

Exploring the Use of English and Arabic Translanguaging: Saudi Netizens' Online Preferences

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Abstract

This study investigates translanguaging practices among Saudi multilingual netizens, examining how English and Arabic are dynamically integrated in digital communication. Challenging the notion of fixed linguistic boundaries, the research addresses three main questions: (1) How do Saudi internet users engage in translanguaging? (2) How does translanguaging influence users' identities? and (3) What do these practices reveal about their attitudes toward language use? A quantitative, cross-sectional methodology was adopted using a structured questionnaire distributed via Google Forms. A total of 200 participants—predominantly university students—were recruited through snowball sampling over a one-week period. The questionnaire consisted of three sections covering demographic information, English language proficiency, and attitudes toward translanguaging, including the use of emojis and memes. The data was analysed to identify patterns in language use, online behaviour, and sociocultural influences. The findings indicate that translanguaging is a widespread and normalized practice, with a considerable proportion of participants regularly combining English and Arabic in online interactions. Language choice was context-dependent, shaped by content, audience, and communicative intent. Participants reported that translanguaging enhances self-expression, creativity, and emotional nuance, particularly using visual elements such as emojis and memes. Moreover, many respondents perceived these practices as reflective of their bilingual and cultural identities, while social and cultural contexts were found to strongly influence communication styles. Overall, the study highlights translanguaging as a key resource for identity construction and intercultural communication, reflecting evolving, hybrid linguistic practices in Saudi digital spaces.

Keywords: translanguaging, multilingualism, digital communication, cultural identity, social media discourse, Saudi Arabia, intercultural communication

1. Introduction

Colonial ideologies historically constructed artificial boundaries around human language practices, framing them as discrete and bounded “languages.” However, such boundaries are increasingly understood as sociopolitical constructs rather than natural divisions (Reagan, 2004). In this globalized era, where the world is becoming smaller, the use of language to communicate has become dynamic. The increasing prevalence of digital platforms has transformed how individuals communicate and interact, especially in multilingual contexts (Babazade, 2024; Cao, 2025). A growing number of younger and older individuals use the internet, making social media use an enduring and increasingly popular trend, particularly among younger individuals (Ginsburg et al., 2017; Macon, 2017). The use of platforms like X, where users can read and comment on topics, is a clear example. Here, the language employed in comments—containing memes, stickers, and emojis—becomes the main topic of discussion, translanguaging can validate and humanise bilingual students' learning processes (Flores & Schissel, 2014). One facet of translanguaging is the degree to which our language practices are more flexible than the rigid linguistic segregation often mandated in educational institutions (Stanley, 2017). Translanguaging challenges the notion that nation-states were established based on “named” languages by emphasizing individuals who implement their diverse language customs. (Garcia, 2015). However, the interplay between bilingualism, digital communication, and cultural expression remains a complex and understudied phenomenon. Despite increasing scholarly attention, the intersection of bilingualism, digital communication, and cultural expression remains underexplored, particularly in the Saudi context. This study addresses this gap by examining how Saudi netizens use English and Arabic in online spaces, and how these practices relate to identity and attitudes toward language. To explore this, a questionnaire investigated the use of English and Arabic translanguaging among online users. The results of this study can help us understand the changing language, identity, and attitudes of a wide group of Saudi netizens, as all students use internet/social media.

2. Study Aims

The study aims to understand the translanguaging practices of Saudi netizens. Given that many social media users are university students, this study explores how and why they use translanguaging, and to determine what these practices reveal about the attitudes and identities of Saudi internet users.

3. Research Problem

The study investigated the cultural, social, and linguistic relevance of translanguaging in the practices of Saudi social media users, and aims to explore the following questions:

1. How do Saudi internet users engage in translanguaging practices?
2. How does translanguaging influence users' identities?
3. What do these practices reveal about their attitudes toward language use? What does it show about the users' attitudes?

4. Literature Review

According to (Alharbi & Alqefari, 2025), in translanguaging practices in education there are a few inconsistencies and intriguing discoveries. Teachers exhibit ambivalence about using numerous language and cultural codes in the classroom for pedagogical, institutional, and ideological reasons, even though they acknowledge the importance of doing so. (Almayez, 2022) Teachers reported pedagogical practices and their expressed attitudes towards translanguaging also differ significantly, with a number of barriers preventing its use in the classroom (Almayez, 2022). Translanguaging offers a new perspective on language learning by affirming and leveraging the diverse language practices that make up learners' unitary language repertoire as resources for their learning (Garcia & Wei, 2013). Despite the potential pedagogical benefits of translanguaging, English-only policies are still prevalent in many language classrooms. (Rajendram, 2021). (Mahboob & Elyas, 2014) assert that Saudi society's economic, social, political, and religious undertones are deeply ingrained in the English language's social position. According to the findings of a research by Alasmari et al., (2022) the majority of instructors have good opinions on translanguaging and believe it is beneficial for assisting students in communicating both within and outside of the classroom and in understanding difficult words (Alsaawi, 2019). According to the statistics, bilingual instructors of Arabic and English seem to rely less on the conventional monolingual method of teaching in multilingual environments and instead use the novel bilingual technique known as translanguaging (Alsaawi, 2019). In multilingual environments, bilingual teachers of Arabic and English seem to choose this new bilingual approach above conventional monolingual teaching techniques (Alasmari et al., 2022). This is consistent with Saudi Arabia's growing need for English proficiency in the workforce, in both the public and private sectors, as the nation forges closer ties with the outside world (Alharbi, 2022). To sum up, according to (Elyas et al., 2020) translanguaging is seen as a potentially helpful strategy in Saudi Arabian education for emerging multilingual and cultural students, especially in higher education. In terms of identity construction, social media are triggered by age, education, gender, and a complex interplay of other influences, such as attitude toward the issue, stance or perception of one's audience (i.e., social media followers), the function language is meant to serve, context, topic, and more (Alaslaa & Alhawary, 2021). Translanguaging is recommended as a communication approach to assist English language learning and promote linguistic variety within the Saudi Arabian setting (Aldaghri, 2023). These ideas may be applied both domestically and globally (Alhazmi, 2024). However, current linguistic philosophies and policies present obstacles to the adoption of translanguaging techniques (Kirsch, 2018). To completely realise the advantages of translanguaging in Saudi educational contexts and to close the gap between attitudes and practices, further studies and professional development might be required (Aldaghri, 2023). The data underscore the importance of utilizing learners' full range of (non)linguistic abilities to deepen content engagement and normalize linguistic pluralism in a triglossic context (Alharbi & Alqefari, 2025). Consequently, employing a mixed-methods design that combines large-scale surveys with discourse analysis of actual posts could illuminate how the attitudinal-practice gap identified among university teachers manifests among everyday netizens (Almayez, 2022). Despite these insights, there remains a need to examine how translanguaging operates beyond formal educational settings. This study contributes to the literature by focusing on everyday digital communication among Saudi netizens.

5. Research Methodology

The study employed a cross-sectional research approach, allowing for the examination of the relationships between social media usage habits, behaviour, and demographic variables at a specific point in time. The study was structured in three stages: data collection, data analysis, and interpretation of results. The study involved a minimal-risk questionnaire administered to students. A questionnaire, comprising a mix of established scales and custom-designed items, was used to gather data on participants' online communication patterns, social and cultural factors, and user satisfaction. Participation was voluntary, and informed consent was obtained from all respondents. Prior to participation, the purpose of the study and the voluntary nature of participation was explained orally. Students were informed that participation or non-participation would have no impact on their academic standing and that they could decline to participate without penalty. Completion of the questionnaire using participants' own devices was taken as implied informed consent. Formal ethics committee approval and written consent was not obtained due to the minimal-risk nature of the study. By using snowball sampling the data was collected over a one-week period from 200 male and female students. The study utilized snowball sampling as it overcame the obstacles to data collection effectively because the survey included many questions that required careful consideration; furthermore, it was employed to maximize the response rate. This questionnaire-based research employed surveys as instruments. A three-part questionnaire was distributed via Google Forms to faculty members for circulation among male and female students at Prince Sattam bin Abdulaziz University; some faculty members also participated. The questionnaire began by introducing the concept of translanguaging, followed by a section on participants' demographic details. The second section focused on English language abilities, and the third part addressed attitudes, with a specific emphasis on translanguaging. The collected data was analysed to identify trends and patterns in social media use across different demographic groups. A purely quantitative approach was employed, utilizing an empirical methodology to systematically investigate the relationships between variables.

6. Discussion and Analysis

This section presents an in-depth analysis of the survey results. A total of 200 participants, comprising 141 females and 59 males, completed a 21 (question 8 was considered irrelevant to the present study, so 20 questions are used for the present analysis)-item questionnaire. The subsequent analysis details responses to each question.

Questions 1-4 gathered demographic information, including age, gender, educational attainment, and employment status.

Figure 1. was question 1 asked the age range of the participants, indicated that 97% of respondents were between 17 and 25 years old, with the remaining 3% falling into an older age bracket.

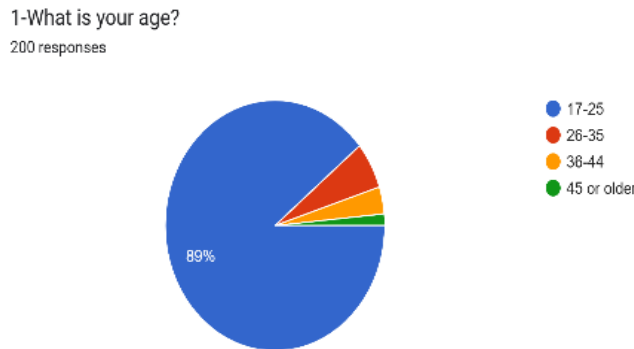


Figure 1. Demographic question 1 pertaining to age

Figure 2, question 2 enquired about the gender of the respondents, where 70.5% were females and 29.5% were males.

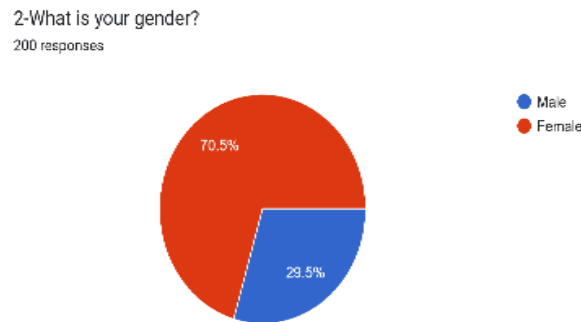


Figure 2. Demographic question 2 pertaining to gender

Figure 3, question 3 which was about the educational qualifications, showed that 57% of participants had completed secondary education, and 29% held university degrees.

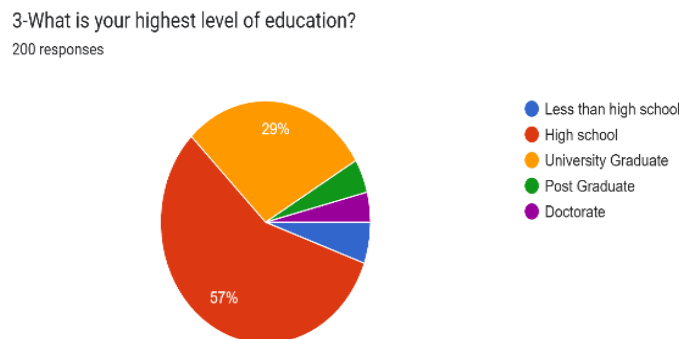


Figure 3. Demographic question 3 enquiring highest level of education

According to figure 4, question 4, most participants, 79%, were students, while 13.5% were employed.

4- What is your employment status?
200 responses

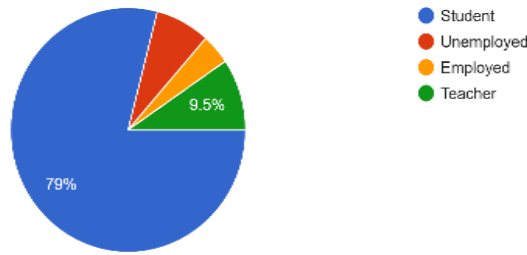


Figure 4. Demographic question 4 enquiring about the employment

Part –II Participants language proficiency 5- How would you rate your English language proficiency?
200 responses

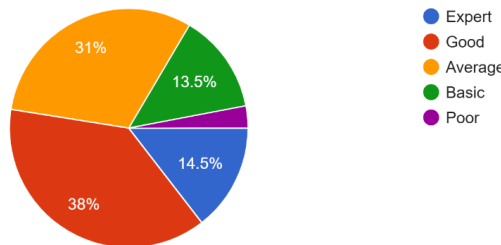


Figure 5. understanding English language proficiency of the participants

Part II of the questionnaire investigated participants' language proficiency and usage. In response to Question 5, Figure 5, concerning English language proficiency, many participants self-assessed as proficient users, with 31% identifying as average users and 3% as poor users. Question 6 explored the frequency of English usage, revealing that most participants used English occasionally, while 25.5% reported consistent usage. To ascertain the factors influencing language choice, Question 7 revealed that 47% of participants were influenced by the nature of their online activities. Furthermore, open-ended responses indicated that 18% of participants used internet browsing for information retrieval, and 20% engaged with social media platforms for posting content. Question 8 was enquired if the students used any other language, this question is not being used for the study.

Part III examined of participants' browsing preferences. Regarding browsing habits, Question 9 indicated that 45% of participants consistently used both English and Arabic in their online activities, while only 3.5% reported never using both languages, suggesting a preference for exclusive use of either language.

10. What types of online platforms or apps do you use to communicate in English and Arabic?
200 responses

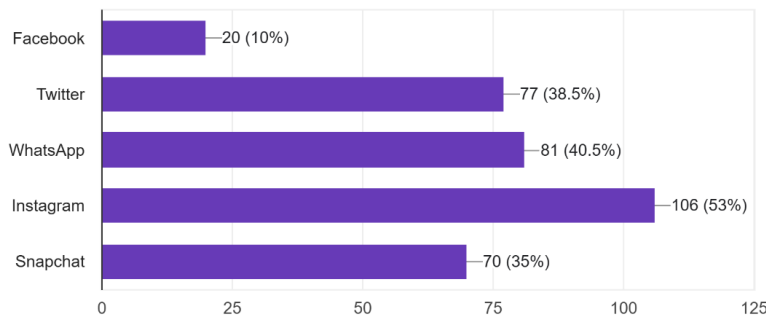


Figure 6. Commonly Used Online Platforms

Concerning the primary platforms and applications used, figure 6, Question 10 revealed that Instagram was the most frequently used platform for communication by more than half of the participants, with Facebook was used by only 10%. The investigation into the principal motivations for employing English and Arabic in browsing was in both question 10 and 11, identified the desire for self-expression and the ease of language blending as the predominant reasons, both cited by 43%.

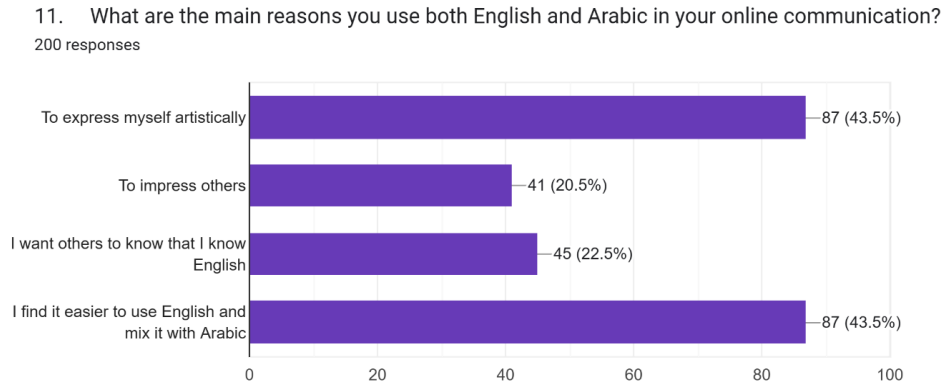


Figure 7. Reasons for the use of English and Arabic

Regarding figure 7, question 11 the criteria for language selection in online interactions, showed that 51% of participants chose to use English, Arabic, or a combination thereof based on contextual cues from their reading or viewing material. Question 12 enquired about how they decided when to choose English or Arabic or both to which 51% replied they did so based on what they had read or seen. Question 13 questioned about the selection process for memes, demonstrated that 43.5% of participants sought out memes and emojis that were already integrated into their online English/Arabic communications. Question 13 asked how emojis and memes conveyed their thoughts and feelings, Question 14 found that 50% of participants believed emojis facilitated the expression of their thoughts and emotions in online interactions, whereas only 5.5% employed them without a clear understanding of their meaning.

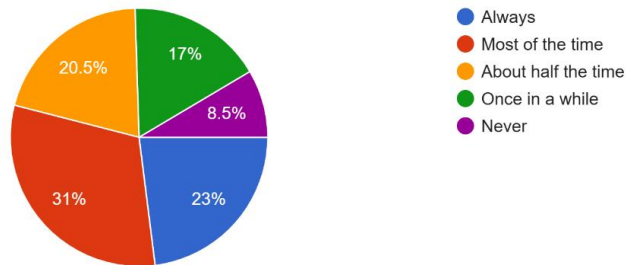
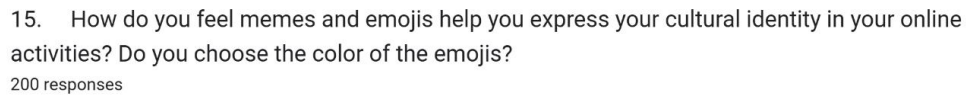


Figure 8. Online use of emojis and memes to express

The exploration into how emojis and memes reflect cultural identity, as presented in figure 8, question 15, indicated that a majority of participants perceived emojis as reflecting cultural identity to some degree; specifically, 23% believed this occurred always, 20.5% felt it happened approximately half the time, 17% reported it occurred occasionally, and 8.5% stated emojis never reflected cultural identity. Regarding the capacity of emojis and memes to bridge linguistic gaps, Question 16 revealed that 40% of respondents adopted a neutral stance, suggesting that emojis aided in bridging linguistic divides, while 29% strongly concurred; however, 15% indicated that these elements never bridged cultural or linguistic gaps. Question 17 addressed specific cultural identity aspects reflected in language and meme usage. 42% of respondents indicated that the integration of English, Arabic, memes, and emojis in their online communication mirrored their cultural and bilingual identity to some extent, while 10.5% felt these elements did not reinforce their identity.

18- Do you feel that the use of these elements in your online communication is influenced by your social or cultural environment?
200 responses

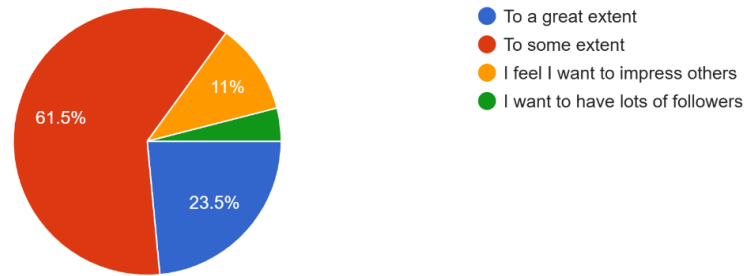


Figure 9. Influence of social and cultural environment

The influence of cultural and social factors on online communication was explored in Figure 9, Question 18, revealing that 61.5% felt influenced to some extent, and 23.5% experienced significant influence. Furthermore, 11% indicated using online communication to impress others, and only 4% attributed influence to having a large following. Lastly, concerning communication style adaptation, Question 19 showed that 44% of participants remained neutral regarding adjusting their communication style for specific audiences or platforms, whereas 8% reported making substantial changes for online activities. The perceived benefits and challenges associated with these practices were examined in Question 20, with 52.5% found value in these elements, while 8.5% encountered challenges.

21- How do you feel your use of English, Arabic, memes, and emojis in online activities may differ from your in-person communication?
200 responses

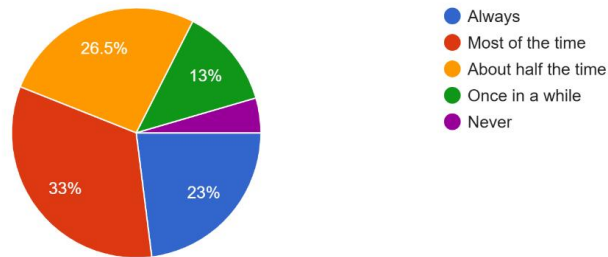


Figure 10. Use of English and Arabic language, memes and emojis

In response to the final question 21, figure 10, regarding differences between online and in-person communication, 33% of participants believed their online communication differed from their face-to-face interactions. In contrast, 4.5% reported no discernible difference, stating their online and in-person communication remained consistent.

In the three-part questionnaire, the first part comprised four questions on demographic details: gender, age, education, and employment. These factors are important as they can influence research participants' reactions and findings. Understanding the complexities of human behaviour and beliefs requires demographic information from participants in research-based surveys to comprehend the nuances of the acquired data(Call et al., 2022; "Survey: Demographic Questions," 2017).

Subsequently, the second part assessed participants' language ability, which is a significant concern. Non-native speakers may not use translated questionnaires, and their language competency might influence survey data quality(Wenz et al., 2019). Assessing participants' English language competency can offer valuable insights into the quality of the data and reliability. One of the primary reasons for including an English language competence question is to ensure participants understand the survey items as intended. According to studies, students' academic success requires both basic interpersonal communication skills and cognitive academic language proficiency (Bosse et al., 2018). While factors other than English proficiency are vital for academic achievement, pupils may require a baseline level of fluency to succeed in an English-medium educational environment (Gan et al., 2025). Furthermore, the language used in the questionnaire should be appropriate for the target population's educational level and cultural background, as interpretation disparities can result in biased outcomes (Cella et al., 2015).

In the section addressing browsing habits, question 10 was included to understand the influence of popular media trends that led to participants developing an interest in other languages and cultures. This question sheds light on the dynamics of online information-seeking, highlighting the diverse platforms and media users leverage to fulfil their information needs. In today's world, where technology and globalization have revolutionized communication and interaction(Alsaleh, 2024; Tuncer, 2023), the frequency with which people use

multiple languages in their daily online activities has become increasingly important (Chumbow, 2018). Instagram proved to be the most popular app (Thakur, 2024), and recent research has examined the elements influencing its popularity, offering insights into the various reasons and psychological characteristics of its users (Goljović, 2024; Lee et al., 2015). Several studies have underscored Instagram's relevance as a topic for academic research (Rejeb et al., 2022). Researchers have noted that while the "selfie" trend has garnered significant attention, it constitutes only a small portion of the content uploaded on the network (Hu et al., 2014). Instead, Instagram encompasses a much broader range of genres and user behaviours, providing a wealth of information on the social, cultural, and environmental aspects of human behaviour (Caliandro & Graham, 2020). Taken together, these data suggest that Instagram's success is driven not merely by the prominence of selfies or visual content, but by a complex interplay of user motivations, personality traits, and the platform's ability to support diverse expression and sharing (Erz et al., 2018). For learners to transform their "meaning schemes," they must engage in critical reflection on their experiences, which in turn leads to a change in perspective (Karjalainen & Nissilä 2022; Williams & Brant, 2019).

Because this study sought to explore the linguistic patterns and language usage of individuals engaged in digital conversations, with a specific emphasis on the simultaneous use of English and Arabic, questions 9,11,12 and 13 suggest that translanguaging is not only an integral part of authentic language use among Arabic speakers but also offers advantages to learners of Arabic as an additional language. These advantages include naturally expanding their linguistic repertoire and translanguaging skills. The growth of social media platforms has increased the visibility of colloquial Arabic in digital spaces, as people express themselves in their native tongue. This trend has led to a greater demand for effective translation systems capable of bridging the gap between formal and informal language forms. This study's findings may inform improvements in language legislation, educational activities, and technological advancements that address users' diverse linguistic needs in an increasingly interconnected world. Translanguaging reflects the diverse linguistic and cultural landscape of today's digital world. One of the primary drivers of linguistic hybridity is the desire for artistic and creative self-expression. Language mixing allows individuals to convey subtle emotions, cultural allusions, and personal identities using both English and Arabic. Furthermore, the ease with which English and Arabic mixed in online interactions may be attributed to the Arabic language's diglossic structure. Knowledge of Arabic variations aids learners in using Arabic more outside the classroom through increased exposure to the linguistic repertoire and translanguaging observed on social media. Learners use Arabic more due to outside exposure to the linguistic repertoire and translanguaging seen in social media (Trentman, 2020).

The data from questions 14,15,16 and 17 shows that emojis and memes have become pervasive in internet communication, extending beyond traditional text-based exchanges. These visual representations not only add emotional depth but also help maintain relationships, modify tone, and manage conversations. Investigating the factors that influence the use of emojis and memes in English and Arabic online communication could reveal significant insights into the intricacies of digital expression, contributing to a more comprehensive understanding of how digital expression transcends linguistic boundaries. Emojis, nonverbal symbols, can convey emotional and situational cues, adjust message tone, and maintain relationships in digital communication. This study solicits participants' perspectives on emoji use, including their perceptions of the emotional and social functions emojis serve in digital communication (Cramer et al., 2016). The choice of emojis, including their colour and appearance, may reflect individual preferences, personality traits, or cultural associations. Furthermore, a comparative analysis of emoji usage in usernames, profiles, and content suggests that individuals may employ emojis differently across various online contexts, potentially revealing aspects of their cultural identity and self-presentation. The findings from this study can initiate and contribute to a deeper understanding of the role of visual communication tools, such as memes and emojis, in expressing cultural identity in digital spaces. The study explored participants' perceptions and experiences regarding emoji and meme use in their online interactions. The findings suggest that emojis can serve as a basis for portraying personality traits and emotional states, potentially enhancing interpersonal communication and relationship-building in virtual environments. Furthermore, the study revealed that emojis can facilitate the expression of personal emotions and moods, potentially acting as mood boosters on various online platforms. These visual cues and amusing images can transcend cultural and language barriers, enabling more effective and engaging communication. Most participants response to questions 18,19,20 and 21 suggest that the usage of emojis and memes as within their capacity to bridge these gaps, it indicates both advantages and limitations to their function in online interactions. These findings imply that the use of online communication features is not solely an individual preference but is frequently shaped by the broader social and cultural milieu in which an individual is situated.

A crucial topic that has arisen is whether individuals' engagement behaviours vary depending on the platform or audience with whom they connect. Individuals tend to be more interactive and engaged on platforms that promote dynamic and participatory experiences, such as social media sites. This supports the assumption that audience interaction is inextricably tied to its value, since more involved consumers are frequently more influential and valuable to marketers and content developers (Fuster and Bardel, 2024). Being able to fluidly switch between several communication channels, such as email, instant messaging, and video conferencing, has enabled users to adapt their interactions to individual requirements and settings. Furthermore, the increasing use of visual and audio-based communication tools such as emojis, GIFs, and voice notes has shown to enhance the emotional expressiveness and nuance of digital interactions, bridging the gap between virtual and face-to-face communication. The proliferation of communication alternatives, along with the blurring of personal and professional boundaries, might lead to feelings of information overload and perpetual availability (Ioannou, 2023; Liesem, 2017). Moreover, the absence of nonverbal cues and the potential for misinterpretation in text-based conversations have been noted as sources of concern, particularly when navigating cross-cultural encounters (Ibr, 2009; Miers et al., 2020). Previous studies have discovered that participants' reasons for adopting specific online communication features often influenced by their social and cultural backgrounds. For example, individuals from collectivist cultures were more inclined to use group-oriented language and emojis, whereas those from individualistic

cultures preferred more personal and expressive forms of online communication (Byrd et al., 2023; Kayan et al., 2006).

The current study builds upon these findings by investigating how multilingual individuals, specifically those who use both English and Arabic, negotiate linguistic choices in online interactions. The bilingualism of the participants offers potential for generating new knowledge. Based on their responses, the study revealed that their language choice depends on what they have previously read or observed in their online interactions, their understanding of translanguaging practices, how and why participants used translanguaging, and its connection to culture and identity. Surprisingly, the use of Arabic in online communication emerged as a significant trend, with participants reporting that they were more likely to incorporate English language elements, such as words, phrases, or scripts, into their digital interactions than during in-person interactions. This suggests that even in environments where Arabic is the predominant language, the online sphere may offer a more flexible and comfortable space for individuals to engage with their linguistic and cultural heritage. Furthermore, the study found that online conversations were perceived as more lively, amusing, and expressive than their in-person interactions because of the use of both English and Arabic, memes, and emojis. This conclusion aligns with the common use of memes and emojis in digital communication, highlighting their role as tools for social bonding, identity expression, and emotional conveyance. Overall, these results underscore the role of translanguaging as a resource for meaning-making, identity negotiation, and intercultural communication in digital environments.

7. Conclusion

This study provides valuable insights into the evolving nature of language use among Saudi netizens in digital contexts. The findings demonstrate that translanguaging is not only a common practice but also a meaningful strategy for communication, identity construction, and cultural expression. Contrary to concerns that digital communication may negatively impact language proficiency, the results suggest that translanguaging supports creativity, engagement, and linguistic flexibility, offering valuable insights into how people's language use and digital communication behaviours differ from their in-person communication patterns. These findings have implications for our understanding of the complex interplay of language, technology, and social interaction in the digital age. Additionally, changes in browsing habits caused by netizens owing to the proliferation of handheld digital devices and content could shed light on the evolving nature of information consumption. The proliferation of this 'new language' has raised concerns about its impact on the literacy of young Arabs (Damanhour, 2018; Suwaiyan, 2018). Contrary to some studies that social media negatively affects Arab students' ability to acquire good English (Al-Jarf, 2023; Al-Jarrah et al., 2019). The findings reveal newer translanguaging methods employed by internet users, displaying the diverse and evolving ways of language and how netizens express themselves, with translanguaging serving as a tool for identity negotiation and knowledge construction. These observations corroborate findings from previous studies, suggesting that translanguaging can contribute to the creation of safe spaces for students (Capstick, 2019; Capstick & Ateek, 2021; Lang, 2019). It enables users to draw on their full linguistic repertoires, reflecting the realities of multilingual communication in a globalized world. The study highlights the importance of recognizing translanguaging as a legitimate and valuable practice, both in educational and digital contexts. It also points to the need for further research exploring its implications for language policy, pedagogy, and technology. Ultimately, translanguaging represents a shift toward more inclusive and dynamic understandings of language, aligning with the communicative demands of contemporary digital societies.

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Authors' contributions

The author is solely responsible for the research.

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Competing interests

The author declares that they have no known competing financial interest or personal relationship that could have appeared to influence the work reported in this paper.

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Obtained.

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The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

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Data sharing statement

No additional data are available.

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Questionnaire- appendix 1-

Part 1: Demographic details

1-What is your age?

17-25 / 26-35 / 36-44 / 45 or older

2-What is your gender?

Male / Female

3. What is your highest level of education?

Less than high school / High school / University / Graduate / Postgraduate / Doctorate

4. What is your employment status?

Student/ Unemployed/ Employed/ Teacher

Part –II Participants language proficiency

5. How would you rate your English language proficiency?

Expert /Good/ Average/ Basic/ Poor

6. How often do you use English for browsing online?

Always/ Very often/ Sometimes/ Almost never

7. What factors influence your choice of language when browsing online?

To search for information / research / To communicate (with friends / employers) emails, etc. /

Posting on social media platforms.

8- Do you use any other language besides English and Arabic? Choose from the following options.

Part III- Participants browsing activity.

9. How often do you use both English and Arabic in your daily online activities?

Always/ Very often/ Sometimes/ Almost never

10. What types of online platforms or apps do you use to communicate in English and Arabic?

Facebook / Twitter / WhatsApp / Instagram / Snapchat

11. What are the main reasons you use both English and Arabic in your online communication?

To express myself artistically / To impress others / I want others to know that I know English /

I find it easier to use English and mix it with Arabic.

12. How do you decide when to use English, Arabic, or a combination of both in your online interactions?

Depending on how my friends send me the message / Depending on what I had read or seen /

Depends on my will to express myself / To show that I know English and to have more followers.

13. How do you choose the types of emojis / memes that you use in your English and Arabic online communication?

I look for them / I reuse what my friends have sent/ I like the way they look even if they are not useful / I am tired of typing, so I prefer to use them to reply quickly.

14. How do you feel emojis help express your thoughts and emotions in your online interactions?

They express exactly how I feel/ They express some of what I feel/ They do not serve any purpose/ They are new and so I use them without knowing their meaning or purpose.

15. How do you feel memes and emojis help you express your cultural identity in your online activities? Do you choose the colour of the emojis?

Always/ Most of the time/ About half the time/ Once in a while/ Never

16. Do you feel that the use of emojis and memes helps to bridge any cultural or linguistic gaps in your online interactions?

To some extent/ 1 /2/3/4/5 To a great extent

17. Are there any specific ways you combine the use of English, Arabic, memes, and emojis in your online communication? How do you think the integration of English, Arabic, memes, and emojis in your online activities reflects your bilingual and cultural identity?

They help me to express my bilingual and cultural identity to some extent/ They help me to express my bilingual and cultural identity to a great extent/ They are of little help to express my bilingual and cultural identity to some extent/ They do not reinforce my bilingual and cultural identity.

18. Do you feel that the use of these elements in your online communication is influenced by your social or cultural environment?

To a great extent/ To some extent/ I feel I want to impress others/ I want to have many followers

19. Have you observed any changes in the way you use these elements in your online activities based on the specific platform or audience?

To some extent/ 1 /2/3/4/5 To a great extent

20. What are the benefits or challenges you experience when using a combination of these elements in your digital communication?

There are great benefits/ There are some benefits/ There are many challenges/ There are some challenges.

21. How do you feel your use of English, Arabic, memes, and emojis in online activities may differ from your in-person communication?

Always/ Most of the time/ About half the time/ Once in a while/ Never