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SMS Code-Switching Among Teenagers in Jordan

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Abstract

This study examines the phenomenon of SMS code-switching among teenagers in Jordan. It aims at investigating the most frequently used phrases in teenagers code-switched SMS and the reasons behind switching either to English or Arabic while texting. It also aims at exploring the factors that help in the spread of the use of code-switched SMS along with teenagers' attitudes toward this phenomenon. A sample of 150 male and female teenagers, whose ages range between (13-17) were selected from five different private and public schools. A corpus of 1500 text messages was collected from the subjects. Methodology used in this study is descriptive and analytic. A questionnaire was designed and handed to the subjects along with an interview form that was designed to fulfill the objectives set for the study. Major findings of the current study revealed seven main reasons behind teenagers' switched SMSes. It also explored four positive attitudes toward switching when texting and one negative attitude toward this phenomenon. It proved five factors that help in the spread of the use of code-switched SMS. It also shed light on the emergence of Arabizi and the reasons behind switching to Arabizi rather than Arabic or English.

1. Introduction

Living in Jordan, one can notice the fact that there exist a lot of problematic areas within this society when it comes to language use. The use of more than one language in a country results in the alternate use of the mother-tongue and the target language especially in the electronic media in any community. This study will focus on the phenomenon of mobile media impact on the language deviation amongst the youth users of mobiles in Jordan; not only in texting but also in any written usage of this form of language performed via mobiles. The use of mobiles amongst the youth from both sexes (males and females) seems to be more prevalent than among adults, they most likely use it for texting, socializing via mobile applications such as Facebook mobile. Thus, the reasons behind language deviation either by code-switching from Arabic to English or vice versa, or by using a whole new code when sending messages will be tackled.

2. Methods and Procedures

The methodology used in this study is descriptive and analytic, and the corpus obtained from the subjects is described and analyzed. The researcher attempts to find out the extant of using Latin letters in the messages of the selected sample and how often they use Arabizi when writing messages.

The researcher collected historical and sociological data about teenagers in Jordan in order to get deep insight into the structure of the community by distributing a questionnaire. The questionnaire contained Information about different nationalities in Jordan, social life they have had, and whether they were living abroad or not, along with their educational background.

The sample of the current study included 150 male and female teenagers, who reside in Jordan and study at local-

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public and private-schools in Amman area. A purposeful sample was selected from five different schools; two public schools, a female school and a male one, three private schools, a female school, a male school and a mixed one. As the selected sample was limited to teenagers whose ages range between (13-17) years old, students were selected starting from the eighth grade up to the first secondary class.

As shown in Table one, subjects were chosen from different types of schools. Sixty percent of subjects were selected from private schools, while 40% were selected from public schools. The sample was equally distributed between males and females in order to confirm sample representation. Thus, thirty subjects were chosen to fill the questionnaire from a private boys' school and another thirty were selected from a private girls' school. Fifteen males were selected from a mixed school, and 15 females were selected from the same private mixed school. Thirty subjects were chosen from a public male school and the last thirty were chosen from a public girls' school. Private school students were either in the IGCSE/SAT tracks or in the national educational track. i.e. the regular Arabic-based educational system. All public school students follow the Arabic-based educational approach. Students from private schools were chosen randomly not according to the educational approach they follow through their years of study. Data were collected and analyzed in two ways: the first one was according to the school type i.e. whether it is males' school or females' school, and whether it is a public or a private school. Thus, each thirty subjects were taken separately, examined and analyzed. The second way is data analysis from the sample as a whole i.e. from the one-hundred-fifty subject.

The corpus of the current study was a collection of 1500 messages. Samples of messages were obtained from the subjects while distributing the questionnaire to them. Text messages were chosen anonymously after taking the permission from the interviewees. Each student was asked to give the researcher five messages along with their replies. This made the total number of messages and replies, given from one student, ten. Data basis was studied closely and compared to help the researcher achieve the aims of the study.

3. Findings of the Study

After preparing the data analysis, questions were closely investigated.

The questions under investigation were as follows:

1   What are the most frequently used phrases in teenagers' code-switched SMSes?

2   Why do teenagers code-switch when sending and receiving messages?

3   What are the attitudes of teenagers toward code-switched SMSes?

4   What factors have helped in the spread of the use of code-switched SMSes among teenagers?

3.1. Findings Related to the First Question

The findings revealed the percentage of students according to the language they use in texting; this analysis is based on the findings shown in Table 1.

Table 1 results showed that 52% of the teenagers tend to use Arabizi when writing their messages while 28% of them tend to use English language. Only 20% of the teenager students use Arabic language when they text each other.

Table 1. Percentage of teenagers' texting language.

School type	English	Arabic	Arabizi	Number of subjects
Private male school	10%	10%	80%	30
Private mixed school	60%	---	40%	30
Private female school	30%	10%	60%	30
Public female school	10%	40%	50%	30
Public male school	30%	40%	30%	30
Total	28%	20%	52%	150

As the percentage of teenagers who used English in texting was 28% of the subjects, each one of them has given 5 messages along with their replies. Thus, the analysis was conducted on 210 out of 420 English messages. Replies were excluded in order to explore the most frequently used words, phrases or abbreviations in English language, only because replies combined messages in English, Arabic and Arabizi.

Table 2. The number of occurrences of the most frequently used words in English code-switched text messages.

Number	Expressions	Word in full	Number of occurrences
1	Btw	By the way	176
2	HRU?	How are you?	170
3	K	ok	166
4	Wut	what	164
5	Wanna	Want to	157
6	Yup	Yes	143
7	Lsn	listen	134
8	Gonna	Going to	130
9	Nop	no	122
10	Lol	Laugh out loud	110
11	n.m	Never mind	98
12	OMG	Oh my God	97
13	Wut's up bro?	What is up brother?	93
14	n.p	No problem	90
15	Hi	----	80
16	Jk	Just kidding	77
17	Sry	Sorry	75
18	Morning/GM	Good morning	60
19	Hiiizz	hi	40
20	Hey	----	30

Teenagers started their messages with (hi, hiiizz, hey or morning) as initials to start the texting conversation. As appears in Table 2, the most frequently used word as a conversation initial was Hi. It actually occurred 80 times in the sent messages, whereas the most frequently used expression among all used words was BTW (by the way), which occurred 176 times.

Samples of English sent messages:

1. A: hiiiiiiz lolo lsn we r goin to da mall this Thursday.. it's lina's birthday and we r planin to surprise her. are you in? BTW keep it beween us k?

B: hiiiii, sure I'll be there =, thnx a lot for telling me. And don't you worry at all.top secret

2. A: wut's up dude? Plz check ur bag coz I can't find my chemistry notebook, you might have taken it by mistake?

B: Oops, sry ya man by mistake wallah, come by and take it ezabeddak

(oops = sorry man, I swear it was by mistake, come by and take it if u want)

3. A: wuts wrong with u? i'm gonna kill ya after class, u knw I was jk!!

B: n.m it's nothing k

As shown in Table 1, the percentage of teenagers who used Arabizi in texting was 52% of the subjects; each one of them has given 5 messages along with their replies. In order to explore the most frequently used words, phrases or abbreviations in Arabizi SMSes; the analysis was conducted on 390 messages out of 780 messages. Replies were excluded to make sure that the analyzed corpus is only written in Arabizi because replies were written in Arabizi, English and Arabic messages. The gender of the sender was taken into consideration before analyzing. Knowing that the number of Arabizi messages as a whole was 390 messages; 195 of which were sent from females and the 195 left, were sent from males.

As shown in Table (3) the most frequently used word when it comes to Arabizi code was saba7oo; which occurred 353 times in the messages corpus, followed by; mnee7/mnee7a with a frequency of 350. keefak and keefek had a frequency of 330, and sho had a frequency of 300. The lowest frequently used expressions were; 3asal, 2albi orgalbi and 7ayati. 3asal occurred 70 times, 2albi and galbi occurred 60 times, 7ayati had the lowest frequency of all, as it occurred only 50 times. As Table (3) showed, mnee7 is used for the masculine gender, whereas mnee7a is used for the feminine gender. Kefak is used for the masculine and keefek is used for the feminine. Halla2 is a word that is frequently used by girls, while hassa is frequently used by guys. However, there

have been some cases where boys used the word halla2, and that was mostly when they were addressing a girl in their text messages.5allatnii is a word used for feminine gender and 5allani is used for the masculine gender. The word l2enu which occurred 297 times is mostly used by females, whereas 3ashan is mostly used by males. There have been cases were girls used 3ashan and boys used l2enu. 3ashan was used by some girls to stress the word and show strength by using a masculine word, while l2enu is used by boys only when addressing girls in their text messages. The word ma te2la2i is used by girls while ma teglag is used among boys, because boys prefer to use (g) instead of (2) when communicating as a sign of masculinity. "Eesh ya kbeer?" is an expression that is frequently used by males when addressing their close friends, it is actually used to show a strong relation between guys. Sho azdek is frequently used for feminine gender, while sho azdak is used for masculine gender. Missak and eshta2tellak is used for guys, whereas missek and eshta2tellek is used for girls. It is worth mentioning that words like 3ashan /l2eno and te2la2/teglag also show dialectal differences; in urban areas they tend to use (2) instead of (g), whereas in rural areas there is a tendency of using (g) rather than (2) regardless of the gender.

Table 3. Number of occurrences of the most frequently used words in Arabizi text messages.

Number	Word, phrase, abbreviation	English translation	Number of occurrences
1	Saba7oo/saba7 el 5eer	Good morning	353
2	Mnee7/mne7a	Fine	350
3	Kefek/kefak	How are you?	330
4	Sho	What	300
5	Hal2/hassa	Right now	216
6	5alatni/5allanii	Allowed me	207
7	L2eno/3ashan	Because	197
8	Ma t2la2i/ma teglag	Don't worry	173
9	Eesh ya kbeer?	What's up dude?	164
10	Ataman 3aleki/3aleek	Check on you	150
11	Tagge3/683	That's wonderful	150
12	Mallagat	Its taking too long	130
13	Saf7a	Page	127
14	7abeebi ya man	I appreciate it	121
15	El mawdoo3 3andii/3endi	Leave it to me	117
16	Sho 2zdek/sho 2zdak	What do you mean?	115
17	Ba3raf	I know	113
18	Ra8am	number	113
19	Missak/missek	I miss you	110
20	Esht2telak/esht2tellek/	I miss you	100
21	3asal	Sweety	70
22	2lbi/galbi	Darling	60
23	7ayatii	Honey	50

Samples of Arabizi sent messages:

A: Hii:) kefek ya 3asal? eb3atelli ra8am soso el jdeed coz daya3too

(hii how are you sweetie ?send me soso's new number because I l've lost it).

B: leesh she changed her num!!!sry dear bus ma 3andi ya

(Why? did she change her number? Sorry dear but I don't have it)

2. A: shu ya man ween e5tafeet bu3d el dawam? sarat toshi ikberii

(What's going on man? Where have you disappeared right after school? There has been a big fight)

B: bellaah 3aleek ya man!! Law bu3ref kan 9'aleet leesh sho el gessa?!!

(really!! I would've stayed if I knew. What happened?)

3. A: saba7oo el 3asal:) missik kteeeeeeeeer kteeer, yella t7assanii el school mo 7elwii balakii..luv u

(good morning sweetie:) I miss you so much,get well soon school sounds ugly without you..i love you)

B: saba7 el 5eer:) ana Kaman esht2telek ya 2albi I'm getting better thnx la zoo2ek lwm (k)

(good morning:) I miss you too honey, I'm getting better, thanks a lot for your kindness love you way more (kiss).

When it comes to written Arabic people tend to use colloquial Arabic while texting, whether they are using Arabic with Arabic alphabet, or Arabic with English alphabet (Arabizi). Every country tends to use its own dialect. Even in the same country a variety of dialects appears. Such dialects are well noticed in the SMS of the texters who reside in different areas. The dialect of those who reside in urban areas differ from the dialect of those who live in rural areas.

Table 4. Letters that demonstrate words.

The letter	The word the letter demonstrates	The letter	The word the letter demonstrates
B	Be	Y	Why
C	See	K	Ok
O	Oh	R	Are
U	You		

As seen in Table 4, single letters can replace words. The justification of the texters was that they tend to use letters instead of words to save time and money.

A: I'll c u at the mall after school, k? B: sure y not.

As seen in the example above, the sender has shortened a whole word into one letter, such as the use of C rather than see and the use of Y rather than why. It is also worth mentioning that some teenagers use @ rather that at to express the place.

A: where r u? B: @home

Some of them tend to use the two letters da to express the

meaning of "the"

A: what question do u want?

B: da first one

As shown in the previous example, the sender used da rather than "the". This was explained by texters in two ways; the first one is to save money, because less letters give more space in writing and allow the sender to write the message only in one page, the second reason was to save time, as they were both cheating in an exam. The previous example could also be written as:

Da 1st one or da first 1 or da 1 one. Any of the previously mentioned examples convey the meaning of "the first one"

Some teens use the letter Q to convey the meaning of question.

A: q3 plz. (Question three please)B: al kuthban al ramleyah. (sand dunes)

It was also noticed that single letters along with numbers can replace words, and even single numbers could sometimes express a whole word. For example, number 8 could express the meaning of the word ate, and number 1 expresses the word first, number two expresses the words (to, second) and that is according to the written context. Number four is used to express the meaning of for.

Table 5. Single numbers that express words.

Number	The equivalent word
8	Ate
4	For
2	To/second
1	One/first

It is also noted in many examples from the collected text messages that a single letter or digit can replace a syllable; so instead of writing the word "late", texters prefer to use l8 and instead of writing "before", texters usually write b4. Example:

A: S.1 is teezin mima B: we'll arrange with our class m8s & solve da problem

S.1 is used to express someone and the expression m8s is used to convey the meaning of "mates".

Table 6. Combinations of digits and letters that can shorten a single word or multiple words.

Word	Shortened form	Word	Shortened form
Your, you're	Ur	see you	C u
Wonderful	1drfl	Take care	t.c
Someone	Sum1/s.1	for you	4 u
no one	No 1	got to go	G2G

Table 7. Most frequently used English abbreviations among teenagers' text messages.

The full word	The abbreviated word	The full word	The abbreviated word
Kisses and hugs	Xoxo	As soon as possible	ASAP
I love you way more	ILUWM	No	Naah/nop
parents in area	PIA	Wait	W8
on the phone	OTP	be right back	Brb
how are you?	H r u?	take your time	Tyt
are u there?	R u t?	Your	Ur
laugh out loud	LOL	Back	Bk
Joking	J.K	You	U
roll on the floor laughing	ROTFL	got to go	G2g
Ok	K	I love you	ILU

There has also been a tendency of using letters in brackets to mean a whole different thing. For instance, when writing the letter K individually it means okay, but when placing it between brackets (k) it means blowing a kiss. The letter (L) between brackets means sending love to the receiver. Capitalization also gives a different meaning because it has to do with the intonation of the sender.

A: bring me Starbucks coffee on your way home B: ok

A: bring me Starbucks coffee on your way home B: OK

If the sender uses small letters it shows acceptance, but when using capital letters it shows anger. This is demonstrated in the previous example because the interpretation of the previous text message goes like:

"You've told me that before, or stop telling me that, or I will do what you want but I'm not quite pleased by stopping somewhere to bring you coffee, or it may give the meaning of stop nagging."

It is worth mentioning that capitalization shows either lack of respect or shouting at the person, and at other times it shows highlighting things to show their importance. For example, sending ASAP in capital letters to someone means it is urgent and it is needed right away, but sending it in small letters means that it is needed as fast as one can manage to do it.

This also applies for Arabizi text messages. For example:

A: LEESH ma betroddiiiiii? (why aren't you answering?)

B: my mob is silent Ma SHftoo (My mobile is silent and I didn't hear it ringing)

Looking at the previous example, it shows that (LEESH)- which means why?- when written in capital letters, shows the emotional state of the person sending the message. Capitalization in the previous example shows anger, and it shows that the sender is shouting at the receiver. Also, as seen in the reply the sender wrote Ma SHoftoo which means "I didn't hear it" to express the fact that he/she is shouting back at her and defending him/herself.

It was found out that the most frequently used words when code-switching from Arabic to English or when writing in English are; (Hi, bye, done, good, fun, ok, morning and hey)

It was also found that the most frequently used words when switching from Arabic or English into Arabizi are as follows:

Missek/missak, which is a combination between English and Arabic (ek, ak) conveys the meaning of (you) in English. The word means "I miss you" and they use it rather than eshta2tellek or eshta2tellak to convey the same meaning with fewer letters. Knowing that the hybrid word missak is used when texting a masculine gender, while missek is used when addressing a feminine gender. i.e. esht2tellak equals the meaning of missak, and both means "I miss you (masculine)", esht2tellek equals the meaning of missek, and both means "I miss you (feminine)". It is also noted that switching into Arabizi or into Arabic gives the word extra emotional load, and it sounds more meaningful. Thus, esht2tellak /esht2tellek hold a deeper and sincere meaning than missak or missek. It even holds a deeper meaning than "I miss you".

Luvak/luvek, which is also a combination of English and Arabic, is used to express the meaning of "I love you". The abbreviation of the word love (luv) is used with the (ek,ak) syllables to convey the intended meaning according to the gender of the addressee.(ek) is used when texting a female while (ak) is used when texting a male addressee. 3asal, which means sweetie in English is used among girls as a starting complement when texting each other. 3ala rasii, is an expression used among guys to express appreciation. Examples:

A: hey ya 3asal:) ween ma bayantii el yoom?7abbi attaman 3annek?

(hey sweetie:) where were you today ?I just want to check on you)

B: thnx dear kolek zoo2 I'm fine don't worry, ba5abrek tomorrow bel 2ossa. 3ala fekraa missik kteer xoxo

(Thanks dear, It's very kind of you to check on me. I'm fine don't worry I'll tell you the story tomorrow. By the way I miss you a lot. Kisses and hugs)

Another thing was found out from the results, which is related to showing feelings; using certain symbols that exist in the mobile system and are mostly taken away from the chat rooms in the internet. Such symbols are called emoticons; a word that combines emotions with icons. Showing emotions through characters in text messaging helps the receiver correctly interpret your intent and meaning. To create a smiley face you use your standard

mobile keyboard characters and punctuation marks in sequences that look like facial expressions. When viewing text smiley faces, they are all sideways.

3.2. Discussions and Analysis of Findings Related to the Second Question

Findings showed seven main reasons behind teenagers' switching:

Economy, euphemism, prestige, unfamiliarity with Arabic, academic, scientific and technical terms, the ability to use abbreviations and acronyms and finally the attractiveness of English language

A very high percentage of teenagers switch to Arabizi because of the 160 characters' limit when using the English alphabets, which shows a tendency of creating a whole new language to save money. A high percentage of teenagers switched to English for euphemistic reasons. A high frequency of teenagers switched to English to gain prestige, and as results showed; the percentage of female teenagers who switched to English was higher than the male teenagers. Though, both genders showed a very high tendency to switch to English to gain more prestigious status among friends and peers.

Findings showed that a high frequency of teenagers who switch to English when sending messages are obliged to do so because they do not know the Arabic equivalent, or because their mother tongue has been influenced by English. Also, because they might have lived abroad, or one or both of their parents; were foreigners.

Findings related to the use of academic, scientific and technical terms showed a high frequency as a reason for switching.

3.3. Discussions and Analysis of Findings Related to the Third Question

Findings showed that teenagers preferred to use switched SMSes because of four reasons, and showed a negative attitude toward one issue.

-Teenagers positive attitudes toward switching to English when texting were due to the following:

Preference due to pride, preference to gain a higher socio-economic class, preference for maintaining their Language competency, and finally: the Preference because of language simplicity.

Results showed one reason behind the negative attitude toward switching to English when texting; loyalty to one language and dissociation from the other.

A high percentage of teenagers preferred to switch to English when texting because they pride themselves on knowing this language. Findings showed a very high frequency of teenagers who thought of English as a factor that helps them to gain a higher socioeconomic class. They believe that those who use switched SMS belong to a higher socioeconomic class. Results also showed that teenagers tend to switch because they are competent in English, and those who are more competent switched more to English and sometimes used only English in expressing their text messages. Moreover, findings showed a high frequency of teenagers who preferred to switch to English because of language simplicity. This proves the high level of education that students earn in Jordan when it comes to learning English as a foreign language. According to the present researcher; this goes back to the universality of English language. It is the world's second largest native language and the official language in 70 countries. English can be at least understood almost everywhere among scholars and educated people, as it is the world media language, and the language of cinema, TV, pop music and the computer world. All over the planet people know many English words, their pronunciation and meaning. That is why the current researcher believes that the concept of simplicity is undeniable: English is an easy language to learn, understand and speak.

Findings showed a negative attitude toward English when tying it to loyalty. A high frequency of teenagers showed agreement toward the fact that, using English gives the impression of being loyal to English. At the same time students were very sensitive when mentioning the word dissociation, as they took it as an offense. Being dissociated from their mother tongue, if using English as a second language in SMS was like hitting a nerve. Results showed a very high frequency of disagreement regarding the issue of dissociation. To them using the language does not mean dissociating themselves from the Arab world.

3.4. Discussions and Analysis of Findings Related to the Fourth Question

The current study revealed five factors that help in the spread of the use of code-switched SMS. These factors are as follows:

Integration with Western culture, school type and educational level, the addressee (the receiver of the message), being a result of a mixed marriage or having lived abroad, and finally mobile set default.

Findings revealed a very high frequency of teenagers who switch to English when texting because of integration with Western culture, and thus being indulged with everything that is Western, such as listening to English songs and watching English movies, which are main factors that help the spread of the use of switched SMS. As percentages were pretty high when analyzing the data regarding the type of songs students

prefer to listen to, and the type of movies they prefer to watch, it was noticed that those who listen to English songs and prefer English movies, tend to switch to English more when texting than those who prefer Arabic songs or movies.

When analyzing the data relevant to the teenager students' educational level and their school type, findings showed that those who have a better level of English proficiency switched more to English, as there was a high frequency of students who were excellent in English language and this explains the high frequency of English usage in text messages when compared to Arabic. Findings also showed that private school teenager students especially those who are IGCSE or SAT students, switch more to English than private school teenagers who follow the national curriculum. When comparing the data, it was shown in the previous section that private school teenager students master English more than public school teenager students regardless of the educational approach they follow. Thus, private school students' usage of English in text messages is more than public school students' usage. This shows that the educational level students gain, their proficiency and the type of school they go to are main factors that help in the spread of the use of code-switched SMS.

Findings showed that 100% of the subjects showed agreement regarding switching according to the addressee, which proves it to be an important factor that helps in the spread of code switched SMS. Students switched either from Arabic into English or vice versa according to the receiver of the message. They tended to use Arabic with family members, peers and friends who do not understand English, or do not feel comfortable to text in English while they use English with foreigner friends, and fluent English speakers of the language and their excellent English speaking peers and colleagues.

Findings showed that one of the most important factors that help in the spread of code switched SMS is the fact that some teenager students are results of mixed marriages. Thus, they are bilingual speakers. Besides, some teenagers experienced living abroad. Findings showed that these two factors are closely related to each other, as they both influence the language of the teenagers. As the current sample of this study included teenagers from different parental origins, results showed a high level of agreement among teens regarding these two related issues. According to results in the previous section, teenagers who lived abroad and who were a result of a mixed marriage switched more to English in their text messages.

Findings showed a very high frequency of teenagers who switched to English because they are lazy to convert their mobile phones to Arabic. Results prove that mobile set default is an important factor that helps in the spread of the use of code-switched SMS, There were high percentages of teenagers who had their mobiles set on English. Thus, they tend to switch to English or sometimes to Arabizi rather than Arabic.

4. Conclusion

The current study was set out to seek answers to a number of questions concerning the phenomenon of code-switching among teenagers in Jordan while texting. The study indicates that code-switching between English and Arabic is used overwhelmingly in mobile text messages, and that a Romanized version of Jordanian colloquial Arabic dialect was used along with English expressions extensively. The study revealed that Arabizi is the commonly preferred language for texting. The results of this study also demonstrated that there are a number of reasons that might be responsible for the wide use of English, or switching between Arabic and English. Among these are: Economy, Euphemism, prestige, unfamiliarity with Arabic, Academic, Scientific and technical terms, The ability to use abbreviations and acronyms and the attractiveness of English language.

This study has also shown that the use of excessive code-switched SMSes does not threaten the mother tongue of the user. On the contrary, it keeps the student in contact with a new language.

Since code-switching is becoming increasingly common in more parts of the world, it is of the utmost importance to understand how CS, as a communicative strategy, functions in this particular milieu. The results of this study revealed the fact that some participants exhibit the ability to move back and forth between their two codes depending on the situation they are put into. Such as; deciding language choice while texting depending on the addressee. However, it has been observed that students do resort to Arabizi for a number of reasons. Such as, the ability to use numbers as alphabets, and because Arabizi is the Language they frequently use in chat rooms. Also, because Arabizi gives the text message an extra emotional load.

This study also demonstrated that the type of educational curriculum a student follows affects his/her language choice, either in texting or speaking. It also shows that the surrounding environment; school, friends, having bilingual parents or even having lived abroad, affects the language choice in mobile text messages of the student.

This study also demonstrated that the sex of the texter has a role to play in the process. Females have a stronger tendency than males to use switches while males, by contrast, have a

stronger tendency to use only Arabic than only English or mixed elements of both languages.

Finally, the emergence of new modes of communication like SMS over the past twenty years has increased practices of both code-switching and borrowing throughout the country. It is argued that Arabizi might one day be an individual universal language in the Middle East, not only for texting but also in the internet world. It has been recognized that the Google translator recognizes Arabizi language and gives the translation of the written word in Arabic alphabets as long as the words are written in English alphabets only without numerals. Even the search engine itself gives accurate results when googling Arabizi words for the purpose of research.

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