

2026-04

The influence of social media on the development of code-switching practices among Bangladeshi youth

Nahian, Ramisa

Independent University, Bangladesh (IUB)

<https://ar.iub.edu.bd/handle/11348/1558>

Downloaded from IUB Academic Repository



The Influence of Social Media on the Development of Code-Switching Practices among Bangladeshi Youth

Ramisa Nahian
2120403

A thesis submitted to the Department of English and Modern Languages in partial fulfillment of the requirements for the degree of Bachelor of Arts in English Language Teaching

Department of English and Modern Languages
Independent University, Bangladesh
April, 2026
© 2026. Independent University, Bangladesh
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Independent University, Bangladesh.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature
(Signature)

Ramisa Nahian
2120403

Approval

The thesis titled “Influence of Social Media on the development of Code-Switching Practices among Bangladeshi Youth” submitted by Ramisa Nahian-212040 of Spring, 2026 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English Language Teaching on 26.4.2026

Examining Committee:

Supervisor:
(Member)

Rezina Nazneen Rimi
Lecturer A, Dept. of English & Modern
Languages, IUB

External Expert:



Mr. Takad Ahmed Chowdhury
Associated Professor & Head, Dept. of English &
Modern Languages, UAP

Internal Expert:
(Panel Members)

Full Name
Designation
Department

Full Name
Designation,
Department

Full Name
Designation
Department

Departmental Head:
(Chair)

Dr. Naureen Rahnuma
Assistant Professor, Department of English & Modern
Languages, IUB

Office of GSRIR:
(Director)

Prof. M. Arshad Momen
Director, GSRIR

Office of (Librarian):
(Librarian)

Shahajada Masud Anowarul Haque
Librarian, IUB Library

Ethics Statement

This research was conducted in accordance with existing ethical standards for the protection of the rights, dignity and well-being of all participants. All participants were given a complete explanation of the purpose, nature and goals of the research prior to collecting data. Participation in the research was strictly voluntary and informed consent was obtained from all respondents prior to their participation in the research. We assured all participants the anonymity and confidentiality of their data. Participant data was not collected or stored with identifiable information attached to them and all responses were used only for academic purposes. All participants could freely withdraw from the study at any time without penalty. In addition, the information gained from the surveys was stored safely and securely and treated with the utmost confidentiality.

This study did not impose any physical or psychological harm on participants, and all pertinent ethical norms for academic research were carefully adhered to during the investigation.

Abstract

This research investigates the impact of social media on the evolution of code-switching behaviors among Bangladeshi adolescents. The researchers collected their data from 63 participants between the ages of 23-26 years by using a quantitative descriptive questionnaire that was sent out through the internet. The researcher examined how frequently people use social media; how often they code switch in their interactions using both languages as well as find out if their amount of time spent digitally interacting with English (i.e., Facebook) was related to their usage of English everyday as expressed through traditional conversational usage. The study's findings suggest that 98.4% of all participants engaged in some form of social media use several times a day; 74.2% spent over three hours per day on social media, 71% said they constantly use both Bangla & English during conversation, and 90.3% of all respondents reported that the practice of code switching was part of their everyday behaviour. Additionally, 87.1% see social media as an important factor. Linguistic investigation shows that Bangla is the Matrix Language and English is the Embedded Language. Only 12.9% prefer to use only Bangla; however, 90.4% are still engaged in code-switching, indicating a large disparity between ideology and practice. The study shows that the growing influence of digital communication on linguistic behaviour will have an impact on linguistics identity and policy.

Keywords: code-switching; social media; Bangladeshi youth; Banglish; translanguaging, sociolinguistics

Dedication

I dedicate this thesis to my esteemed supervisor, Ms. Rezina Naazneen Rimi, whose unwavering leadership, priceless support, and insightful input have been pivotal in the completion of this research. Her support and scholarly perspective have not only enhanced this research but have also substantially fostered my intellectual development. I am profoundly appreciative of her tolerance, inspiration, and steadfast dedication to greatness, which encouraged me to surmount obstacles and maintain focus on my research goals. Her coaching has been important in influencing the trajectory and caliber of my thesis. I wish to recognize the efforts of the researchers and authors whose works have been referenced in this study. Their research established the theoretical framework and essential insights required for the successful execution of this thesis. This work exemplifies their combined impact and assistance.

Acknowledgement

I wish to convey my sincere gratitude to my supervisor, Ms. Rezina Naazneen Rimi, for her unwavering support, insightful recommendations, and scholarly guidance during the progression of this thesis. Her astute observations and support have been important in honing my concepts and enhancing the overall caliber of this research.

I am really grateful to the professors and researchers whose works have been cited in this study. Their contributions have been essential in establishing the theoretical and analytical framework of this study.

I extend my heartfelt gratitude to all respondents who contributed vital data to this research by their participation in the survey. Their collaboration and readiness facilitated our investigation. I wish to express my gratitude to my department and educators for providing me with the essential knowledge and academic abilities needed to undertake this research.

I would like to sincerely thank my family and friends who helped me directly and indirectly, and provided support in this journey. I also deeply appreciated the assistance of all those who have participated to the successful completion of my thesis.

Table of Contents

Chapter 1: Introduction	15
1.1 Background of the Study	15
1.2 Problem Statement	15
1.3 Research Aims and Objectives	15
1.4 Research Questions	16
1.5 Significance of the Study	16
1.6 Scope and Delimitations	17
Chapter 2: Literature Review	18
2.1 Theoretical Frameworks	18
2.1.1 The Matrix Language Frame (MLF) Model	18
2.1.2 Audience Design and Communication Accommodation	18
2.1.3 Sociocultural Linguistics and Identity	19
2.1.4 Theory of Translanguaging	19
2.2 Code-Switching in Multilingual Communities	19
2.3 Sociocultural Reasons for Code-Switching	20
2.4 Language Change and Social Media	20
2.5 Code-Switching in Bangladesh	20
2.6 Research Gap	21
Chapter 3: Methodology	22
3.1 Research Design	22
3.2 Theoretical Grounding	22
3.3 Sampling and Participants	22
3.4 Data Collection Instrument	23
3.6 Ethical Considerations	23
3.7 Limitations	24
Chapter 4: Data Analysis and Findings	25
4.1 Participant Demographics	25

4.2 Social Media Usage Patterns	29
4.3 English Proficiency and Comfort.....	33
4.4 Code-Switching Behaviours and Attitudes.....	35
4.5 The Ideological Paradox: Belief Versus Practice	45
4.6.1 Representative Examples	47
<i>Example 1</i>	47
<i>Example 2</i>	47
<i>Example 3</i>	47
<i>Example 4</i>	48
<i>Example 5</i>	48
4.6.2 Key Structural Patterns	48
4.7 Participant Reflections on Language Change (Question 27).....	49
Chapter 5: Discussion	52
5.1 RQ1: Usage Frequency & Code-Switching.....	52
5.2 RQ2: Purpose and Intensity	52
5.3 RQ3: Structural Patterns	52
5.4 RQ4: English Content Exposure.....	53
5.5 The Ideological Paradox	53
Chapter 6: Implications and Recommendations	54
6.1 For Language Policymakers	54
6.2 For Educators and Curricula	54
6.3 For Future Research.....	54
Chapter 7: Conclusion.....	56
7.1 Study Summary.....	56
7.2 Key Results	56
7.3 Theoretical Contributions	57
7.4 Limitations	57
7.5 Final Thoughts	58
References	58
Appendix A.....	60

List of Tables

Table 1 Demographic Profile of Participants (N = 63)	28
Table 2 Social Media Usage Patterns (N = 63)	33
Table 3 English Proficiency and Comfort Self-Assessment (N = 63)	35

List of Figures

Figure 1 Age distribution of survey respondents (N = 63)	26
Figure 2 Gender distribution of survey respondents (N = 63)	27
Figure 3 Educational level of survey respondents (N = 63)	28
Figure 4 Frequency of social media use (N = 63)	29
Figure 5 Daily active usage time on social media (N = 62)	30
Figure 6 Age of first social media use (N = 63)	30
Figure 7 Primary device used for social media access (N = 63)	31
Figure 8 Language preference for online chatting (N = 63)	31
Figure 9 Self-reported comfort with English in everyday communication (N = 63)	33
Figure 10 Self-assessed English proficiency level (N = 63)	34
Figure 11 Use of English despite Bangla equivalent being available 5-point scale (N = 63)	35
Figure 12 Confidence as a driver of English use in daily conversations (N = 63)	36
Figure 13 Online-to-offline transfer of English usage after social media time (N = 63)	36
Figure 14 Social media speech style as an influence on real-life speech (N = 63)	37
Figure 15 Conscious awareness of social media English phrases entering everyday speech (N = 63)	38
Figure 16 Social media as the primary site of English vocabulary acquisition (N = 63)	38
Figure 17 Effect of English or bilingual content consumption on code-switching frequency (N = 63)	39
Figure 18 Platform-differentiated linguistic influence on language use (N = 63)	39
Figure 19 Comparison of online vs. face-to-face code-switching frequency (N = 63)	40
Figure 20 Degree of automaticity in code-switching behavior (N = 63)	41
Figure 21 Preference for monolingual Bangla speech (N = 63)	41
Figure 22 Ideological-behavioral gap regarding Bangla purity (N = 63)	41
Figure 23 Code-switching frequency as a function of peers' social media activity (N = 63)	42
Figure 24 Register awareness and formal-situation code-switching reduction (N = 63)	42
Figure 25 Family language environment as an influence on code-switching (N = 63)	43
Figure 26 Self-attribution of social media's influence on language mixing (N = 63)	45

LIST OF ACRONYMS:

MLF- Matrix Language Frame

EL- Embedded Language

ML – Matrix Language

CAT – Communication Accommodation Theory

RQ – Research Question

NCTB – National Curriculum and Textbook Board

SM – Social Media

SOV – Subject–Object–Verb (sentence structure)

SVO – Subject–Verb–Object (sentence structure)

Glossary

Code-switching:	The practice of alternating between two or more languages within a conversation or utterance.
Code-mixing:	The blending of elements from different languages within a single sentence or phrase, often at the word or phrase level.
Banglish:	A hybrid linguistic form combining Bangla and English, commonly used by Bangladeshi youth in digital communication.
Matrix Language:	The dominant language in a bilingual sentence that provides the grammatical structure.
Embedded Language:	The secondary language that contributes lexical items (e.g., nouns, verbs) within the matrix language framework.
Translanguaging:	The use of a bilingual speaker's full linguistic repertoire as an integrated system rather than separate languages.
Digital bilingualism:	The ability to use two languages in digital spaces like social media, messaging apps, online games, or websites.
Sociolinguistics:	The study of the relationship between language and society, including how social factors influence language use.
Audience Design:	A theory explaining how speakers adjust their language based on their audience.

Communication Accommodation:	The process by which speakers modify their language to align with or differ from others in social interaction.
Romanized Bangla:	Writing Bangla using the Latin alphabet, commonly seen in social media communication.
Language ideology:	Beliefs and attitudes about language use, correctness, and purity within a community.

Chapter 1: Introduction

1.1 Background of the Study

Language is a dynamic entity, constantly evolving alongside social and technological shifts. In Bangladesh, where Bangla is the official language and English holds significant prestige in education and commerce, social media has accelerated sociolinguistic change. Central to this shift is **code-switching**—the systematic use of two or more languages in a single conversation. While traditionally stigmatized as a linguistic deficiency, sociolinguists recognize it as a rule-governed practice among proficient bilinguals (Poplack, 1980; Myers-Scotton, 1993). Over the last decade, platforms like Facebook, Instagram, and TikTok have normalized "Banglish," a unique linguistic register that signifies modern Bangladeshi youth identity.

1.2 Problem Statement

Despite the growth of code-switching, research linking it systematically to social media remains scarce. Existing studies often focus on classrooms or rely on qualitative observations rather than quantitative survey data. Furthermore, a tension exists between the historical ideal of "pure" Bangla—rooted in the 1952 Language Movement—and the reality of pervasive digital bilingualism. Without evidence-based analysis, educators and policymakers cannot make informed decisions regarding the rapidly evolving language practices of the digital age.

1.3 Research Aims and Objectives

The primary aim of this study is to assess the influence of social media on the code-switching behavior of Bangladeshi youth through three specific objectives:

Aim 1: Correlate social media usage patterns (frequency, duration, and content type) with the frequency of self-reported code-switching.

Aim 2: Identify the structural forms of digital Banglish using the **Matrix Language Frame (MLF) model** and Muysken's typological framework.

Aim 3: Examine attitudinal orientations, specifically the gap between the ideology of linguistic purity and actual bilingual practice.

1.4 Research Questions

RQ1: How do the frequency and duration of social media use impact code-switching behavior?

RQ2: How do the purpose and intensity of use influence these habits?

RQ3: What are the typical structural patterns of code-switching used in digital communication?

RQ4: Does exposure to English-language digital content correlate with increased English elements in Bangla speech?

1.5 Significance of the Study

Policy Makers: Provides empirical data for organizations like the Bangla Academy to address the functional dynamism of Bangla in a globalized era.

Educators: Highlights that **90.3%** of surveyed youth switch languages automatically, supporting the need for "translanguaging" pedagogies.

Learners: Validates code-switching as a linguistic proficiency rather than a failure, reducing bilingual stigma.

Academic Community: Bridges the gap between formal structural theory (MLF) and digital sociolinguistics from a South Asian perspective.

1.6 Scope and Delimitations

Population: Focuses on university-educated youth aged 15–30 (primarily 23–26).

Linguistic Focus: Limited to Bangla-English code-switching.

Methodology: Employs a quantitative descriptive survey; excludes longitudinal or ethnographic tracking.

Geography: Primarily represents urban and semi-urban youth; rural demographics are under-represented.

Platforms: Analyzes general social media use rather than platform-specific behavior.

Chapter 2: Literature Review

2.1 Theoretical Frameworks

This study employs four interconnected frameworks to analyze the structural, social, and ideological aspects of digital code-switching among Bangladeshi youth.

2.1.1 The Matrix Language Frame (MLF) Model

Based on Myers-Scotton (1993), the MLF model posits that bilingual speech is governed by a Matrix Language (ML), which provides the morphosyntactic frame and system morphemes (tense, agreement, postpositions), and an Embedded Language (EL), which contributes content morphemes (nouns, verbs). This is governed by the Morpheme Order and System Morpheme Principles, ensuring the ML dictates the structure. In digital Banglish, Bangla typically functions as the ML while English serves as the EL.

Muysken's (2000) typology supplements this by identifying three structural modes: insertion (incorporating a constituent into another language's structure), alternation (switching between whole phrases), and congruent lexicalization (sharing a common structure). Given the typological differences between Bangla (SOV) and English (SVO), insertional mixing is expected to predominate.

2.1.2 Audience Design and Communication Accommodation

Bell's (1984) Audience Design theory suggests speakers adjust their style for a perceived audience, a concept highly relevant to social media's "context collapse," where diverse social circles merge into a single group. Bangladeshi youth use Banglish to project a dual identity: culturally authentic through Bangla grammar and digitally savvy through English vocabulary.

Furthermore, Giles's Communication Accommodation Theory (CAT) explains how individuals adopt Banglish to align with peer networks and signal group solidarity.

2.1.3 Sociocultural Linguistics and Identity

Bucholtz and Hall (2005) argue that identity is a relational construct. Through Tactics of Intersubjectivity, speakers use adequation (highlighting similarities) to belong and distinction to differentiate themselves. When Bangladeshi youth integrate English, they are performing a "cosmopolitan" identity while remaining rooted in local culture. In this context, Myers-Scotton's (1997) Markedness Model suggests Banglish has become the default ("unmarked") choice for informal digital discourse, rendering monolingual Bangla as overly formal.

2.1.4 Theory of Translanguaging

Garcia and Wei (2014) contest the idea that bilinguals use two separate monolingual systems, proposing instead a singular, flexible linguistic repertoire. This framework challenges prescriptive "language boundaries" as inadequate representations of authentic communication. It is vital for evaluating the ideological paradox in Bangladesh: the tension between "pure" Bangla ideals and habitual code-mixing. Translanguaging views Banglish as an expanded communicative capacity rather than a linguistic failure.

2.2 Code-Switching in Multilingual Communities

Early sociolinguistics often dismissed code-switching as a sign of deficiency. However, Poplack's (1980) study of Puerto Rican bilinguals proved it follows systematic constraints—such as the Free Morpheme and Equivalence Constraints—requiring high proficiency in both languages. Gumperz (1982) added a discourse-functional perspective, viewing switching as a contextualization signal used for rhetorical effect or social alignment. Grosjean (2001) furthered

this, stating that bilinguals function as a unified system where both languages are simultaneously active, a state social media keeps perpetually triggered.

2.3 Sociocultural Reasons for Code-Switching

Code-switching serves as a tool for identity expression and social cohesion. Sultana (2014) argues that English in Bangladesh carries significant social capital, indicating educational success and a cosmopolitan outlook. Peer networks are equally influential; as Labov (2001) noted, individuals conform to group norms to maintain cohesion. Social media amplifies this by providing a public, archived space where code-switching becomes an enduring group standard.

2.4 Language Change and Social Media

Crystal (2006) identified "Internet linguistics," characterized by brevity and the fusion of speech and writing. Androutsopoulos (2015) termed this "networked multilingualism," where online language is shaped by community norms rather than individual choice. On Facebook, Banglish has become the community standard for Bangladeshi youth. Digital distribution ensures these innovations spread rapidly; Eisenstein et al. (2014) demonstrate that new hybrid constructions can go viral and enter the active vocabulary of thousands in days. Additionally, Tagg (2015) notes that social media blurs the oral-written divide, exemplified by Romanized Bangla, which adds a unique visual dimension to digital peer talk.

2.5 Code-Switching in Bangladesh

The Bangladeshi environment is defined by the coexistence of Bangla (the nationalistic core) and English (the language of trade and elite interaction). Arna and Sultana (2022) describe this as a multilingual setting where switching is normal for the educated middle class. Studies at Jahangirnagar University (Hossain & Bar, 2015) confirm English lexicon is systematically integrated into Bangla grammar, while Ferdous et al. (2024) identify social media as a primary incubator for these hybrid forms. Despite prescriptive pressure from the Bangla Academy, urban youth increasingly favor mixing, creating a significant "ideological gap."

2.6 Research Gap

Current literature is extensive but largely qualitative. There is a lack of quantitative studies correlating measured social media use with self-reported code-switching frequency. Furthermore, digital Banglish has rarely been analyzed using the formal MLF model within Bangladesh, and the cognitive divide between linguistic purism and actual practice remains empirically unmeasured. This study addresses these gaps through quantitative survey data from 63 individuals and structural analysis to provide an evidence-based foundation for future policy reform.

Chapter 3: Methodology

3.1 Research Design

This study employs a quantitative descriptive survey methodology to measure the frequency and distribution of code-switching behaviors. It also includes a qualitative elicitation component, using open-ended questions to gather authentic "Banglish" sentences and personal reflections. Data is analyzed through the Matrix Language Frame (MLF) model and thematic content analysis. Adopting a deductive approach, the study uses existing sociolinguistic theories to test hypotheses via a cross-sectional design, capturing a snapshot of current linguistic trends.

3.2 Theoretical Grounding

The research is grounded in the digital communication frameworks established in Chapter 2. The central hypothesis is that increased frequency and intensity of social media exposure positively correlates with the prevalence and normalization of code-switching among Bangladeshi youth.

3.3 Sampling and Participants

Target Population: Bangladeshi youth aged 15–30 (Generation Z and young Millennials) who use social media daily.

Sampling Method: Non-probability convenience sampling. Participants were recruited via Facebook, WhatsApp, and digital messaging—platforms central to the study's focus.

Sample Size: 63 complete responses. While limited in national reach, the sample provides a robust profile of urban, university-educated youth.

3.4 Data Collection Instrument

A structured **28-item Google Forms questionnaire** was used, divided into four sections:

Part A: Demographics & Tech Profile: Age, education, social media habits, and English proficiency.

Part B: English Confidence: Self-reported proficiency and usage confidence (Likert scales).

Part C: Behaviors & Attitudes: 13 items measuring code-switching frequency, automaticity, and attitudes toward linguistic purism.

Part D: Qualitative Elicitation: Open-ended prompts for natural bilingual sentences and reflections on social media's influence.

3.5 Validity, Reliability, and Analysis

Validity: Items were pre-tested and aligned with established sociolinguistic constructs to ensure content validity.

Quantitative Analysis: Performed via Microsoft Excel using descriptive statistics (frequency counts, percentages, and cross-tabulation).

Qualitative Analysis:

Structural: Applying the MLF model to identify Matrix and Embedded languages.

Thematic: Coding reflective responses to identify recurring sociocultural themes.

3.6 Ethical Considerations

Informed Consent: Participants provided digital consent after being briefed on the study's voluntary nature.

Anonymity: No personally identifiable information was collected; data was analyzed in aggregate.

Security: Data was stored in password-protected, encrypted files accessible only for academic analysis.

3.7 Limitations

Sampling Bias: The study used convenience sampling and included only 63 participants, most of whom were urban and university educated. Therefore, the findings cannot represent all Bangladeshi speakers or all age groups.

Self-Reporting: The study relied on self-reported responses, which may not fully reflect actual language behavior.

Design Constraints: As a cross-sectional study, it identifies patterns rather than definitive longitudinal causality.

Statistical Depth: Focuses on descriptive statistics rather than inferential tests for correlati

Chapter 4: Data Analysis and Findings

This section presents the main analysis of the study. The findings are organized according to the research questions and participants responses. The analysis is organized around the four research questions and categorized into: demographic analysis (4.1), social media usage (4.2), English proficiency (4.3), code-switching behaviors (4.4), ideological positioning (4.5), and structural linguistic analysis (4.6). Each survey item is examined individually to ensure precision. Percentages represent legitimate responses, with minor discrepancies due to rounding. Percentages exceeding 100% indicate multi-select questions.

4.1 Participant Demographics

Understanding demographic characteristics is essential for contextualizing the behavioral and attitudinal data that follows. All 63 respondents met the criteria for Bangladeshi youth with active social media presence.

Question 1: Age Distribution

1. Mention your Age: _____

63 responses

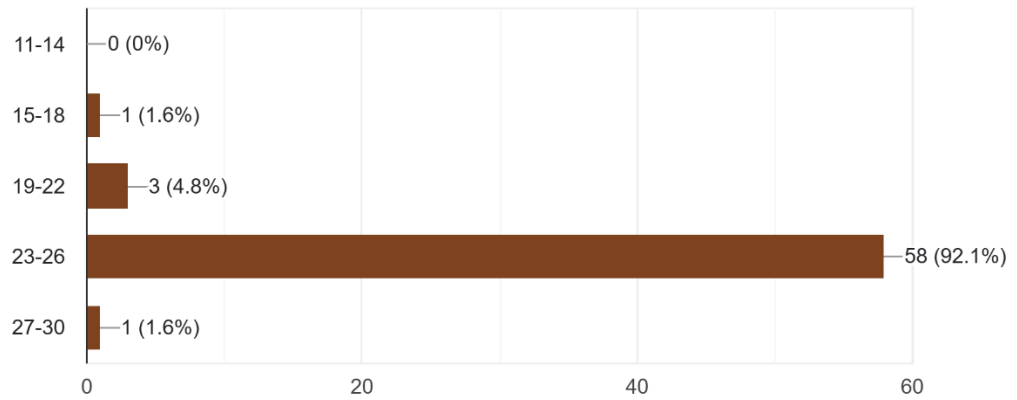


Figure 1 Age distribution of survey respondents (N = 63)

This distribution reflects the study's digital recruitment and highlights young adults in this range as the most digitally engaged and bilingual sector of Bangladeshi youth. Their long-term exposure to bilingual online contexts makes them an ideal demographic for studying social media's influence on code-switching.

Question 2: Gender Distribution

63 responses

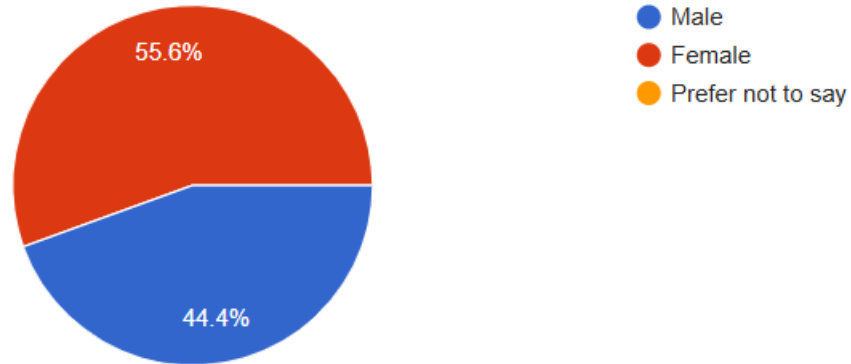


Figure 2 Gender distribution of survey respondents (N = 63)

No participants selected "Prefer not to say." This near-equality ensures that the study's behavioral and attitudinal data are not significantly distorted by gender disparity. The slight female majority aligns with typical survey participation trends in South Asian academic settings.

Question 3: Educational Background

63 responses

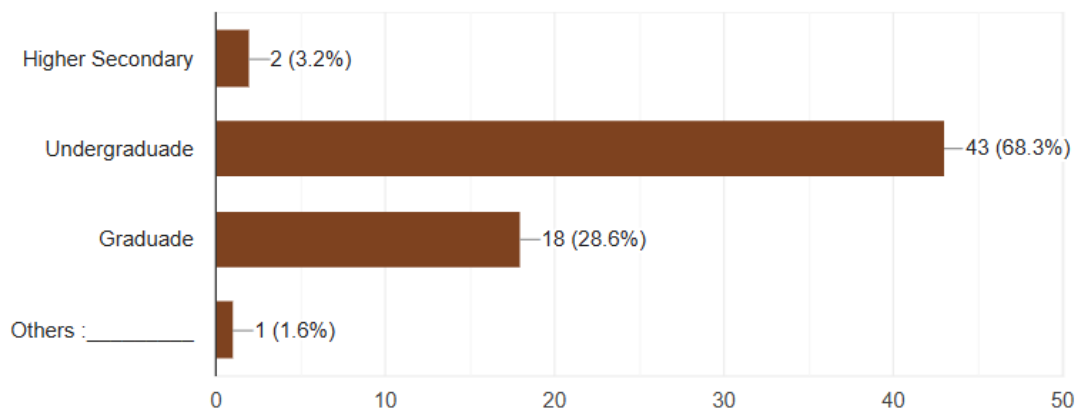


Figure 3 Educational level of survey respondents (N = 63)

The sample was uniformly highly educated, with the majority being **undergraduate students**. This high educational attainment is significant, as university students face increased exposure to English-medium instruction and global social media networks, both of which foster multilingual engagement.

Variable	Category	n	%
Age Group	11–14	0	0.0%
	15–18	1	1.6%
	19–22	3	4.8%
	23–26	58	92.1%
	27–30	1	1.6%
Gender	Female	≈35	55.6%
	Male	≈28	44.4%
	Prefer not to say	0	0.0%
Education	Higher Secondary	2	3.2%
	Undergraduate	43	68.3%
	Graduate	18	28.6%
	Other	1	1.6%

Table 1 Demographic Profile of Participants (N = 63)

4.2 Social Media Usage Patterns

This section analyzes the social media engagement patterns of participants, including frequency, daily duration, age of initial use, device preference, and favored online language. These variables provide background information for understanding code-switching behavior.

Question 4: How Often Do You Use Social Media?

63 responses

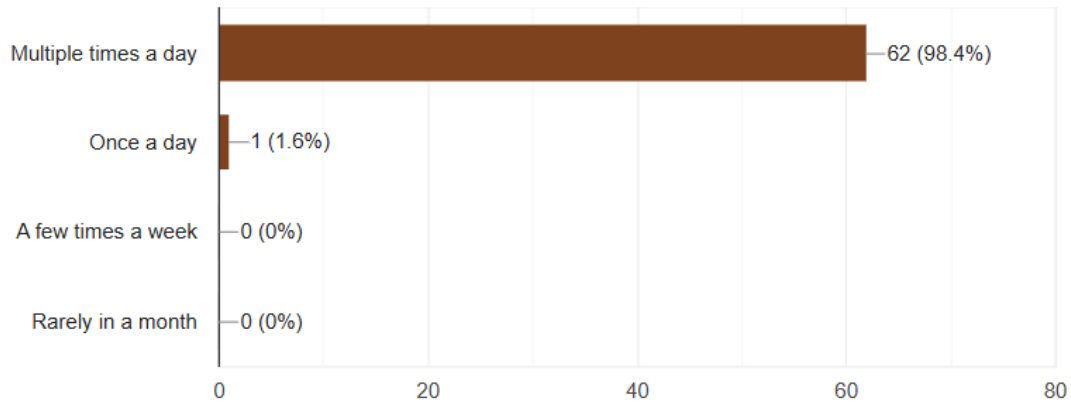


Figure 4 Frequency of social media use (N = 63)

Most participants used social media multiple times daily, showing that social media is a regular part of their daily communication.

Question 5: Daily Duration of Social Media Use

62 responses

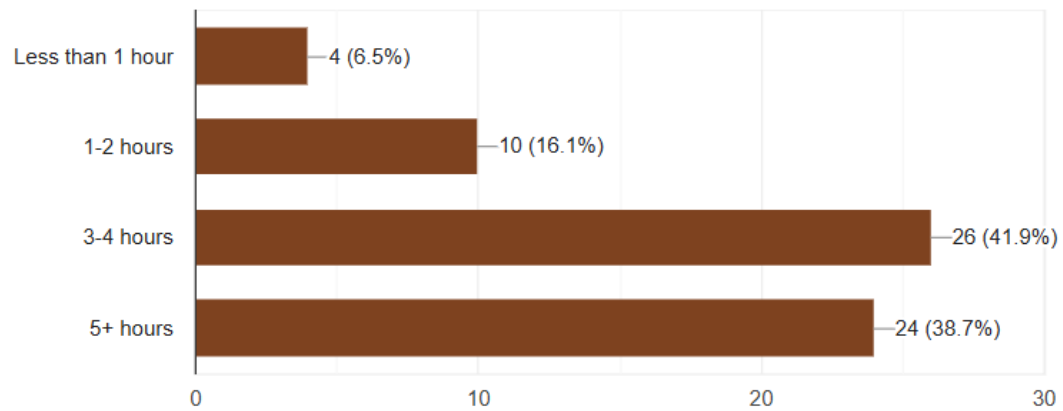


Figure 5 Daily active usage time on social media (N = 62)

Most participants spent more than three hours daily on social media ,showing high digital engagement.

Question 6: At What Age Did You Start Using Social Media?

63 responses

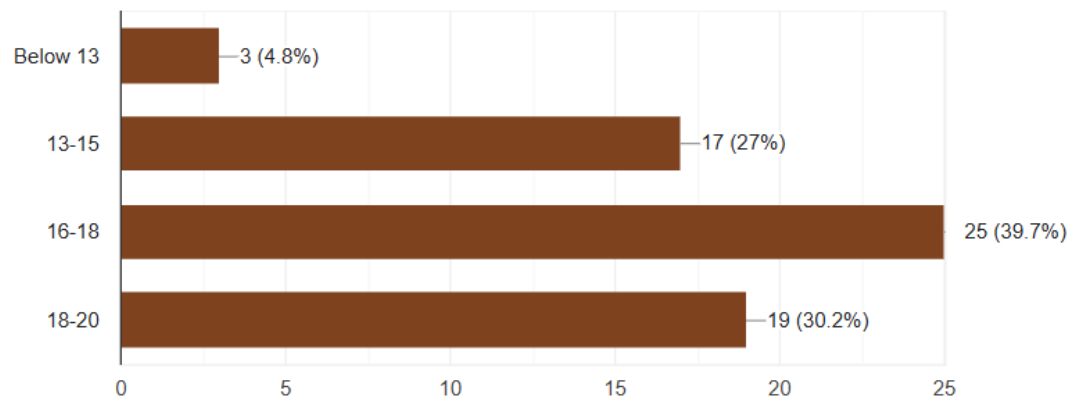


Figure 6 Age of first social media use (N = 63)

Most participants started using social media during their teenage years.

Question 7: Which Device Do You Mostly Use for Social Media?

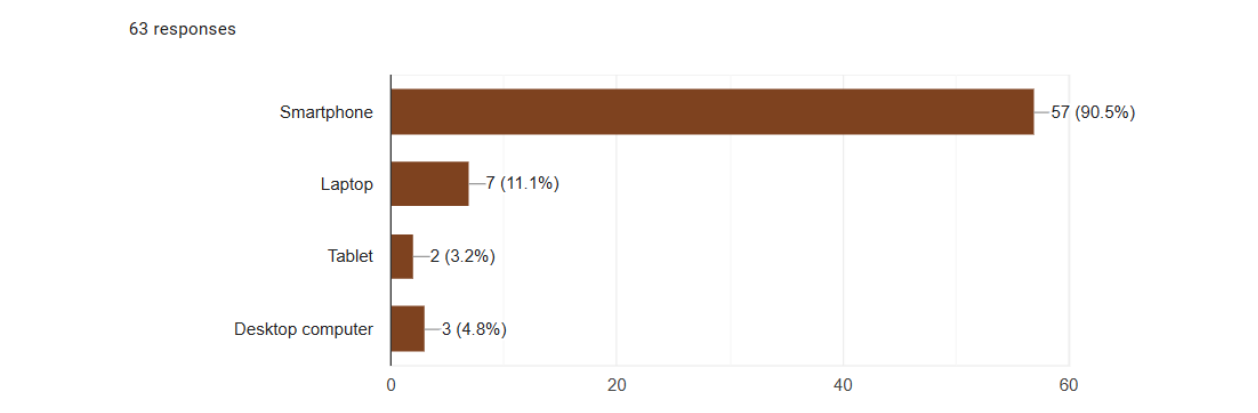


Figure 7 Primary device used for social media access (N = 63)

Smartphone were the most commonly used device for accessing social media among participants.

Question 8: What Language(s) Do You Mostly Use When Chatting Online?

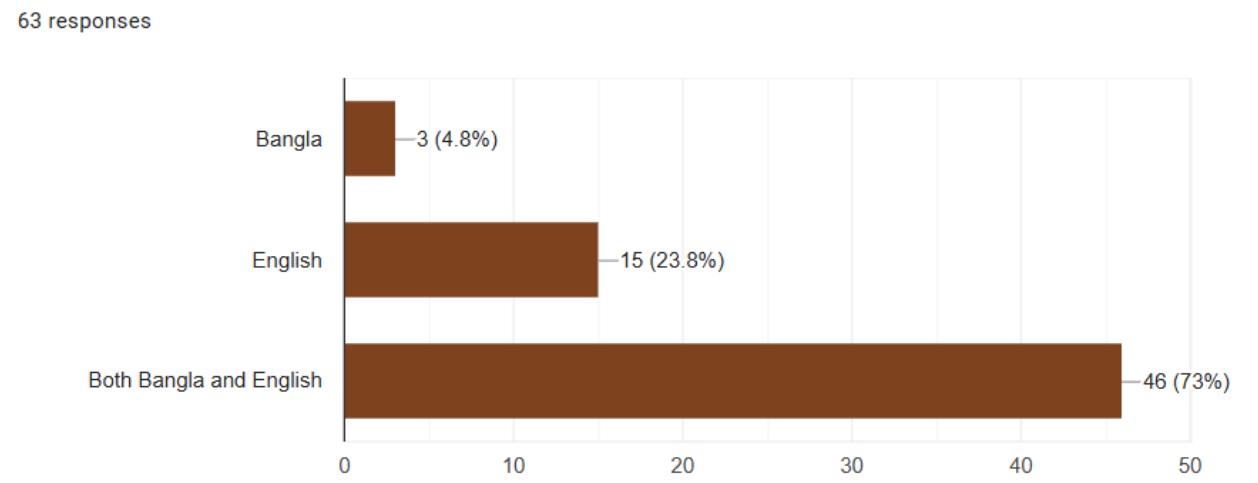


Figure 8 Language preference for online chatting (N = 63)

Most participants began using both Bangla and English while chatting social media as teenagers.

Usage Variable	Category	N	%
Frequency of Use	Multiple times a day	62	98.4%
	Once a day	1	1.6%
	A few times a week	0	0.0%
	Rarely in a month	0	0.0%
Daily Duration	Less than 1 hour	4	6.5%
	1–2 hours	10	16.1%
	3–4 hours	26	41.9%
	5+ hours	24	38.7%
Age of First Use	Below 13	3	4.8%
	13–15 years	17	27.0%
	16–18 years	25	39.7%
	18–20 years	19	30.2%
Primary Device	Smartphone	57	90.5%
(multi-select)	Laptop	7	11.1%
	Desktop Computer	3	4.8%
	Tablet	2	3.2%
Online Language	Both Bangla and English	46	73.0%

Usage Variable	Category	N	%
	English only	15	23.8%
	Bangla only	3	4.8%

Table 2 Social Media Usage Patterns (N = 63)

4.3 English Proficiency and Comfort

This section analyzes participants' self-evaluated English competence and their comfort in utilizing English for everyday communication. These factors may influence participants tendency to use code-switching in daily communication.

Question 9: How Comfortable Do You Feel Using English in Everyday Communication?

63 responses

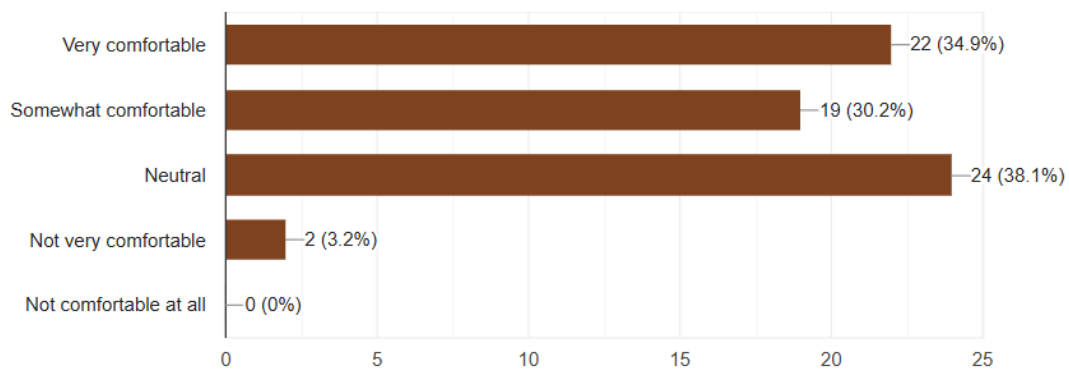


Figure 9 Self-reported comfort with English in everyday communication (N = 63)

Most participants reported feeling comfortable or neutral using English in everyday communication.

Question 10: My English Proficiency Level Is

63 responses

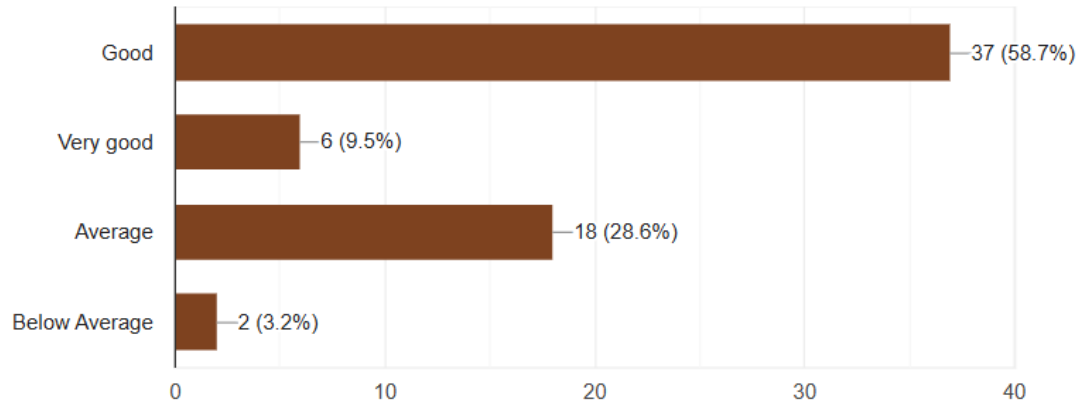


Figure 10 Self-assessed English proficiency level (N = 63)

Most participants rated their English proficiency as good or average. This suggests that participants were generally comfortable using English in communication.

Survey Item	Response Category	N	%
Q9: Comfort with English	Very Comfortable	22	34.9%
	Somewhat Comfortable	19	30.2%
	Neutral	24	38.1%
	Not Very Comfortable	2	3.2%
	Not Comfortable At All	0	0.0%
Q10: Proficiency Level	Very Good	6	9.5%

Survey Item	Response Category	N	%
	Good	37	58.7%
	Average	18	28.6%
	Below Average	2	3.2%

Table 3 English Proficiency and Comfort Self-Assessment (N = 63)

4.4 Code-Switching Behaviours and Attitudes

This section presents the main analysis s of the study. It analyzes participants' self-reported code-switching practices, motivations, awareness, and the influence of social media on these activities. Items 11 to 25 are discussed individually below.

Question 11: I Use English Words While Speaking Bangla Even When I Know the Bangla Equivalent Is Available (Scale 1–5)

63 responses

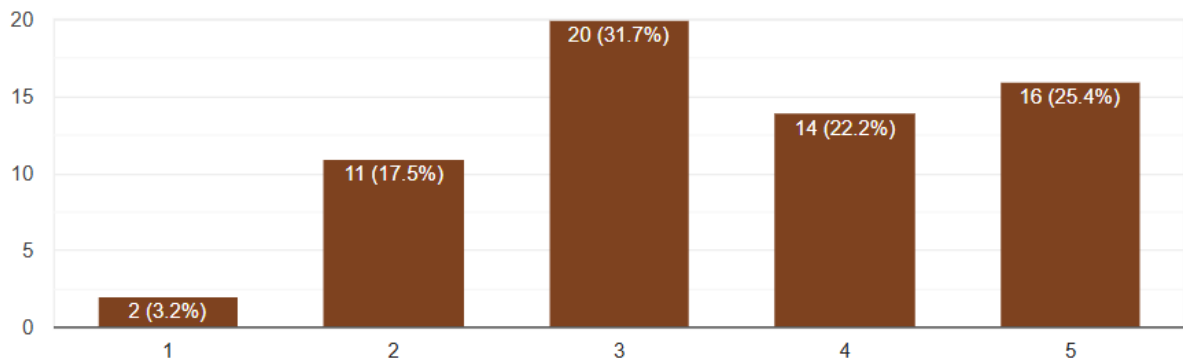


Figure 11 Use of English despite Bangla equivalent being available 5-point scale (N = 63)

The participants reported using English words even when Bangla alternatives were available.

Question 12: My Use of English in Daily Conversations Depends on How Confident I Feel in English

63 responses

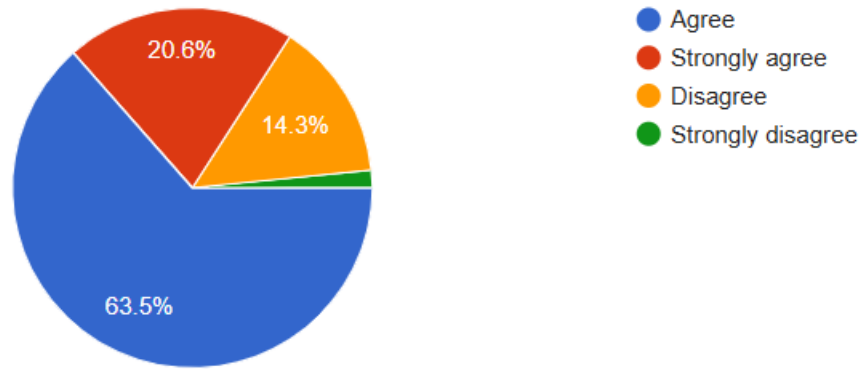


Figure 12 Confidence as a driver of English use in daily conversations (N = 63)

The findings suggest that participants who felt more confident in English social media exposure may influence use of English more frequently.

Question 13: After Spending Time on Social Media, I Tend to Use More English Words Offline

63 responses

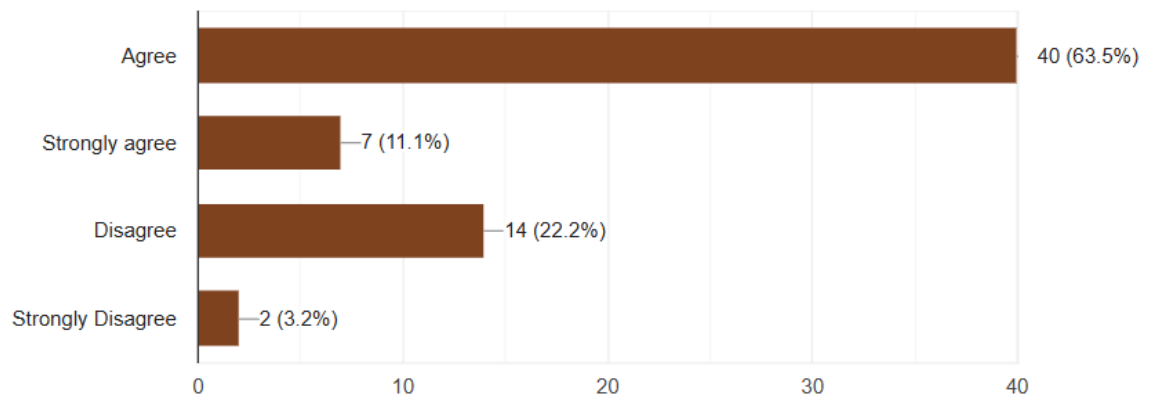


Figure 13 Online-to-offline transfer of English usage after social media time (N = 63)

The findings suggest that social media exposure may influence participants' using English in everyday communication.

Question 14: The Way I Speak on Social Media Influences How I Speak in Real Life

63 responses

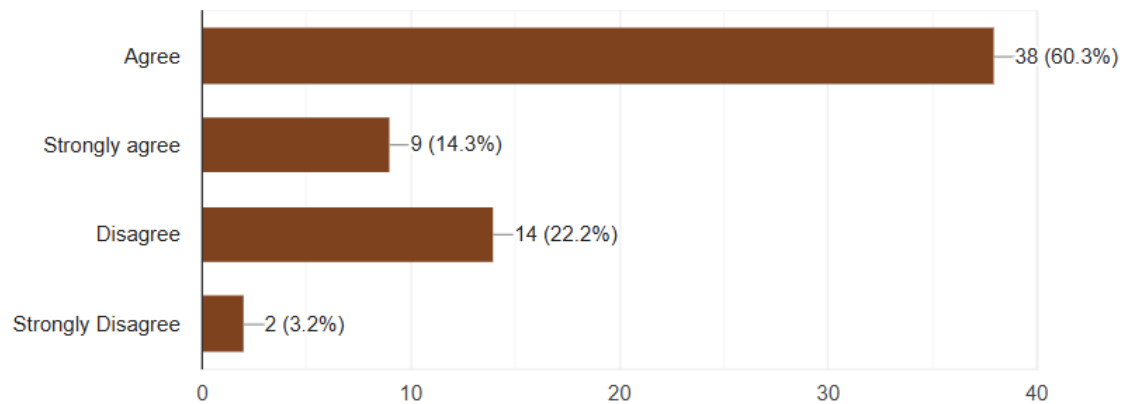


Figure 14 Social media speech style as an influence on real-life speech (N = 63)

The findings suggest a possible connection between online and offline language use. Respondents agreed their social media speech style influences real-life communication.

Question 15: I Consciously Notice English Phrases from Social Media Entering My Everyday Speech

63 responses

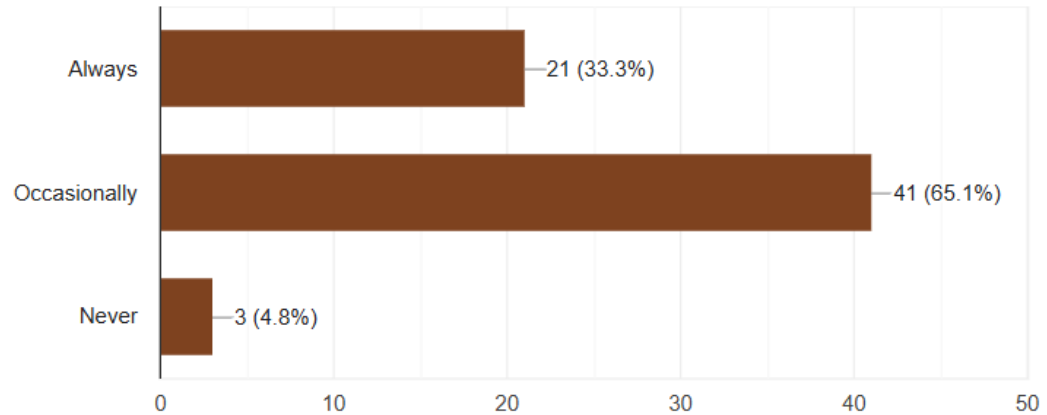


Figure 15 Conscious awareness of social media English phrases entering everyday speech (N = 63)

Many participants noticed English phrases from social media appearing in their daily speech.

Question 16: Most of the English Words I Use in Conversations Were First Encountered on Social Media

63 responses

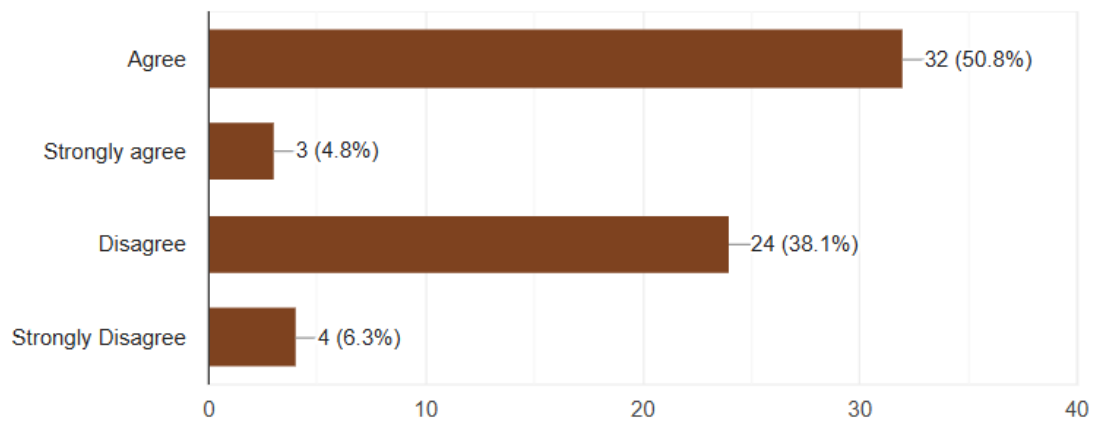


Figure 16 Social media as the primary site of English vocabulary acquisition (N = 63)

This shows that many participants believe social media plays an important role in learning English vocabulary.

Question 17: I Code-Switch More After Watching English or Bilingual Content Online

63 responses

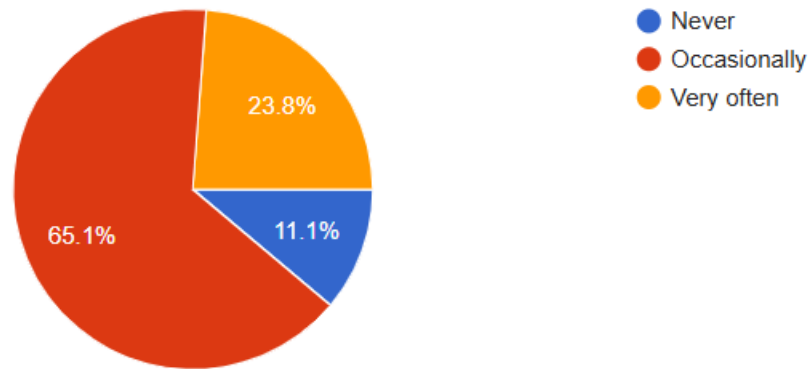


Figure 17 Effect of English or bilingual content consumption on code-switching frequency (N = 63)

Most participants reported increased code-switching after consuming English or bilingual content online.

Question 18: Different Social Media Platforms Influence My Language Differently

63 responses

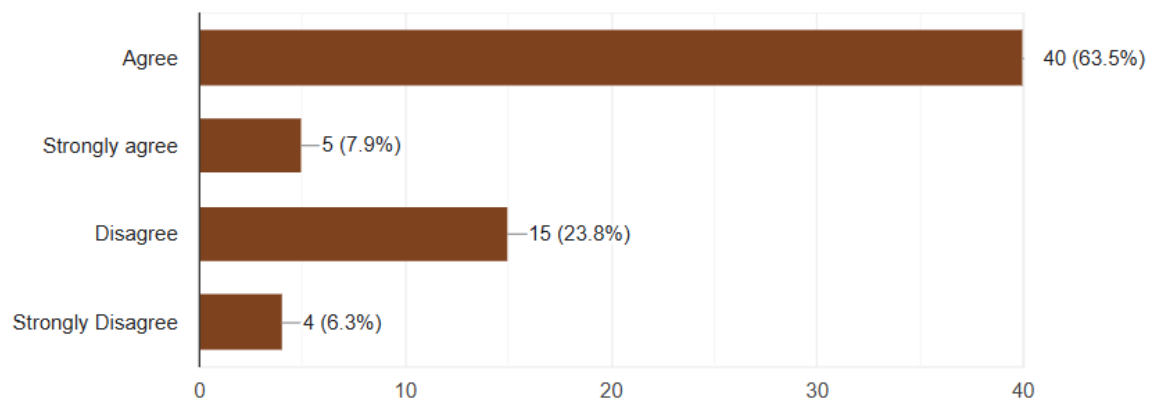


Figure 18 Platform-differentiated linguistic influence on language use (N = 63)

Participants believed that different social media platforms influenced their language use differently.

Question 19: When Chatting Online, I Mix Bangla and English More Than I Do in Face-to-Face Conversations

63 responses

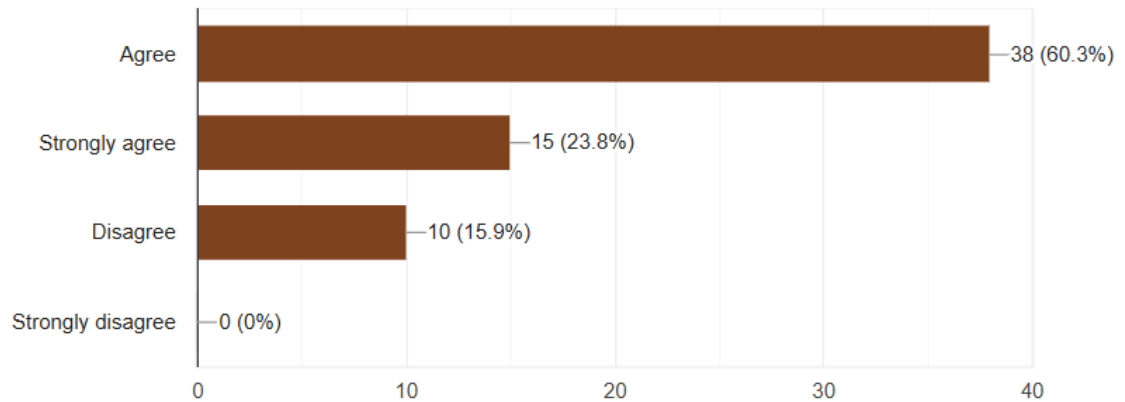


Figure 19 Comparison of online vs. face-to-face code-switching frequency (N = 63)

This shows that the digital environment significantly enhances code-mixing beyond physical interactions. Most participants mixed Bangla and English more in face-to-face conversations.

Question 20: Code-Switching Has Become Automatic in My Speech

63 responses

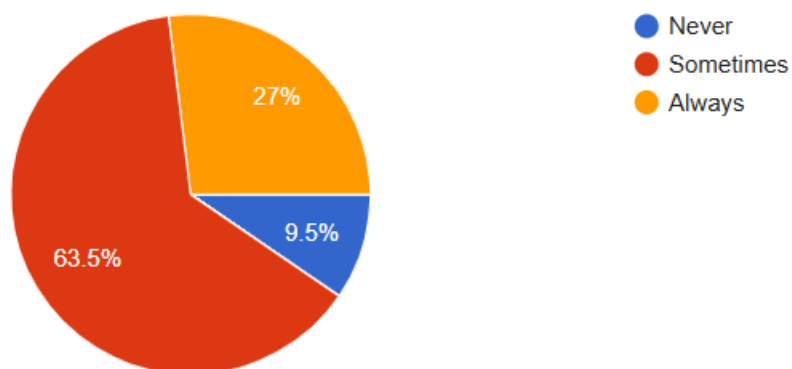


Figure 20 Degree of automaticity in code-switching behavior (N = 63)

Many participants reported that code-switching had become a regular habit in communication.

Question 21: I Prefer Speaking Pure Bangla Without Mixing English

63 responses

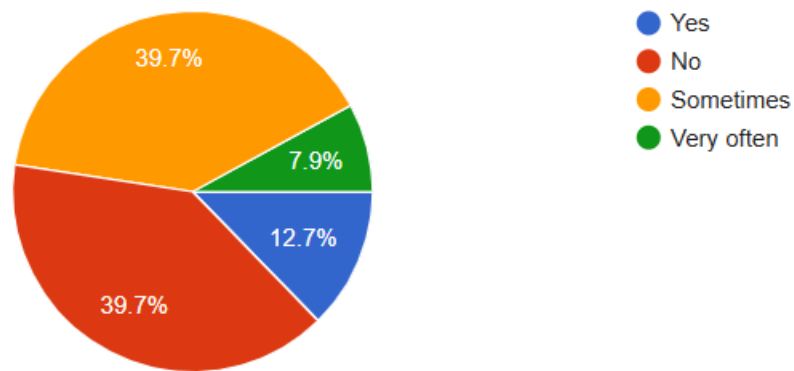


Figure 21 Preference for monolingual Bangla speech (N = 63)

Only a small number of participants strongly preferred speaking pure Bangla.

Question 22: Even If I Believe Bangla Should Not Be Mixed with Other Languages, I Still Use English Words Frequently

63 responses

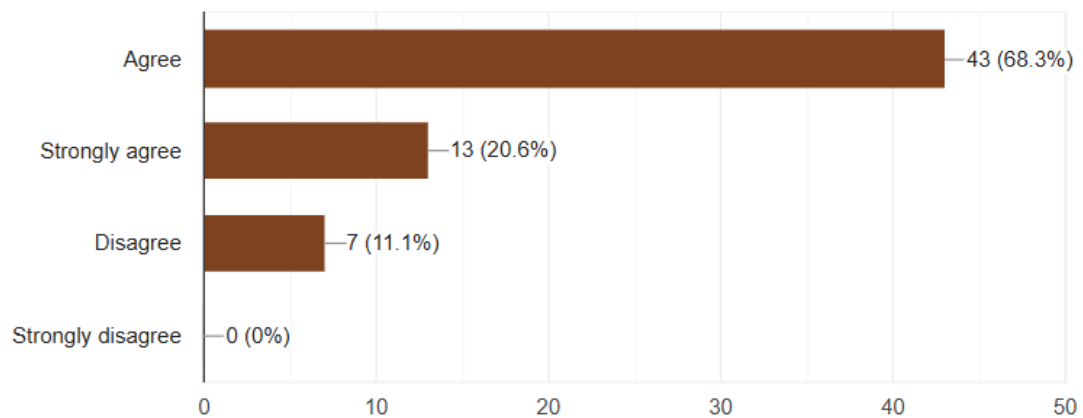


Figure 22 Ideological-behavioral gap regarding Bangla purity (N = 63)

The findings showed differences between participants' belief about pure Bangla and their actual language practices.

Question 23: I Code-Switch More with Friends Who Are Active on Social Media

63 responses

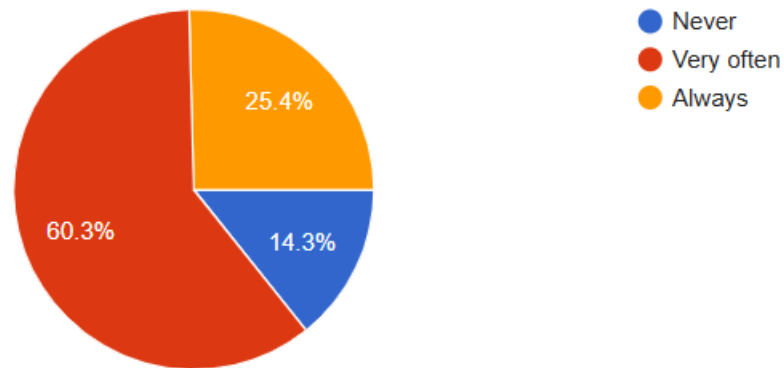


Figure 23 Code-switching frequency as a function of peers' social media activity (N = 63)

Many participants reported more code-switching with friends who were active on social media.

Question 24: I Reduce Code-Switching in Formal Situations (e.g., Presentations, Official Settings)

63 responses

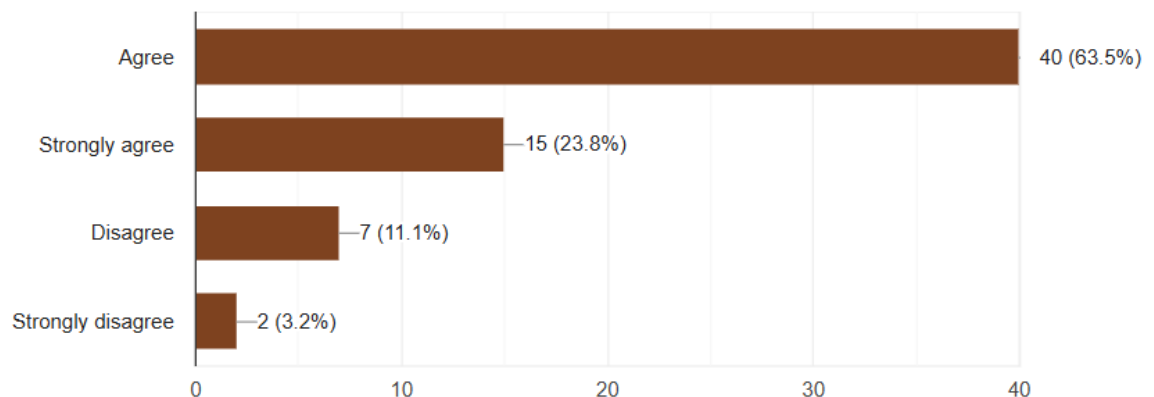


Figure 24 Register awareness and formal-situation code-switching reduction (N = 63)

Most participants reported reducing code-switching in formal situations such as presentations or official communication. This suggests that participants are aware of different language expectations in formal and informal contexts. Although many participants are aware of different language expectations in formal and informal contexts. Although many participants frequently mix Bangla and English in casual communication, they appear to adjust their language use depending on the situation.

Question 25: My Family's Language Use Influences How Much I Mix English with Bangla

63 responses

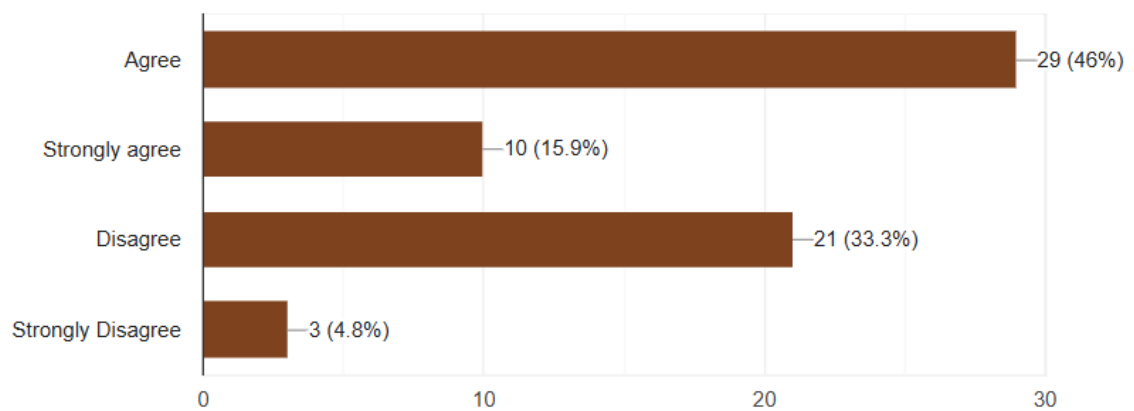


Figure 25 Family language environment as an influence on code-switching (N = 63)

Many participants believed that family language habits influenced their use of mixed language.

Survey Item / Behaviour	Response Level	%
Q11: Use English even when Bangla available	Agree + Strongly Agree (Scale 4+5)	47.6%
Q12: English use depends on confidence	Agree + Strongly Agree	84.1%
Q13: Use more English offline after SM	Agree + Strongly Agree	74.6%
Q14: SM speech style influences real-life speech	Agree + Strongly Agree	74.6%

Survey Item / Behaviour	Response Level	%
Q15: Notice SM English phrases in daily speech	Occasionally + Always	98.4%
Q16: First encountered English words on SM	Agree + Strongly Agree	55.6%
Q17: Code-switch more after bilingual content	Occasionally + Very Often	88.9%
Q18: Different platforms influence language differently	Agree + Strongly Agree	71.4%
Q19: Mix more Bangla–English online than F2F	Agree + Strongly Agree	84.1%
Q20: Code-switching is automatic in speech	Sometimes + Always	90.5%
Q21: Prefer pure Bangla	Yes + Very Often (prefer pure Bangla)	20.6%
Q22: Still use English despite purity belief	Agree + Strongly Agree	88.9%
Q23: Code-switch more with SM-active friends	Very Often + Always	85.7%
Q24: Reduce code-switching in formal situations	Agree + Strongly Agree	87.3%
Q25: Family language influences mixing	Agree + Strongly Agree	61.9%

Table 4. Summary of Code-Switching Behavioural Indicators (N = 63)

4.5 The Ideological Paradox: Belief Versus Practice

The study's most important finding arises from the comparison of Questions 21, 22, and 28. Collectively, these measures disclose a significant and difference between participant's expressed normative views about Bangla purity and their actual communication conduct.

Question 28: Do You Think Social Media Influences Your Tendency to Mix Bangla and English in Daily Communication?

63 responses

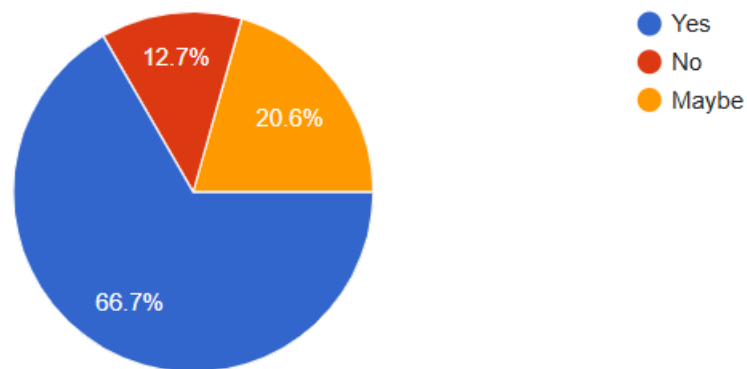


Figure 26 Self-attribution of social media's influence on language mixing (N = 63)

The final item directly asked if social media influences participants' tendency to mix Bangla and English. The majority responded **Yes (66.7%; n ≈ 42)**, with **20.6% (n ≈ 13)** selecting "Maybe" and only **12.7% (n ≈ 8)** choosing "No." The combined **87.3%** who identified a possible or definite link suggests of self-attribution; participants themselves introspectively recognize social media as an important factor of their bilingual behavior.

Questions 21, 22, and 28 reveal a significant **ideological dissonance**. While **88.9%** of participants code-switch despite believing in Bangla linguistic purity (Q22), only **20.6%** actually prefer speaking pure Bangla (Q21). Additionally, **87.3%** attribute this linguistic blending to social media (Q28). This gap shows that while nationalist ideals of "pure Bangla" persist as an abstract moral standard, pragmatic daily communication is dominated by hybrid **Banglish**. This shift is driven by digital connectivity, peer affiliation, and the cultural capital of bilingualism, making code-switching the functional norm in the digital social sphere.

This ideological dilemma carries significant implications for language policy. Current frameworks often view code-switching as a linguistic deviation or inadequacy; however, such a perspective is misaligned with the reality of **88.9%** of participants in this study. For this cohort, blending languages is not a disregard for norms, but a response to social environments where hybrid communication is instinctive, pragmatic, and socially advantageous. Future studies may further explore the role of code-switching in communication.

4.6 Structural Analysis of Elicited Sentences (Question 26)

Question 26 solicited participants to furnish a naturally occurring statement in which they recently integrated Bangla and English. The structural study of substantive answers, utilizing the Matrix Language Frame (MLF) model (Myers-Scotton, 1993) and Muysken's (2000) typological framework, uncovers consistent and distinctly patterned structural regularities. The subsequent examples are indicative of the corpus.

4.6.1 Representative Examples

Example 1

‘Ami assignment complete korechi but submission er age ekbar review korte hobe.’

Bangla provides the grammatical frame (SOV word order, tense suffix -echi, infinitive construction -korte hobe). English nouns (assignment, submission, review) and verb (complete) are inserted as content morphemes into the Bangla syntactic skeleton.

Example 2

‘You know dost j tui better perform korbi match e.’

English clause-level alternation at the opening (‘You know’), followed by a Bangla-framed continuation with English content morphemes (better, perform, match) integrated via Bangla morphology.

Example 3

‘Ami actually wanting to go বাহিরে’

English structural elements (actually, wanting to go) embedded within a Bangla conversational frame, with Bangla script alongside Romanized text, demonstrating both code-switching and orthographic mixing.

Example 4

‘Amra University of Győr te project korbo, but time management ta khub important.’

Intersentential alternation using the English coordinator ‘but’. English nouns (project, time management) are embedded in a Bangla SOV frame with Bangla copula and particle (-ta) attached directly to the English compound noun.

Example 5

‘Actually আমি জানি না’

Single-word English adverb (Actually) used as a pragmatic discourse marker to front a full Bangla clause. Romanized Bangla mixed with native Bangla script, exemplifying the orthographic code-mixing characteristic of smartphone-mediated communication.

4.6.2 Key Structural Patterns

Pattern 1: Insertional Mixing (Dominant): Bangla serves as the **Matrix Language**, providing word order (\$SOV\$) and system morphemes, while English provides content morphemes (nouns, adjectives, adverbs).

Pattern 2: Clause-Level Alternation: Full English independent clauses are attached to Bangla structures, often via conjunctions like *but*, *so*, or *tai*. This occurs at syntactic boundaries, aligning with Poplack’s (1980) **Equivalence Constraint**.

Pattern 3: Productive Hybrid Verb Morphology: English verbal bases integrate into Bangla using the light verb '**kora**' (*to do*), e.g., *finish korechi*. This allows English verbs to carry Bangla tense and mood without violating the **System Morpheme Principle**.

Pattern 4: Romanized Orthographic Mixing: Bangla lexemes frequently appear in Roman script alongside English. This creates a visually distinct "digital Banglish" unique to smartphone-mediated communication.

Sociolinguistic Insight: Digital Banglish is a regulated, predictable bilingual code, not a grammatically disordered one. The persistence of Bangla's morphosyntactic authority proves its structural vitality remains strong, even as English expands lexically. This discredits "deficit-oriented" views that frame code-switching as a linguistic deficiency.

4.7 Participant Reflections on Language Change (Question 27)

Responses to Question 27: "Has social media influenced the evolution of your language?" The inquiry "If yes, how?" produced numerous significant and recurring themes, outlined below.

Theme 1: Vocabulary Development through Social Media

Several interviewees openly recognized social media as the origin of new English terms and idioms that have become integral to their active vocabulary: 'Yes.' I frequently utilize numerous slang terms that I have heard on social media. Another elaborated: 'Indeed, social media facilitates the proliferation of slang, informal syntax, and code-switching occurrences. Individuals that engage with social media, whether intentionally or inadvertently, cultivate a specific linguistic

behavior. These replies validate social media as a principal informal conduit for vocabulary acquisition occurring outside official educational settings.

Theme 2: Enhanced Informality, Abbreviation, and Register Adaptability

Participants often characterized social media as promoting brevity and conversational language, alongside an increased ease with informal registers and the capacity to switch between them. Exposure to social media seems to have expanded participants' style range, enhancing their comfort with informality while maintaining an understanding of when formality is necessary.

Theme 3: Naturalization of English in Various Domains

Numerous respondents indicated that English has become more instinctive than Bangla in certain semantic areas, especially in technology, digital culture, and emotional expressiveness. For these speakers, the English phrase is not only accessible but has also become the unmarked, default code for specific themes, even among persons whose native language is Bangla.

Theme 4: Counter-Narrative (Anglophone Educational Background)

A handful of participants presented a nuanced counter-argument, observing that English had been their language of comfort previous to social media, owing to English-medium education. For these respondents, social media did not initiate code-switching but rather enhanced particular elements of it, specifically the use of contractions, initialisms, and phonological traits typical of

online communication. This indicates that the linguistic impact of social media may be influenced by the language of instruction in preceding education.

Chapter 5: Discussion

5.1 RQ1: Usage Frequency & Code-Switching

The findings suggest that frequent social media use may be related to increased code-switching among participants. This is similar to Grosjean's (2001) discussion of bilingual communication, where both languages remain active during interaction. This suggests that regular exposure to bilingual online communication may influence participants' language habits.

5.2 RQ2: Purpose and Intensity

Both content consumption and interactive communication catalyze code-switching. Participants report increased switching after consuming digital content, aligning with **Androutsopoulos's (2015) Networked Multilingualism**, where exposure—not just production—reshapes repertoires. Interactivity is equally vital: participants switch more with digitally active peers, validating **Communication Accommodation Theory (Giles, 1973)**.

Participants linguistically align with their digital peer groups to signal in-group cohesion. Online interaction may encourage participants to use mixed language more frequently.

5.3 RQ3: Structural Patterns

The findings showed that participants mainly used Bangla as the base language during communication, while English words, phrases, and expressions were frequently mixed within Bangla sentences.

This pattern appeared consistently in many of the examples collected from participants. This finding is consistent with Myers-Scotton's Matrix Language Frame (MLF) model, which

explains that in bilingual communication one language generally provides the grammatical structure while the other language contributes additional lexical items.

The results suggest that participants used code-switching in an organized and meaningful manner rather than randomly mixing languages. This also indicates that bilingual communication has become a regular and functional part of participants digital and everyday interactions.

5.4 RQ4: English Content Exposure

Participants reported increased code-switching after exposure to English content online. This finding is similar to Garcia and Wei's (2014) discussion of translanguaging. Digital content may influence bilingual communication practices.

5.5 The Ideological Paradox

Many participants valued pure Bangla but still reported frequently mixing Bangla and English in daily communication. This shows a difference between language attitudes and actual language use. This finding's is similar to previous studies which found that bilingual speakers often support their native language while also using mixed -language communication in everyday life. The results suggest that participants may change their language style depending on social context, audience, and communication needs.

Chapter 6: Implications and Recommendations

6.1 For Language Policymakers

Practical Digital Policy: Educational discussions may consider the growing use of mixed language in digital communication among participants in this study.

6.2 For Educators and Curricula

Adopt Translanguaging Pedagogy: Teachers may recognize code-switching as a communicative resource in classroom interaction.

Teach Register Awareness: Students can be taught register awareness so they understand when formal or informal language is appropriate.

Digital Tools as Resources: Teachers may use examples from digital communication to discuss language variation in classroom activities.

6.3 For Future Research

Demographic Diversity: Future studies may include participants from rural areas and different educational backgrounds.

Longitudinal & Platform-Specific Studies: Future research may examine differences between specific social media platforms.

Chapter 7: Conclusion

7.1 Study Summary

This study examined the impact of social media on code-switching among 63 Bangladeshi urban university students (ages 23–26). By analyzing usage patterns, attitudes, and grammar, the findings suggest that social media may influence the communication patterns of participants in this study.

7.2 Key Results

Near-Universal Engagement: 98.4% use social media multiple times daily; 74.6% spend over 3 hours online.

Automatic Habit: 90.5% report code-switching as automatic, indicating it is an entrenched habit rather than a conscious strategy.

Online-to-Offline Transfer: 74.2% use more English offline post-social media use, and 98.4% adopt digital English phrases in daily speech.

Identity over Deficiency: 47.6% prefer English words even when Bangla equivalents exist, using code-switching to signal identity and social affiliation.

Structural Stability: Structural analysis showed that Bangla mainly provided the grammatical structure in mixed- Language sentences.

Ideological Paradox: 88.9% value "pure" Bangla despite habitually mixing languages, revealing a gap between ideology and practice.

Vocabulary Source: 87.3% of participants reported that social media was an important context for learning and using new English terms.

7.3 Theoretical Contributions

The study validates several frameworks in a South Asian digital context:

MLF Model (Myers-Scotton, 1993): Confirms the "kora" light verb mechanism as a key integrative strategy.

Audience Design (Bell, 1984): Validated by the 85.5% who switch more with digitally active peers.

Ideological Dissonance: Quantifies the disparity between nationalist purism and pragmatic bilingual practice.

Translanguaging (Garcia & Wei, 2014): Highlights how digital engagement refreshes a speaker's dynamic bilingual repertoire.

7.4 Limitations

Sample Bias: Focused on urban, university-educated youth (23–26), limiting generalizability to rural or older populations.

Methodology: Relies on self-reported data and descriptive statistics rather than causal inferential testing.

Platform Aggregation: Treated "social media" as a monolith rather than analyzing unique platform cultures.

7.5 Final Thoughts

Digital **Banglish** is not a sign of linguistic decay but a creative adaptation to a globalized world. Bangladeshi youth do not view English and Bangla as rivals; instead, they navigate a complex "ideological paradox," maintaining a symbolic love for pure Bangla while utilizing a functional, hybrid register. For educators and policymakers, the challenge is not to "save" Bangla from English, but to ensure Bangla remains culturally and structurally vibrant within this new, irreversible bilingual reality.

References

- Androutsopoulos, J. (2013). Code-switching in computer-mediated communication. In S. C. Herring, D. Stein, & T. Virtanen (Eds.), *Pragmatics of computer-mediated communication* (pp. 667–694). De Gruyter Mouton.
- Androutsopoulos, J. (2015). Networked multilingualism: Some language practices on Facebook and their implications. *International Journal of Bilingualism*, 19(2), 185–205.
<https://doi.org/10.1177/1367006913489198>
- Arna, A., & Sultana, N. (2022). An overview on the national language policy of Bangladesh: Language manipulation in different realms by the indigenous community. *Journal of Research in Sociolinguistics and Popular English Literature*, 6(29), 1–18.
- Auer, P. (1998). Introduction: Bilingual conversation revisited. In P. Auer (Ed.), *Code-switching in conversation: Language, interaction and identity* (pp. 1–24). Routledge.
- Bell, A. (1984). Language style as audience design. *Language in Society*, 13(2), 145–204.
<https://doi.org/10.1017/S004740450001037X>
- boyd, d. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.
- Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, 7(4–5), 585–614. <https://doi.org/10.1177/1461445605054407>
- Crystal, D. (2006). *Language and the Internet* (2nd ed.). Cambridge University Press.
- Eisenstein, J., O'Connor, B., Smith, N. A., & Xing, E. P. (2014). Diffusion of lexical change in social media. *PLOS ONE*, 9(11), e113114. <https://doi.org/10.1371/journal.pone.0113114>
- Ferdous, S., Joher, U. H. M., & Rony, H. A. Z. (2024). Influence of social media on code-switching and code-mixing behaviour among the young generation of Bangladesh. *BELTA Journal*, 7(1), 1–12.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Giles, H. (1973). Accent mobility: A model and some data. *Anthropological Linguistics*, 15(2), 87–105.
- Grosjean, F. (2001). The bilingual's language modes. In J. Nicol (Ed.), *One mind, two languages: Bilingual language processing* (pp. 1–22). Blackwell.
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.
- Hossain, D., & Bar, K. (2015). A case study in code-mixing among Jahangirnagar University students. *International Journal of English and Literature*, 6(7), 123–139.
<https://doi.org/10.5897/IJEL2015.0802>

- Islam, M., & Ahmed, S. (2020). Code-switching in social media discourse in Bangladesh. *Journal of Language Studies*, 20(2), 45–62.
- Johanes, J. (2017). *The influence of code-switching and code-mixing on learning English language in secondary schools: The case of Rombo District* (Master's thesis, The Open University of Tanzania).
- Labov, W. (2001). *Principles of linguistic change: Vol. 2. Social factors*. Blackwell.
- Lee, C. K. M. (2017). *Multilingualism online*. Routledge.
- Marwick, A., & boyd, d. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New Media & Society*, 13(1), 114–133.
<https://doi.org/10.1177/1461444810365313>
- Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. Cambridge University Press.
- Myers-Scotton, C. (1993). *Duelling languages: Grammatical structure in codeswitching*. Oxford University Press.
- Myers-Scotton, C. (1997). Codeswitching. In F. Coulmas (Ed.), *The handbook of sociolinguistics* (pp. 217–237). Blackwell.
- Myers-Scotton, C., & Jake, J. L. (2000). Four types of morpheme: Evidence from aphasia, code switching, and second-language acquisition. *Linguistics*, 38(6), 1053–1100.
- Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. *Linguistics*, 18(7–8), 581–618.
<https://doi.org/10.1515/ling.1980.18.7-8.581>
- Rahman, M. (2018). Code-switching among university students in Bangladesh. *Dhaka University Journal of Linguistics*, 6(11), 55–78.
- Sultana, S. (2014). Young adults' linguistic practices and identities in Bangladesh. *International Journal of Bilingual Education and Bilingualism*, 17(1), 78–94.
<https://doi.org/10.1080/13670050.2012.738641>
- Tagg, C. (2015). *Exploring digital communication: Language in action*. Routledge.

Appendix A

Section 1 of 5

The Influence of Social Media Impact On Developing Code-Switching Practices among Bangladeshi Youth.

B I U  

Thank you for your time and participation. Your answers are greatly appreciated.

Code-switching is the practice of changing between two or more languages within a conversation, sentence, or even a single phrase. My thesis explores how social media platforms influence the way young people in Bangladesh mix languages in their daily communication.

My research focuses on the phenomenon of code-switching, particularly between Bangla and English, among Bangladeshi youth, given the growing use of platforms such as Facebook, Instagram, TikTok, and Snapchat. Young users are increasingly exposed to global linguistic trends, digital slang, and hybrid language styles. My study examines how digital environments influence the blending of Bangla and English in online posts, comments, captions, and private messages, and how this affects their speaking and writing styles.

This form is automatically collecting emails from all respondents. [Change settings](#)

