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**Research Article**

# EXPLORING THE SPEECH PATTERNS OF MULTILINGUAL YOUTUBERS: AN INDIVIDUAL MULTILINGUALISM PERSPECTIVE

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**Abstract.**
Wide exposure to cultural diversity often leads to people learning multiple languages. Accordingly, this factor causes bilingual or multilingual people to experience linguistic phenomena related to changes in the form of spoken and written language they use to communicate with others. Our study sought to find the consequences of being multilingual speakers focused on young YouTubers and identify their speech styles in their YouTube videos. Using a descriptive qualitative method, we collected the data using free-of-conversation listening and note-taking techniques. The result found that multilingual speakers alter their language morphologically and phonologically, affecting their way of speaking. At the morphology level, frequent use of intra-sentential switching and altering grammar and syntax was found. While at the phonology level, the original accents of some YouTubers were often carried away when they spoke in other languages. Also, three factors that affect the language choices of the YouTubers were found, namely participant, function of interaction, and setting. By examining the YouTuber multilingual community, this paper contributes to the development of the scholarship on multilingualism, offering another insight into the linguistic features of multilingual speakers and the way the subjects adjust languages to reach their purposes.

**Keywords:** multilingualism, code-switching, language alternation, language choice

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## 1. INTRODUCTION

Being in the era of globalization, the majority of bilingual or multilingual individuals encounter linguistic phenomena linked to modifications in the spoken and written forms of the language they employ to interact with others through social media videos like YouTube, TikTok, and Instagram. Unrestricted mobility puts people from many cultural and linguistic origins together in close proximity (Hazel & Svennevig, 2018). We discovered that some Indonesian YouTubers who had lived abroad for a while had undergone various linguistic phenomena characteristic of multilingual people, including changes to their vocabulary, syntax, phonology, and semantics of speech (Weinreich,

1953). According to Lambert, Just, and Segalowitz (1970), the simultaneous or early acquisition of two languages does not cause a delay in the development of skills in one or both languages. However, in all circumstances, the social context in which each language is learned must be taken into account as an important variable in addition to the additional effort required to master a second language.

In a multicultural society where communication patterns will converge, people who come from the heterogeneous background will converse using the dominant language as a lingua franca. It also refers to the impact that various sets of communication patterns have on one another. Their discourse patterns, such as the length of turns in discussions, the ways in which turns are maintained and appropriated, overlapping speech tendencies, and the decision to use complex interaction sequences, are significantly influenced by their cultural value system (Clyne, 2017).

In the same paper, Clyne (2017) defined Code-switching as a multilingual phenomenon that is broadly recognisable in terms of sociolinguistics of multilingualism and is typically prompted by conversational function and/or the social dimensions of code-choice. Code-switching modifies the grammatical structure of an utterance in addition to borrowing one or two words from another utterance. Grammatical change occurs rather quickly in contact situations, especially when the minority language is poorly maintained and there is significant isolation from the language's foundation. This could be a mix of Verb-second and Subject-Object-Verb, or it could be a gradual typological transformation, such as going from Subject-Object-Verb to Subject-Verb-Object.

Poplack (1980) distributed code-switching into three categories: intra-sentential switching, which involves inserting words or phrases within a sentence, inter-sentential switching, which involves inserting sentences in different languages between sentences, and tag switching, which involves inserting tags like fillers or other idiomatic expressions in a language other than the one used in the previous sentence.

On the other hand, while code-switching deals with the communicative function, language alternation focuses on the grammatical form. Despite being almost identical, they have two different ways of thinking about language output. Language alternation is the alternation of two recognizable grammatical systems (Betti, 2021). This, however, is different from the common definition of alternation in linguistics, which is a variation in the form of and/or sound of a word.

There are some factors affecting these phenomena. Following Malik (1994, p. 20), there are ten reasons for using code-switching in communication; (1) lack of facility, (2) lack of register, (3) mood of the speaker, (4) to emphasize a point, (5) habitual experience,

(6) semantic significance, (7) to show identity with a group, (8) pragmatic reasons, (9) to address a different audience, (10) to attract attention.

Ervin-Tripp (1964) identified four factors that might either cause a social reaction of indignation, change of situation, or introduce people into a scenario lacking strong normative qualities and enable maximum diversity. The first factor is setting. It includes location, time and place, and situation (i.e., a family breakfast, a meeting, a party, etc). The second is participants. According to sociolinguistic research, participants' sociological features as sex, age, and occupation—as well as their positions in relation to one another and in the context of the social setting—are the most crucial characteristics. Topic is the third factor. Topically equivalent sentences may be different in form so that topic is maintained through a paraphrase or translation. Function of interaction makes up the final factor. Verbal speech in a particular context may make reference to the outcomes of acts based on differences in their functions. The hearer is the categorization criterion, who can terminate the encounter to the satisfaction of the initiator. Requests for goods, services, information, or social reactions (i.e., informational or interpreting assistance; expressive monologues; avoiding conversation) are some examples.

In conducting this research, we referred to several theories related to multilingualism which are types of code switching proposed by Poplack (1980), the study by Betti (2021) entitled An Analysis of Code-Switching and Code-Mixing Used by Gita Savitri in Her Video Entitled "Everything Wrong with Hustle Culture," and factors that influence how people choose which language they use in a particular situation by Ervin-Tripp (1964).

There have been several studies that examined code switching in social media (Putri, 2019; Finandita, 2021; Mabela, Sabardila, Markhamah, & Wahyudi, 2022; Al-Oraibi & Himood, 2022; Pagul, Jayantini, & Ariyaningsih, 2022; Putri & Simatupang, 2022). In this study, we intend to find out the speaking habits of five different youtubers who live overseas. Therefore, we chose 5 different YouTubers (Gita Savitri Devi, Nihonggo Mantapu, Korean Reomit, Kimbab Family, and Shine Shine) and analyzed their speaking habits as multilingual people in their daily interactions with people recorded in videos on their YouTube channels. Through this research, we may understand the effects of being multilingual.

## 2. METHOD

This research is conducted through a descriptive study using qualitative methods, namely by describing the findings in analytical data analysis based on the research findings. The designated method chosen refers to what had been said by Olaleye

and Adedej (2015) that descriptive studies are considered the most suitable methods for gathering information to demonstrate relationships between some features and outcomes.

In obtaining the data, we used two techniques. First is the free-of-conversation listening technique, which positions the researcher not to be involved in the research conversation. The second technique is note-taking, which requires the researcher to record the speech containing multilingual aspects.

The data in this study were gained from 18 randomly selected videos. There are 5 YouTube channels where we took the videos as samples namely; Korea Reomit, Nihongo Mantappu, Kimbab Family, Gita Savitri Devi, and Shine Shine. These YouTubers are chosen due to showing the characteristics of a multilingual speaker behavior. Further, the background information of these YouTubers is also taken into consideration to gain enough data that can be explored and observed.

## 3. FINDINGS AND DISCUSSION

We identified two key phenomena in our research: language alternation and language choice. We classified the phenomena in the samples of language alternation detection into morphological and phonological levels. Additionally, these morphologically based classifications of language changes are further narrowed down into a number of distinct groups.

### 3.1. Language Alternation

### 3.1.1. Morphological Level

### 3.2. Code-Switching

The table below shows the samples found in the videos, which details are as follows.

Table 2. shows that intra-sentential switching is the most dominant type of code switching found in the data source while the other two types —inter-sentential and tag-switching— are shown less. Examples of how the usage of each of the code switching found by the Youtubers are as follows.

(1). 何これ？ 玉ねぎ か？ **Daging** 、 トマ 、 べ コン 。

(What is this? Onion? Meat, tomato, bacon.)

(2). Wuuuu, smooth like **mentega,** ですね ？

Table 1: Research Data Sources.

| Data Sources | Videos Taken as Samples |
| --- | --- |
| Gita Savitri Devi | Kenapa Kita Membenci? Beropini Eps. 46 (Devi, 2019) |
|  | Cosplay jadi orang kaya, terus nipu cewe-cewe sampe US$10.000.000 PagiPagi eps. 29 (Devi, 2022) |
| Nihongo Mantappu | Diundang Makan Sama Keluarga Indonesia Di Jepang! Anaknya Lucu Banget (Sijabat, 2022c) |
|  | Kasih Batik Ke Temen2 Jepang (Wasedaboys)! Gimana Reaksinya!? (Sijabat, 2022b) |
|  | Pergi Ke Pulau Tanpa Penduduk Di Jepang!? \| Wasedaboys Graduation Trip 4 (Sijabat, 2022e) |
|  | Tomo Juara Lomba Pidato Bahasa Indonesia Di Jepang! Bangga Banget!!📞 \| Tomo Vlog (Sijabat, 2022a) |
|  | Nginep Di Hotel Terbaik Jepang Selatan! All You Can Eat Nya Mantap Jiwa! \| Graduation Trip 5 (Sijabat, 2022f) |
|  | Setelah 5,5 Tahun, Akhirnya Wisuda Dari Beasiswa Jepang! Pidato Perpisahan 🥺 (Sijabat, 2022d) |
|  | Quiz Spelling Nama2 Daerah Indonesia w/ Wasedaboys! NGAKAK BANGET! (Sijabat, 2022g) |
|  | Makan "Mahal" Cuma Boleh Pake Bahasa Indonesia! Ngakak Bgt😄 (Sijabat, 2021) |
| Korea Reomit | Pertama Kalinya Jeanette Cobain Puasa😆!! Jam 17:00 Mau Nga-muk🤪 [Dari Sahur Sampai Buka] (Jang, 2022d) |
|  | Seharian Bareng Elsa!!! [Akhirnya Elsa Kembali Lagi]👻👻👻 (Jang, 2022b) |
|  | Mahasiswi Indonesia Yang Mau Jadi Back Dancer YGX!! (Jang, 2021) |
|  | Youtuber Korea Yang Lagi Rame Boramtube! Dibunuh Ortunya??? (Jang, 2022a) |
|  | Ketemu orang Indonesia dadakan di tengah kota Daegu & perpisahan dengan keluarga @TaraWoni Tv (Jang, 2022c) |
| Kimbab Family | Diajak Mertua Naik Gunung Di Suhu -10 Derajat Celcius Dan Hujan Salju!! 🌨 할아버지, 할머니와 눈오는 날 등산 맛보기! (Selvina & Yeon, 2022) |
| Shine Shine | Malu Untuk Dibilang, Lihat Aja Sendiri: Bagus Istri Belajar Naik Sepeda Motor Langsung Bisa Ngebut (Shine & Shine, 2022b) |
|  | Perempuan Tahan Banting, Laki Laki Buat Trauma, Beda Laki Laki & Perempuan Bagi Robby & Bagus Istri (Shine & Shine, 2022a) |
| **Total** | 18 |

(Woow, smooth like butter, right?)

In example [1], the speaker changes the language by using a word that is not in the same language (Bahasa Indonesia) as the majority of the statement (Japanese). The speaker omits the act for a number of reasons. The first is brought on by habit, or what Malik (1994) refers to as habitual expression. The speaker in sample (1) is an Indonesian who has recently lived in Japan, therefore the influence of utilizing Bahasa Indonesia

<caption>TABLE 2: Types of Code Switching Found in the Videos.</caption>

| The Youtuber | Intra-sentential Switching | Inter-sentential Switching | Tag Switching |
|---|---|---|---|
| Gita Savitri Devi | 30 | 0 | 0 |
| Nihongo Mantappu | 22 | 0 | 2 |
| Korea Reomit | 25 | 3 | 2 |
| Kimbab Family | 11 | 0 | 0 |
| Shine Shine | 9 | 0 | 0 |
| Total | 97 | 3 | 4 |

out of habitual experience affected the speaker's style of speaking, as can be shown by evaluating the background information of the speaker through the videos.

The second is to address a different type of audience. Malik (1994) asserted that a speaker may occasionally switch between languages when addressing listeners with different linguistic origins. In this illustration, the speaker is talking to two distinct audiences (people who are present when the event occurred and the audiences of the video), so at one point, the speaker switches from Japanese (何これ？ 玉ねぎ か？ — *What is this? Is it an onion?*) to Bahasa Indonesian (Meat — *Daging*) to emphasize a point that is specifically directed at the viewers of the video before switching back to Japanese (トマ 、ベ⬜コン。 — *Tomatoes, bacon*). The Indonesian audience will find the word "daging" to be both comprehensible and attention-grabbing.

The next two cases illustrate other reasons. In example [2], the speaker uses multiple different languages in a single sentence. The speaker begins with some English words "smooth like" before moving on to terms in Bahasa Indonesia "mentega" and Japanese (です ね？ — *is not it?*). This action is intended to garner attention by evoking a sense of humor. In this example, the speaker uses the well-known English expression "smooth like," which recently popularized by a Korean band through one of their song then followed by an Indonesian word 'mentega (butter)' and ended in a Japanese expression `です ね ？ (*right?*)' to address his friend and solicit his approval.

The other two types are less frequently observed in the videos of the five selected youtubers, although intra-sentential switching is. The following examples further illustrate the use of tag- and inter-sentential switching.

(3). Dan waktunya..makan. Ikan-ikan maksudnya. Ini ikan tak kasi makan kamu, meskipun saya gak bisa. **Wes ngenteni, liaten**.

(And it's time to…eat. The fishes, I mean. Here you go, fish, I'll feed you though I can't eat myself. Look, they've been waiting.)

(4). Langsung kita pergi ambil. **Let's go!**

([Then] We go get it right away. Let's go!)

The Inter-sentential switching samples of (3) and (4) are taken from Korean Reomit's videos. The first is spoken by the speaker in Bahasa Indonesia, while the second is spoken in Javanese. Sample (3) contains a case that is comparable to Sample (1). The speaker in example (3) in this instance is a Korean who spent his entire childhood and early adulthood in Indonesia, notably in Malang, making him more comfortable speaking in Javanese. The speaker addressed the crowd in Javanese using the specified sentences to issue a directive. This well-known finding led to the conclusion that habitual experience is the cause of the switch.

The tag-switching example is shown in Sample (4). The sample contained two sentences, the first of which was spoken in Bahasa Indonesia and the second of which switched to English. By speaking an expression of enthusiasm in a different language (in this case, from Bahasa Indonesia to English), the second line uses an idiomatic expression to draw the listener's attention, which in this case is the audience who watched the video.

It is clear from the videos' samples that intra-sentential switching is the most common type of code-switching. By examining the motivation behind the act, we have come to the conclusion that these multilingual YouTubers are omitting the act of switching out of habit and to attract attention. Participants play a part in the act of switching because it draws attention. The cause is related to the fact that these speakers are youtubers with a wide audience, which influences their use of language.

## 3.3. Altering Grammar and Syntax

The table below shows the samples found in the videos.

TABLE 3: Altering Grammar and Syntax Found in the Videos.

| The Youtuber | Altering Grammar and Syntax |
|---|---|
| Gita Savitri Devi | 18 |
| Nihongo Mantappu | 3 |
| Korea Reomit | 0 |
| Kimbab Family | 0 |
| Shine Shine | 4 |
| **Total** | 25 |

According to Table 3, Gita Savitri Devi's videos had the most cases of grammatical and syntax alternation (18 cases), followed by Shine Shine's videos (4 cases) and Nihonggo Mantappu's videos (3 cases).

(1). Kenapa ada seseorang yang bisa sebenci dan **senasty** itu ke orang lain.

(How could someone be so hateful and treat others so badly?)

(2). Dimana si kelompok ini secara sistematis, secara sengaja pingin bener-bener **dieradicate**, contohnya yang dilakukan sama nazi.

(Where this group systematically, deliberately wants to eradicate, for example what was done by the nazis.)

(3). Self-love itu **impactnya** tu lebih besar daripada yang kita expect.

(Self-love has a bigger impact than we expect.)

The data in samples (1), (2), and (3) was obtained from Gita Savitri's videos. In example 1, the speaker modified the English word "nasty" by adding the prefix "se-". Se- is a prefix that is frequently used to highlight a point. The speaker is attempting to make the point in this instance about how people might treat others so poorly. In sample 2, the speaker modified the English word "eradicate" by prefixing it with "di-." In order to create a passive verb or a preposition, the prefix "se-" is frequently employed. The speaker was planning to employ the latter. In sample 3, the speaker modified the English word "impact" by adding the suffix "-nya". Although the prefix "-nya" has a number of uses, the speaker intended it to be a determiner. This demonstrates a speaking style Gita has—a propensity to use English vocabulary and Indonesian prefixes on English terms. Her extensive study abroad experience may have influenced her speech pattern.

(4). Ohayoujiwa

(5). Konnijiwa

(6). Konbanjiwa

The information in samples (4), (5), and (6) was derived from Nihonggo Mantappu videos' opening credits. They are customized greetings from Japan. In example 4, the speaker uses the greeting "*Ohayoujiwa*," which comes from the word "おはよう – *Ohayou*" (good morning). The speaker in example (5) says "*Konnijiwa*," which is derived from the phrase "こんにちは – Konnichiwa," which signifies good afternoon. In example (6), the speaker says Konbanjiwa, which is derived from the phrase "good evening/night" (こんばんは – Konbanwa). The patterns in the example are similar to those of Gita Savitri but serve a distinct purpose. The final section of the greeting was an attempt to add "Jiwa." They add "Jiwa" in front of the **"ちは"** component of **"こんにちは"** (Konnichiwa) and the **"は"** part of **"こんばんは"** (Konbanwa). However, because **"おはよう"** (Ohayou) doesn't end in **"は,"** they would just add it to the end of the word. Since Indonesian viewers are the intended audience for their videos, this feature serves no real function other than to draw in more of that country's viewers.

(7). Ayo saya mau hancur **motorcycle**.

(Come on, I want to destroy the motorcycle.)

(8). Saya mau itu **driving**, mau.

(I want it to drive it, I want it.)

(9). Banyakin kuat **background** buat woi.

(Hold the background tightly, please.)

The data in samples (7), (8), and (9) is derived from statements made by Natasya Shine in Shine Shine videos. Her speech is primarily distinguished by erroneous Indonesian grammar. She also has a habit of substituting English words for their Indonesian equivalents, such as motorcycle, driving, and background. It appears from the fact that she is a foreigner that she does not speak Indonesian fluently so she speaks the way she does.

*2. Phonological Level*

The table below shows the samples found in the videos, which details are as follows.

TABLE 4: Language Alternation on the Phonological Level Found in the Videos.

| The Youtuber | Phonological Level |
| --- | --- |
| Gita Savitri Devi | 0 |
| Nihongo Mantappu | 14 |
| Korea Reomit | 0 |
| Kimbab Family | 0 |
| Shine Shine | 7 |
| **Total** | 21 |

Table 4 reveals that, with a total of 14 cases, Nihonggo Mantappu's videos were the ones with the most language alternation on the phonological level, followed by Shine Shine with 7 cases. Here are some examples of the different grammar and syntax used by each YouTuber.

(1). Aku latihan pidato... untuk hari ini selama **sekitaru...** satu bulan

(2). Tomo: Panas **banggat**

Yusuke: Panas banget

The data in samples (1) and (2) was taken from Nihonggo Mantappu's videos. Three Japanese natives known as the "Waseda Boys" are the speakers in these videos. Tomo, the speaker in example 1, uses Indonesian. He added the vowel /ɯ/ after the consonant /r/. So, it sounds like /sɯkitarɯ/. It happens due to the scarcity of consonant endings in Japanese nouns. In example 2, "panas banget" was pronounced differently by the two speakers. Yusuke said "panas banget," whereas Tomo said, "panas banggat." Tomo

altered /e/ to /a/ and put [g] after [ng]. This can be explained by the fact that Japanese only has the consonant "ん "([n]). However, if [n] comes before [g], it is pronounced as [ng]. They occasionally use this language pattern when speaking Indonesian, although not usually.

(3). Otot **keriting** because

The information in sample (3) is derived from statements made by Natasya Shine in Shine Shine videos. In example (3), Natasya mispronounced keriting as /keri⊠iŋ/ whereas the correct Indonesian pronunciation is /keri⊠iŋ/. The speaker's inability to speak Indonesian may be to blame for the shift in vowel.

**Language Choice**

The table below shows the samples found in the videos.

TABLE 5: Factors of Language Choices Found in the Videos.

| The Youtuber | Setting | Participant | Topic | Function of Interaction |
|---|---|---|---|---|
| Gita Savitri Devi | 0 | 0 | 0 | 1 |
| Nihongo Mantappu | 1 | 1 | 0 | 1 |
| Korea Reomit | 0 | 4 | 0 | 1 |
| Kimbab Family | 0 | 4 | 0 | 3 |
| Shine Shine | 0 | 0 | 0 | 0 |
| **Total** | 1 | 9 | 0 | 6 |

Table 5 shows that participants are the most dominant factor with 9 cases found in the videos. It was followed by a function of interaction with 6 cases and setting with only 1 case. There were no instances of language choice being influenced by the topic.

(1). –뛰지마

Don't run (spoke informally to her children)

- 어머니 옷 어떻게 입었어요?

Mother, how do you wear the clothes? (Spoke formally to her mother-in-law)

(2). Bolanya itu ada di situ sebenarnya

(The ball is right there actually)

- 여기 없어?

(Is it not there?)

The data in samples (1) and (2) demonstrates how participants influenced the youtuber's choice of language. When speaking to her children in example (1), the speaker used informal Korean initially, but used formal Korean when speaking to her mother-in-law. In contrast, in example (2), the speaker spoke to the subscriber in bahasa Indonesia, but switched to Korean when he spoke to his niece, who could only speak Korean.

(3). -Oke ketemu di Malang.

(Okay, let's meet in Malang.)

-Oke, **arek** malang **cak**.

(Ok, malang guy.)

- **Tak enteni yo.**

(I'm waiting.)

(4). -Dia itu pinter, terus punya karir gitu.

(She is smart, she has a good career.)

- **I mean**, mereka punya kemampuan untuk punya duit dan tabungan-

(I mean, they have the ability to make their own money.)

The data in samples (3) and (4) demonstrates how the function of interaction impacts the youtuber's language preference. When the speaker in example (3) realized that the other person was Javanese, he changed the language from Indonesian to Javanese. He asked for social responses, namely one that would let the other person feel more connected to him. The speaker in case (4) made a similar request for social response as in the prior example. He highlighted his agreement with the offered statement by saying "I mean" in order for the other person to understand that he was in agreement.

These examples demonstrate how sociological characteristics can influence a speaker's choice of language by acting as a function of interaction. The purpose of contact in this scenario is to emphasize agreement and foster connection.

(5). みなさん、こんばんは。

(Good evening, everyone)

Data from the samples (5) serve as an illustration of how the speaker's context influences the language that is used. The speaker grew up around people who are fluent in English, Japanese, and Indonesian. In this case, he delivered his speech in Japanese because he was attending a graduation ceremony for a Japanese college.

This example demonstrates how sociological factors such as the speaker's environment have an impact on language choice. The speaker was forced to utilize a certain language based on the context, the host, and the objective of the event.

## 4. CONCLUSION AND RECOMMENDATION

According to the analysis above, several conclusions can be drawn regarding the categorization of code mixing employed, the tendency of multilingual YouTubers to code-switching and code-mixing in utterances, and the word choice employed by

multilingual YouTubers. Through an exhaustive examination, the researchers found that language alternation and language choice are the two major linguistic phenomena shown in the videos.

To commence, in terms of code-switching in the morphological level of language alternation, intra-sentential code-switching is the most prevalent sort of code-switching found in the data sources, while inter-sentential and tag-switching are less common. Some of the reasons that lead the speakers to overlook these actions are the linguistic patterns of the speakers, their audience's national origins, their need for attention, and their entertainment purposes. Furthermore, in terms of changes in grammar and syntax, Gita Savitri Devi's video had the most grammar and syntax alterations (18 cases), Shine-Shine's video with 4 cases, followed by Nihonggo Mantapu with 3 cases, and 0 case for the other videos. They mostly consist of English terms that have had Indonesian prefixes and suffixes added. Referring to the phonological level of language alteration, videos by Nihonggo Mantappu's happened to be the most common (14 cases), then followed by Shine Shine's videos (7 cases). The main factor of this tendency is the impact of various phonetic pronunciations of each foreign language. As an illustration, words using the letters l, n, and g in Indonesian are pronounced differently from sentences using the Japanese, Korean, or Russian alphabets.

On the other hand, there are a number of factors that affect the language that YouTubers use in their videos. According to the data collected, the participant component predominated the data source in 9 cases, followed by the interaction function in 6 cases, the setting in just one case, and no instances of language choice being influenced by the topic. The participant's status and level of linguistic competence were considered in relation to the participant factor. Additionally, the function factor indicates that speakers want to emphasize agreement and establish relationships with listeners when conversing with them. Last but not least, the speaker must employ a certain language to match the style of language used in the current context, which includes the host and the objective of the event.

Considering that this research is still far from ideal and still has many flaws in it, other researchers who intend to conduct more studies are strongly encouraged that the conversation is more detailed. It is anticipated that the larger investigation would uncover fresh issues and ample evidence to close the knowledge gaps regarding code-mixing and linguistic choice. Research on the speech patterns of multilingual YouTubers can serve as a crucial point of reference for sociolinguistics studies and can also be used as reading material and as a reference for related topics.

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