02: "The languages used are colloquial Arabic and English mainly".

The research participants assert that English is present and occupies a strong and expending role in the digital conversations of the English learners who are active internet users, whereas French has become marginal. This finding confirms that English now competes with French and increasingly replaces it in online contexts.

Excerpt 03: "French is rarely used, English is dominant with some switching to Arabic".

Excerpt 04: "I don't face any problem with using English as soon as my interlocutors speak and write in English as well. In case my interlocutor is not good in English, I use Arabic instead to make the conversation meaningful".

Therefore, the shift from Arabic to other languages other than English is presented

in the digital conversations of the English learners who are active internet users. However, the language mixing of Arabic and English is more prevalent than the combination of Arabic and French mixture. This can be affected by the wide usage of social media platforms, globalization trends, and the consistent exposure to international content that shaped the use of languages in different contexts.

Excerpt 05: "despite French is strongly connected to the Algerian language profile, Arabic and English are largely used by people, and there is a remarkable switch between these two languages in the online conversations especially in the comments sections".

Excerpt 06: "The switch between Arabic and English is more frequent than Arabic and French, and this may reflect the identity of younger generations who are influenced with globalization trends rather than historical trends".

Overall, English serves as a tool of global communication and an identity marker of the English learners who are active internet users. The influence of globalization trends has normalized English in the Algerian online discourse.

Theme 02: English as a virtual educational tool

The findings reveal that English in the online conversations of the English learners who are active internet users extends beyond a communication tool to serve as a way to access knowledge. The research participants perceive English as a

gateway to knowledge, learning opportunities, and self-development through online platforms.

Excerpt 07: “the widespread of English allowed the Algerian users of the internet to learn more about the language and the subjects of their interest”.

Excerpt 08: “English is the language of globalization, without it people cannot access to so many opportunities. It is remarkable now that online platforms are the perfect spaces to practice and learn English”.

Thus, English has become a medium of autonomous learning through exposure to national and international content through online courses and YouTube tutorials. This enables the English learners who are active internet users to enhance their linguistic competence and academic and professional knowledge.

Excerpt 09: “Most of what I have learnt online was in English, it is impossible to avoid it if you want to stay updated”.

Excerpt 10: “Watching YouTube videos and reading articles online helped me improve my vocabulary”.

Excerpt 11: “English makes the learning process easier; using English you can explore online courses and international content”.

4.2 Findings from the interviews with the Algerian content creators

Online platforms have become dynamic spaces where the English learners who are active internet users perform their language use and develop their language skills. To further understand how English is promoted and learned online, interviews were conducted with two Algerian content creators who produce content and materials specifically designed for the English learners who are active internet users interested to learn English. The findings from these interviews identified the following themes:

Theme 01: English as a virtual educational tool

The findings show that English is increasingly being taught and learned through social media platforms in different ways that are accessible, entertaining, and pedagogically effective. The method of teaching is mostly based on simple expressions and terminologies for everyday use on one hand and English grammar and rules on the other hand. The use of Arabic alongside English facilitates comprehension and reflects the emergence of Arabic-English linguistic pattern in the online conversations of the English learners who are active internet users. Therefore, language mixing is used as a teaching strategy that helps the Algerian content creators to maintain clarity and engagements that helps their target audience (the English learners who are active internet users) acquire the language without difficulty.

Excerpt 12: “I show them how to pronounce some difficult words in a simple and slow way”.

Excerpt 13: “I refer to slangs and expressions that they may need to use in their conversations [...] if it is hard to be understood in English, I sometimes explain it in Arabic”.

Excerpt 14: “I teach them grammar”.

Excerpt 15: “I mix Arabic and English when explain grammar or vocabulary. It helps my audience understand faster without losing motivation”.

Theme 02: language mixing among the English learners who are active internet users in digital spaces

Language switching among the English learners who are active internet users is an important feature of their conversations and communications online. The content creators reported the bilingual activity particularly in the comments section. The language mixing usually happens between Arabic to English or vice versa depending on the topic of discussion and the interlocutor. This asserts the linguistic flexibility in the discussions of the English learners who are active internet users.

Excerpt 16: “I noticed that most of my followers switch from one language to another in the comments section”.

Excerpt 17: “Arabic and English are the mainly used languages in the comments section”.

However, the research participants asserted that the shift to Arabic-English pattern should be gradual. They suggested that this shift should start from schools first, then online second. This would smooth the shift from an Arabic-French pattern; that has characterized the Algerian bilingualism for long; to an Arabic-English pattern. Thus the institutional reinforcement of English would accelerate its integration into the daily communications of the English learners who are active internet users.

Excerpt 18: “English must be used in schools and universities more, this way, its replacement will be so easy”.

4.3 Findings from the questionnaire

Question one: what is your level in English?

According to the results obtained from the questionnaire, most of the research participants have an intermediate and good level in English, representing 38% and 48%, respectively. The first suggest that a considerable number of the research participants have basic communication competence that allows them to understand and interact in English with limited fluency and accuracy. The latter suggests that the majority of the sample possesses a functional and confident command of the language, which enables them to use English effectively in digital communications. While only 8% of the research participants claimed that, their level in English is advanced, which indicates that advanced proficiency among internet users in Algeria is limited. Only

6% of them are beginners in English with minimal proficiency and difficulty in comprehension and communication. Overall, 94% of the research participants rated their level in English as average, good, and excellent that reflects a positive indicator of English use in Algerian digital communications. This indicates that English is being highly and widely used and understood in digital spaces in Algeria.

Table 1. The the English learners who are active internet users' level in English

level in English	Frequency	Percentage
Bad	3	6,0%
Average	19	38,0%
Good	24	48,0%
Excellent	4	8,0%
Total	50	100,0%

Question two: Do you use social media?

The findings from this study showed that 88% of the research participants actively use social networks as a part of their daily life practices. This indicates that social media has become an integral part of the most of the English learners who are active internet users, serving as a platform for communication and sharing news and information. A small proportion of the research participants representing 10% of the sample use social networks occasionally. This might be influenced by personal preferences or time constraints. While only one research participant reported not using social networks at all. This indicates that the complete absence from social media is rare among the

English learners who are active internet users. Overall, 98% of the English learners who are active internet users engage with social media platforms occasionally or regularly which reflects the cultural shift towards the use of social networks as a powerful tool for education and communication in Algeria.

Table 2. The English learners who are active internet users' use of social networks

Options	Frequency	Percentage
Yes	44	88,0%
No	1	2,0%
Sometimes	5	10,0%
Total	50	100,0%

Question three: which language do you use in your digital communications?

The research findings showed that Arabic is the most common language used in the online conversations of the English learners who are active internet users confirming its status as the dominant language of the Algerian identity. French is used by 24% of the research participants. A rate that is way lower than Arabic and reveals a declining trend of the French dominance in the Algerian linguistic landscape. Notably, 20% of the research participants reported using English in their digital communications. Although English is a foreign language in Algeria, its usage in digital conversations is nearly equal to that of French that has a historical presence in Algeria. This indicates that English is increasingly surpassing French and it reflects a growing dominance of English-

Arabic bilingualism in the digital communications of the English learners who are active internet users. Therefore, the close proximity between the use of French (24%) and English (20%) indicates that English is rapidly emerging as a competing language to French which is witnessing a decrease to its traditional dominance. This reveals a significant linguistic shift in the Algerian digital communication representing a transition from French-Arabic linguistic pattern to English-Arabic one.

Table 3. Use of languages online

Options	Frequency	Percentage
Arabic	26	52,0%
French	12	24,0%
English	10	20,0%
Other	2	4,0%
Total	50	100,0%

Question four: Which foreign language do you use in your digital communications?

The findings from this study showed that the majority of the research participants prefer to use English over French in their online conversations. 84% of the English learners who are active internet users prefer to use English when engaging online. This preference highlights the growing prominence of English as a language of communication in digital spaces. While the French language on the other hand came in second place with 16% of the research participants reporting using it online. This indicates a decline in French usage compared to its traditional position and historical trend as a language of

communication in the linguistic landscape in Algeria. Therefore, this provides a strong evidence that there is a sociolinguistic shift from French to English in the digital conversations the English learners who are active internet users.

Table 4. Use of foreign languages online

Options	Frequency	Percentage
French	8	16,0%
English	42	84,0%
Total	50	100,0%

Question five: Can you state the list of people whom you use English with in your digital communications?

The findings from this research showed that English is being used by different categories from the Algerian society that include family members, co-workers, classmates, and other internet users. Nearly half of the research respondents (46%) stated that they use English for communication with friends. This reflects how the use of English can be an identity marker among the English learners who are active internet users. This indicates also that English is increasingly used as a self-expression tool in digital spaces. 18% of the research respondents reported the use of English with coworkers and classmates. This captures the growing important role of English in academic and professional contexts. Only 14% of the research respondents reported the use of English with family members. This low percentage may indicate that English is less used in domestic environments where Arabic remains a dominant language of communication.

Thus, the findings reinforce the ongoing linguistic shift which demonstrates that the English learners who are active internet users are shaping an English-Arabic bilingual identity which is distinct from the traditional French-Arabic linguistic model.

Table 5. The use of English in online communications

Options	Frequenc y	Perce ntage
Friends	23	46,0%
Family members	7	14,0%
Co-workers or classmates	9	18,0%
Strangers	3	6,0%
Total	42	84,0%
Did not answer	8	16,0%
Total	50	100,0

Question six: Do you use a mixture of Arabic and other foreign languages in your digital communications?

The findings from this research showed that the research participants use several languages in their digital conversation. The vast majority of the research participants (86%) reported that they use a mixture of languages in their online communications. This indicates that code switching is a common practice among the English learners who are active internet users. Only 14% of the research participants reported not mixing languages in their online communication. This suggests that monolingual communication is rarely present in the digital communications of the English learners who are active internet users. This linguistic behavior indicates

that there is a shift from the traditional French-Arabic bilingualism to a broader English-Arabic mixture.

Table 6. Language mixing online

Options	Frequency	Percentage
Yes	43	86,0%
No	7	14,0%
Total	50	100,0

Question seven: Is it possible to switch from using Arabic-French mixture to Arabic-English mixture in your digital communication?

The findings from this research showed that 92% of the research participants believe that there is a strong possibility for a shift from the current Arabic-French mixture to an Arabic-English mixture in the digital conversations of the English learners who are active internet users. This very high rate reflects a major sociolinguistic transformation in the Algerian digital spaces. It signifies a linguistic and cultural shift from the traditional French toward English as the preferred language of communication within the modern context. In contrast, only 8% of the research participants preferred the traditional Arabic-French bilingual linguistic pattern that is a very small minority of the English learners who are active internet users. Thus, the findings strongly confirm the linguistic shift from French to English as the primary foreign language along with Arabic in the digital communications of the English learners who are active internet users.

Table 7. The switch from Arabic-French mixture to Arabic-English mixture online

Options	Frequency	percentage
Yes	46	92,0%
No	4	8,0%
Total	50	100,0%

5. Discussion

The findings from this research showed that there is a dynamic linguistic behavior occurs among the English learners who are active internet users who mix languages, namely Arabic, English, and French. Due to the historical and sociolinguistic background of Algeria French has become an integral part of the Algerian linguistic repertoire. Therefore, there is a switch from Arabic to French in the conversations and the communications of the Algerian people whether they are online or in-person. The qualitative findings from the study provide explanatory support for the quantitative results, suggesting that the preference for English is linked to perceptions of English as a language of mobility, education, and global communication.

The findings from this research showed that the English learners who are active internet users are incorporating English in their online conversations alongside with Arabic. The widespread use of social media and the influence of globalization and global tendencies paved the way for English to serve as a bridge for cultural exchange. This aligns with the claim by Belmihoub (2018) who claimed that English is a global language that would help people and the country. According to Sahraoui (2020) English has become a

popular language in the Algerian conversations thanks to the spread use of social networks like Facebook and Twitter. The findings from this research showed that social media platforms like Facebook and Instagram are playing a significant role in the widespread use of English. According to the findings there is a remarkable shift in the use of English-Arabic interactions online. This aligns with what Belmihoub (2018) referred to that the Algerian users of English seem to have found the online spaces as the perfect space for them to connect and express themselves in English rather than French.

However, an interesting finding has occurred in tables 03 and 04. The findings showed that English accounts for only 20% of language use online, compared with 24% for French. In contrary, in table 04 the findings showed that 84% of the research participants identified English as their preferred foreign language online. This clear difference can be explained by the different focus of each question. While table 03 examines the overall language use online, including Arabic, table 04 specifically addressed the use of foreign languages in online conversations. Therefore, the findings suggest that Arabic remains the dominant language in online communications, whereas English has become the preferred foreign language to be used online.

The findings from this study showed that the research participants do not perceive Arabic and English as separate linguistic systems that are used in isolation. Rather, they usually move flexibly between both of the languages according to their communicative needs, interlocutors, and

the interactional contexts they are in. This observation can be well interpreted through the lens of translanguaging theory, which views that multilingual speakers draw on their entire linguistic repertoire to build meaning rather than just switching between two clearly separated languages (García & Wei, 2014). In the same context, Canagarajah (2013) supported this and argued that multilingual individuals strategically combine different linguistic resources to facilitate communication and negotiate social relationships. Therefore, the prevalence of Arabic-English language mixing reported by the participants reflects a fluid multilingual practice that characterizes contemporary digital communication.

According to the research findings, the ability to switch between different language combinations in the digital conversations of the English learners who are active internet users may be influenced by various factors that include; the nature of the topic being discussed; the language proficiency; and the social context of the conversation. Topics related to education, technology, and international matters are usually discussed in English. In addition, the choice of language usage in online discussions is sometimes based on the mastery of the language which they are using. This aligns with the findings from Boudjemaa and Mouhadjer (2021) who concluded that EFL students use code switching to English in online settings because they master it.

Overall, English is serving not only as a tool of global communication but it is also

used as a marker of identity and social positioning for the students. The participants' preference for Arabic-English language mixing practices reflects broader sociolinguistic representations that associate the English language with globalization, modernity, and access to international networks. This finding directly supports Norton's (2013) argument which stated that language use is closely connected to identity construction and the speakers' imagined participation in wider social communities. It also aligns with the study of Androutsopoulos (2015) who indicated that digital environments provide multilingual users with good opportunities to perform and negotiate their identities through their language choice.

The participants' perceptions of English as a major gateway to knowledge reveal very positive sociolinguistic representations associated with this language. English is viewed by them not merely as a communication tool but rather as a significant resource for educational advancement, professional development, and participation in global knowledge networks. According to Norton (2013), learners' investment in a certain language is usually influenced by the symbolic and material opportunities that they associate with it. The findings suggest that English is increasingly perceived by the English learners who are active internet users as a language that easily facilitates access to international content, educational resources, and future opportunities.

The findings also highlight the dynamic nature of language use and the flexibility of

language choices in the digital discussions of the English learners who are active internet users. The online environments provide opportunities to code switching and code mixing to occur. The findings showed that code switching and code mixing are being practiced the English learners who are active internet users using different languages, mainly Arabic and English, based on their communicative needs and the context of the conversation. This dynamic language use in the digital conversations of the English learners who are active internet users reflects the rich and complex sociolinguistic landscape of Algeria. These findings are supported by the findings from Annab (2019) who claimed that the Algerian EFL students switch between Arabic and English in their Facebook conversations.

The pedagogical practices reported by the content creators clearly illustrate how multilingual resources are strategically employed to facilitate language learning in digital spaces. The use of Arabic alongside English does not always indicate a linguistic deficiency; rather, it reflects a translanguaging pedagogy that mobilizes the learners' full linguistic repertoire to support their comprehension and engagement. García and Wei (2014) argue that translanguaging can function as an effective educational practice because it enables the learners to draw on familiar linguistic resources while they are acquiring new ones. The findings therefore demonstrate how social media platforms have become informal learning environments where English is taught through flexible multilingual practices.

The language practices observed by the content creators further support the notion of networked multilingualism in digital communication. According to Androutsopoulos (2015), social media platforms encourage multilingual users to combine their linguistic resources in creative ways as they interact with diverse audiences. Similarly, Leppänen and Kytölä (2017) argue that online communication provides spaces where language choice becomes a primary means of expressing identity, affiliation, and social belonging. Consequently, the frequent use of Arabic-English language mixing reported by the participants reflects broader processes of globalization and identity negotiation that increasingly characterize digital communication among younger generations.

The findings also indicate a very strong preference for English over French among the participants when they are communicating online. Rather than demonstrating a definitive sociolinguistic shift within the wider Algerian population, the results suggest an emerging tendency among the sampled participants to associate English with digital communication. This tendency may reflect positive sociolinguistic representations of English as a language of globalization, education, and international connectivity (Norton, 2013).

6. Conclusion

Language use is a complex and dynamic phenomenon and linguistic shifts are common in multilingual communities. These shifts nowadays are common in

virtual spaces thanks to the widespread use of social networks. This study looked at the switch from Arabic to English in the digital discussions of the English learners who are active internet users. The findings from this research indicated that the English learners who are active internet users use Arabic-English mixture in their online conversation, and although the French-Arabic mixture is presented in their discussions, English is still taking a bigger space in their discussions. The study also identified the different factors that influence the choice of English in their digital conversations. These factors include the nature of the topic being discussed, the influence of mass media, the wide use of social media, and language proficiency. The research used a mixed methods approach of data collection where semi-structured interviews were used to collect insights from experts in the field of EFL and content creators who create content for EFL learners. Questionnaires were used to collect numerical data from the English learners who are active internet users enrolled in an Intensive Language Center at Djilali Bounaama, Khemis Miliana University. Therefore, the findings reflect the experiences of digitally active English learners that cannot be generalized to all English learners who are active internet users. Future studies may benefit from including more diverse educational, linguistic, and social background to obtain a broader picture of the use of English within the Algerian online settings. Conducting more interviews with more experts and collecting data from different categories from the English learners who are active internet users' community may

provide more understandings into the topic. Also, analyzing digital conversations and communications of the English learners who are active internet users, including chats, posts, and comments, may provide more insights into the topic.

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