



Sudan University of Science and Technology
College of Graduate Studies
College of Languages



Exploring the Linguistic Features of Writing in English among Facebook Users at Sudan University of Science and Technology

استكشاف السمات اللغوية للكتابة باللغة الإنجليزية لدى مستخدمي الفيسبوك
بجامعة السودان للعلوم والتكنولوجيا

A Thesis Submitted in Partial Fulfillment of the Requirement of
M.A Degree in English Language (Applied Linguistic)

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DEDICATION

I dedicate this work

To the Souls of my beloved parents

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Allpraise due to Allah the (Almighty) who enabled me to achieve this academic task. Sincere thanks are due to my supervisor Dr. Hillary Marino Pitia who denoted a lot of effort and time for setting this task, thanks are extended also to Dr. Naglaa Tahaa, Dr. Sami Balla, and Dr. Al Sadig Osman for their insightful guidance and valuable comments. Sincere thanks also to the students of Sudan University of Science and Technology who helped me to accomplish this task with invaluable comments for conducting the questionnaire and test. (Great appreciation is reserved to my family members, relatives, and my friends for their effective support during this work).

ABSTRACT

This study aimed at exploring the linguistic features of writing in English among Facebook users at Sudan University of Science and Technology (SUST). The researcher used the descriptive analytical method and adopted the questionnaire and test as tools for data collection. The sample of the study was drawn exclusively from (30) second year students who are English majors. The most important findings showed the Facebook users were familiar with linguistic features in sentences structure through Facebook, Facebook usage has positive and negative impacts on form of writing in academic performance, Facebook users are familiar with nonverbal language (emoticons) to express their feelings and ideas through Facebook as a results boost understanding of linguistic features. At the end of the study, the researcher came up with some recommendations such as; Teachers of English should encourage non-Facebook users should be online so as to improve their writing skill.

المستخلص

هدفت هذه الدراسة الى استكشاف السمات اللغوية للكتابة باللغة الإنجليزية لدى مستخدمي الفيسبوك في جامعة السودان للعلوم والتكنولوجيا. وقد استخدم الباحث المنهج الوصفي التحليلي واستخدام الاستبانة واختبار الأداء كادوات لجمع بيانات البحث. تكونت عينة الدراسة من ثلاثين طالبا بالمستوى الثاني. وقد توصلت الدراسة الى النتائج التالية: مستخدمي الفيسبوك أكثر إماماً بالسمات اللغوية في بناء الجملة من خلال استخدامهم الفيسبوك، استخدام الفيسبوك له اثار إيجابية وسلبية على شكل الكتابة في الأداء الأكاديمي، يعد مستخدمي فيسبوك أكثر إماماً باللغة الغير لفظية على سبيل المثال (ايقونات) التي تعبر عن مشاعرهم وافكارهم عن طريق الفيسبوك كما تعزز النتائج فهم ومعرفة السمات اللغوية. وفي ختام الدراسة قدم الباحث بعض التوصيات: على معلمي اللغة الإنجليزية حث طلابهم غير مستخدمي الفيسبوك على استخدامه بغرض تطوير مهارة الكتابة.

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CHAPTER ONE

INTRODUCTION

CHAPTER ONE

Introduction

1.0 Background of the Study

English language is international language. It is used in almost the whole world for any purposes as the medium of communication to help people to communicate and interact with others. Not only that, English is also a prestige; people who are able to communicate using English are considered as modern and civilized people. That is why it becomes a necessity to master that language.

Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both in spoken and in written language. There are four language skills have to be taught; they are listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills Harmer. (2001:199). All of the skills are important. However, one of language skills that encourages students to be more productive and creative is writing skill, to achieve this skill, you should practice through social media such as Facebook, Twitter, or Whatsapp.

Today the people of the world live in a generation of continual digital revolution. They use information and communication technologies (ICT) and the Facebook virtually every day. Facebook plays important role in peoples' lives especially today's college students.

The Facebook has changed the style people live in numerous things, but the largest is the impact it is getting on the way they interact every day. Most social media are used to transmit one's emotions and ideas, for instance, "Facebook" users may employ the language freely as they want.

The language they feel relaxed using it, rather than the language they use to study on the black board, which is full of rules, grammar and syntax. One can observe that people everywhere around the world have developed a new structure of texting while connecting in social networks. They may use informal and less correct language like dialect.

Facebook users are characterized by linguistic features that are prevalent simply to adhere to space restrictions and for time saving on the part of the user that more often than not, can be highly innovative for achieving meaningful communication. Amongst others, these include reduced lexical and syntactic structures, use of abbreviations, emoticons, shortenings, clippings, contractions, non-conventional spellings, non-alphabetic symbols, and the use of letter or number homophones Zaeman,etal (2012).

In fact, Facebook becomes absolutely vital in our daily life; it is a source of knowledge, news, and entertainment for the people in their every age.

Finally, Facebook has motivated and played a crucial role in developing writing.

1.1 Statement of the Study Problem

Facebook has become a main source of accessing knowledge and important instrument in social connections to friends and family. The world has become like a global village, which overcomes distance in time and space via the Facebook. Students have a good access to modern technologies. Hence, the importance of using Facebook in developing their writing skill through chatting with a native speaker.

The researcher believes that Facebook users can not be familiar with linguistic features of writing in English through Facebook and be able to identify abbreviation such as (RIP) and non-verbal expression such as

(emoticon), also the researcher believes on Facebook has positive and negative impacts of linguistic features on students' form of writing regarding the development of identities and themselves. So, this study is conducted to highlight linguistic features through Facebook chatting through using informal language such as abbreviations, acronyms for developing English writing.

1.2 Objectives of the Study

This study sets out to achieve the following objectives:

1-To make Facebook users familiar with the linguistic features of writing in English through Facebook and use abbreviation, acronyms, etc. in sentence structure.

2-To find out the impact of linguistics features on students' writing academic performance.

3- To examine Facebook users to be familiar with non-verbal (emoticon) to express their feelings, emotions, and opinions through Facebook.

1.3 Questions of the Study

1-To what extent are Facebook users familiar with the linguistic features of English writing in terms of using abbreviations and acronyms in sentence structure through Facebook?

2-Does Facebook usage have impacts on linguistic features of students' writing in academic performance?

3-To what extent can Facebook users be familiar with non-verbal (emoticon) to express their feelings, emotions through Facebook?

1.4 Hypotheses of the Study

1-Facebook users are familiar with linguistic features of writing in English in terms of using abbreviations and acronyms in writing.

2-Facebook usage has impacts of linguistic features used by students writing performance.

3-Facebook users can be familiar with non-verbal language (emoticons) to express their feelings, emotions, ideas through Facebook.

1.5 The Significance of the Study

The present study sheds light on the importance of linguistic features among Facebook users, as illustrated in the use of abbreviations extensive use of Facebook chatting, also they should be aware of informality features such as spelling style, use of abbreviations, lack of punctuation, and use of emoticon as non-verbal, etc... in order, to differentiate between formal and informal English, in other words, the ability to know how to use formal and informal English is viewed as one of linguistic features through Facebook. It's of great significant to Facebook users.

1.6 The Limits of Study

This study is limited to explore the linguistic features used in writing among Facebook users in English. This study draws its sample from undergraduate students who are majoring in English at College of Languages, English department, Sudan University of Science and Technology.

This study is conducted in the academic year 2017/2018.

1.7 The Method of the Study

In this study, the researcher adopts the descriptive and analytical method. The questionnaire is used as a tool for data collection, which is distributed to (30) students of the second year students of English language, college of languages at Sudan University of Science and Technology.

CHAPTER TWO

LITERATURE REVIEW &

PREVIOUS STUDIES

CHAPTER TWO

Literature Review & Previous Study

2.0 Introduction

This chapter consists of two parts. Part one reviews the literature that relevant to the research topic such as the nature of writing, definition of linguistic features, writing system, showing the main difference between formal and informal writing, net speak, the importance of Facebook in our daily life...etc. While part two discusses previous studies that relevant to the research topic, which includes scientific papers and thesis.

2.1 The Nature of Writing

Comparisons were made between the spoken and the written language, Daniels and Bright (1996;2) says that " Language is a natural product of the human mind ... while writing is a deliberate product of human intellect... language continually develops and changes without the conscious interference of its speakers, but writing can be petrified or reformed or adapted or adopted at will ".They made a clear distinction between the spoken language and the written one. The spoken language existed a long time before the written language. People were interested only in the spoken language in communicating with each other especially in the twentieth century and concentrated mostly on the oral approach believing that this latter is the origin of the written language. As a result, writing was neglected for many years. In teaching language, this negligence was claimed by linguists like De Saussure and Chomsky.

One of the reasons behind this obvious negligence is the fact that writing is difficult to teach and learn. Hess (2001) said that" writing is the most problematic to teach in such classes" and that is the most challenging of

the four skills to master. Byrne (1998:1) states, "writing requires some conscious mental effort".

Some skills should be mastered in order to produce a good piece of writing. In addition, focusing on applied linguistics in the past and implementing theories of scientific linguistics on the spoken language led also to the negligence of the written one. The fact that the written language is the orthographic representation of the spoken one helped also giving more interest to the latter.

The writer should use the writing skill in order to form a correct understandable paragraph or text. In this view, Nunan (1989) said that writing cannot be just a pen and paper. On the other hand, teachers have to rate their students' writing according to the format, content, sentence structure, vocabulary, punctuation and spelling. Although the spoken language appeared before the written one and in addition to the fact, there are a lot of spoken languages without their written form, both are skills of the language which need the same amount of interest.

2.2 The Writing System

Writing was defined in relation to writing system by Daniels and Bright (1996:3) as follows "Rather, writing is defined as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer. By this definition, writing is bound up with language".

For many years, writing was ignored and not given importance as other skills especially speaking, which has the feature as the only way of communication. Byrne (1988) sees writing as only seen as using graphic symbols or reproducing what has been heard or read.

Among human activities, writing is one of the most complex activity, which involves many steps as developing an idea, having knowledge and subject experience of mental representations. Arapoff (1967:233) describes " writing as much more than an orthographic symbolization of speech. It is, most importantly, a purposeful selection and organization of experience".

According to Arapoff " experience " includes all facts, opinions, ideas, whether acquired first hand or second hand. According to Harmer (2007), the unconscious acquisition of spoken language in first language or second language with the conscious activity of writing makes a great reason to consider writing as a minority skill than speaking.

Among the results of the world's revolution, numerous linguists shed the light on writing and gave it its importance. Harmer (2007) affirms that " we no longer have to ask ourselves whether writing is a good thing or not. We take it as fundamental right " (p.3). According to him, writing is a necessary skill for foreign language learners as much as for native learners.

Writing is a basic acquirement for learners need like taking notes, writing productions, exams. Harmer (ibid) states, " the writing skill is important as the other skills (speaking, listening, and reading). It is needed for students to know to reflect their knowledge, emotions, or ideas on a paper (how to write letters, how to reply advertisements, and how to summarize a text...) (2007;3).

However good writing is not equal to a useful spelling and grammar; students should know both correct writing with good spelling and suitable choice of words.

2.3 Speech and Writing

There are many distinctions between speech and writing that should be considered before defining the characteristic of the language on the internet. Crystal states (1997;1) "speech uses the transmitting of (phonic substance), typically air pressure movement produced by the vocal organs, whereas writing uses the transmitting medium of (graphic substance), typically marks on a surface made by a hand using an implement. It is simply a physical thing. The study of sounds is one dimension; the study of symbols is another".

Crystal shows that the relation between speech and writing has been treated as a necessary to any discussion about language. The distinction is clear from others, while other claim that the border is not clear. The apparent difference is in the medium.

There are other complex division between these two aspects, what was written by our hands and spoken by our mouths, Crystal agrees that speech and writing take place in strongly divergent communicative situations. Another difference, which is the structure of language; the grammar and vocabulary of writing, is strongly diverse from that of speech. There are contrast in the writing system that do not correspond with those existing in the sound system (1995;1).

When people communicate, they have to choose between these divergent communicative situations since the language structure varies when people speak, make a phone call or send a text message.

2.4 Definition of Social Media

Social media are forms of electronic communication, which facilitate interactive base on certain interests. Social media include web and mobile

technology. Kaplan and Haenlein (2010:61) define social media as "a group of internet based applications that build on the ideological and technological foundations of web and allow the creation and exchange of user generated content".

Social media are generally defined as forms of electronic communication as web sites for social networking and microblogging through which users create online communities to share information, ideas, personal messages, and other content such as video. Social media as a broad term and include many categories such as Facebook, Twitter, and Whatsapp. That to say, these social media are regarded as the scientific equipment that people use to interact and socialize with each other by creating sharing and commenting among themselves in different networks.

2.5 Social Media and Traditional Media

As it was stated before the most form of social media are electronic like computers, smart phones, and internet. However, traditional media are TV, radio, and newspaper. Angela Hausman (2012) stated some differences between them as follows, traditional media are (one-way conversation, closed system, controlled communication, formal language, passive involvement, polished content, paid platform). However, social media are (two-way conversation, open system, unstructured communication, informal language, active involvement, authentic content, free platform).

So, social media follow the process of communication, this permit people to interact which each other it means to send and receive the information. However, in traditional media the information is only received.

2.6 Facebook Chatting

Facebook is a social networking website that facilitates connecting and sharing online conversations with family and friends. Originally, Facebook is designed for college students; it was created in 2004 by Mark Zuckerberg, while he was at Harvard University.

Today, Facebook is the world's largest social network, with more than one billion users world wide. Bodomo defines Facebook as: Facebook, the new CMC medium, would become one of the most popular websites and now attracts more than 100 million participants. Its popularity has increased so much so that not only the youth but some prominent members of older generations, such as business men and politicians, even use it to get in touch with customers, constituents and other target groups (2010;316). Moreover, Ashely clarifies: Facebook then may be defined formally as a computer-mediated communication (CMC) tool any a synchronous (delay) communication tool which enables communication (one to one, one to many) and collaboration over a period of time through a " different time – different place " made (retrieved from Bodomo, 2010:316).

Kelsey & St. Amanat (2012) like the idea of chatting via Facebook, because it involves students – students interaction and teachers – students exchanging of information and documents, and can publish it on their wall or their online class groups.

2.7 Chat

Chat is also known as chatting, online chat or internet chat, it is the process of communicating (synchronous communication), interacting and exchanging messages over the internet, between two or more users via computer. Once a chat has been initiated, either user can enter text by

typing on the keyboard and the entered text that will appear on the other users' screen. Chat may be delivered through text, verbal, audio, visual or audio- visual communication via the internet.

According to O'Hagan & Achworth (2002); Purvis & Savarimuthi (2009); Chat is an early discovery which is becoming widely spread in the world. Further more, Lamy & Hampel state that " chat programs were the first synchronous CMC tools available for language learning and teaching " (2007;115).

Chat can help learners on enhancing their studies, through exchanging information, such as documents, courses, pdf books or articles, and sharing their knowledge with others.

By contrast, to positive aspect of chatting, it has a negative one on learners' formal writing, because of the extensive use of cyber language. Thus, Baron examines how chat language impacts on writing is actually a deeper concern: that the internet language corrupting the way we craft traditional writing or even speak face to face". (1984;176).

2.8 Features of Chat

Scholars are interested in identifying chat features to learn and understand more this language. Language of chatting can be identified as a new set of language that has specific features that are selected from the internet and being utilized in the modern age. There are four features of chat: linguistic, orthographic, grammatical, and lexical feature.

2.8.1 Linguistic Features

The main feature that describes chat is the appearance of abbreviation (e.g. "RIP" Rest in peace, "lol" laughing out loud), and nonstandard spelling. Schonfeld (2001) made comparison between typed and face-to-

face conversation observing their organizational structure in chat and oral conversation (Werry, 1996). And he asked a question of how "typed conversation" in chats have a relation with other topics. Storrer (2001) states that the written chat is based on two differences between spoken and written dialogues, organization of turn – taking, and usage of deictic and local expression.

2.8.2 Orthographic Features

The orthographic feature concerns the over use of punctuation, capital letters, spelling, and the way of expressing (italics, bold face, etc.). Example of English student, they use informal spelling such as "thnx" instead of thanks, or "c u latter" means see you latter. Sometimes they replace some letters by number that have the same pronunciation like (talk to you later) "tlk 2 u ltr" another one (thanks for your help) "thnx 4 ur hlp".

2.8.3 Lexical Features

Another important feature of chat is lexical feature. It is concerned with using the informal vocabulary in online communication. Examples: oh boy, oh my goodness, boy I'm lucky, etc.

-The use of abbreviations (lol, BTW, etc.).

-The use of interjections (ohhh, mmm, ahhh).

2.8.4 Grammatical Features

As a consequence of the over use of chatting, chatters fabricate a new way of communicating which is mimicking the spoken language, and the use of "telegraphic" language; grammatical features of chat is appeared on the sentence structure, word order, and word inflection.

2.9 Net Speak

It is an informal form of written language used on the internet, characterized by abbreviation, and emoticons. According to Crystal (2001;17), the term net speak is an alternative to "Netlish","weblish", internet language, cyber space, electronic language, and computer-mediated communication (CMC).

Crystal states " Net speak is a new medium of linguistic communication does not arrive very often, in the history of the race " (2006;272). Crystal in his book language and the internet asserts on the new language that appeared because of the over use of "cyberspace".

Net speak is a speech that have the characteristics of writing, this causes many debates about its nature and features. Tomic & Lengel (2004) state that Net speak is a synchronous communication of computer- mediated communication such as "online chat" and "instant messaging". The main reason of using this language is to build relationships and gain time while communicating.

So, net speak is a medium where people from anywhere can communicate and discuss together, it comprises features of speech and writing together.

2.10 Language of Facebook

Facebook has changed the style people live in numerous things, but the largest is the impact it is getting on the way they interact every day. Most social media are used to transmit one's emotions and ideas, for instance, "Facebook" users may employ the language freely as they want. The languages they feel relaxed using it, rather than the language they use to study on the blackboard, which is full of rules and grammar and syntax. One can observe that people everywhere around the world have developed

a new structure of texting while connecting in social networks. They may use informal and less correct language like dialect, a lot of abbreviations, acronyms, spelling mistakes, and also emoticons in their daily interaction.

2.10.1 Language of Chat Groups

Crystal debates about chat groups. He states that chat groups are "continuous discussion on a particular topic, organized in rooms at a particular users interested in the topic can participate". It is as "a generic term for worldwide multi participant electronic discourse, whether real time or not. (2001:130). Crystal (ibid:129-130) added, internet permits to people to share online conversation synchronously (real time) or a synchronously.

The state of people interaction presented in various ways. First, reflecting the period of internet history when they introduced, the subject matter of the group engaged, such as chat groups, news groups, and chat rooms.

Chat language is any form of conversation and exchanging message, which differs from the other forms of CMC medium.

Chat language involves popular features that are used in it, like texting, abbreviation, acronyms, polysemy, and nonverbal language (emoticons).

2.10.2 Texting

Texting sometimes called "text messaging" are short messages used by youth and adults for personal, family, and social purposes. Short messages like SMS can be sent between cellphones. Users can also send text messages from a computer to handheld devices and it is becoming more fashionable between young people.

One cannot speak about texting without speaking about abbreviations, because they are part of texting, most people use abbreviations while texting especially young people.

2.10.3 Abbreviation

Abbreviation is the act of shortening a form of a word or a phrase. For example, the word abbreviation itself can be represented by the abbreviation (abbr).

Do not be confused between abbreviation and acronyms as stated abbreviation is the shortened form of a word example: lib for library/ approx for approximate. Acronyms are also the act of shortening but, to take only the first letter of words example: USA for United States of America / UK for United Kingdom.

List of Common Abbreviations Used in Texting

Abbreviations	Their meaning
IDK	I don,t care
2morow	Tomorrow
RIP	Rest in peace
AEAP	As early as possible
ASAP	As soon as possible

2.10.4 Acronyms

Acronyms are new words from the initial letters of a set of other words. These can be forms such as 'CD' (compact disk) or 'VCR' (video cassette recorder) where the pronunciation consists of saying each separate letter.

More typically, acronyms are pronounced as new single words, as in NATO, NASA, or UNESCO. These examples have kept their capital letters, but many acronyms simply become everyday terms such as 'laser' (light amplification by stimulated emission of radiation), 'radar' (radio detecting and ranging).

Some new acronyms come into general use so quickly that many speakers do not think of their component meanings. Innovations such as the ATM (automatic teller machine) and the required PIN (personal identification number) are regularly used with one of their elements repeated, as in I sometimes forget my PIN number when I go to the ATM machine.

2.10.5 Polysemy

Polysemy is the capacity of a sign (such as word, phrase, or a symbol) to have multiple meanings, in which the multiple meanings of a word may be unconnected or unrelated.

It depends on the context. For example, "com" refers to (computer), or "ldt" refers to (limited), or "co" refers to (company).

2.10.6 Non-Verbal language (Emoticons)

Emoticon means a representation of a facial expression such as ☺ representing a smile, formed by various combinations of keyboard characters and used in electronic communication to convey the writers' feelings or intended tone.

Alternatively referred to as a smiley face, smiles, wink, or winky, an emoticon is a way of showing an emotion on the interact and text-based communication such as e-mail, chat, and SMS. Emoticons are letters or

symbols used on the keyboard that represent how your feeling, for example,";)" represents " winking " .

Emoticons, which have the purpose of conveying emotion. They are common in informal internet conversation and mostly used in chat rooms or on social networks, sometimes even in informal e-mails. Through the years, emoticons have become universal signs of emotional expression. Each of these signs is known to almost every internet user regard less of their nationality, mother tongue or culture.

List of common Emoticons used while Texting

☹	Sad
☺	Happy
:-/	Confused
;))	Winking
B-)	Cool
:-*	Kiss
:-?	Thinking
:-&	Sick

2.11 The Impact of Chatting on Students' Language

With the advent of texting and online social networking, there has been a dictionary of new words and acronyms, based on abbreviations. It is noticed that the incidence of grammatical errors has increased with increase of time spending online and text communication.

There are some features of the medium that may cause problems for the learner. These are summed up in an article by Cathy Burnett(2003) as follows:

A-Contributions are going to be expected a very short, often just two or three lines, which can show the way of superficiality and lack of cohesion.

B-There are no paralinguistic clues, which can lead easily to misunderstanding of someone's tone or purpose.

C-Numerous participants can be composing and posting at the same time can lead to multi-stranded conversation with lack of focus and quick (topic decay).

2.12 The Common Features of Informal Writing

The common features of informal writing considered inappropriate in a writing class that have been widely used on Facebook chats or social networks sites are follows:

1-Phonetic spelling used for transcription of standard pronunciation such as "nite" for "night", "guyz" for "guys", "luv" for "love", "wanna" for "want to", (Danet and Herring,2007,p97).

2-Emoticons and smileys used for conveying a feeling are: such as facing a hard situation-_-! Being happy☺, being sad☹.

3-Multiple punctuation marks or letters used for a prosodic effect are such as: no more!!!!!!!, yes!!!!!!!, aaaaaaaahhhh, sooooo. (Crystal,2001,P.34-35).

4-Capitalization use: all capitals for 'shouting' such as "I SAID NO", asterisks for emphasis such as 'the*real*answer'. (Crystal,2001,p.35).

5-Special abbreviations or acronyms used for saving time and making it convenient such as b4/B4 (before), lol/LOL(laughing out loud), oic/OIC(oh I see).

6-Common shortenings used for easy use and convenience are "u" (you), "i" (I), 'r' (are), 'thnx' (thanks), 'pls' (pleas), 'tmr' (tomorrow).

2.13 The Difference between Formal and Informal Writing

Two different style of writing in English are distinguished: formal and informal. The style of writing in academic and scientific regulation differs from the style of writing to someone close like friend. In many aspects, the differences in writing style (vocabulary and grammar) informal writing is found when using in grammar the contractions like (can't / couldn't...), while in formal writing, the writer should write the full words, e.g. (cannot/ could not...). The usage of first, second, third person in informal style. Whereas when writing formally the writer can use only the third person. When writing in informal way, the writer can address the readers by using second person pronoun (you, your, etc...), but when writing in formal one, the writer avoids addressing readers by using second person pronoun. One more difference between the two styles of writing is in informal writing the writer may use imperative voice, active voice, etc. while in formal style, the writer avoids the imperative voice, the passive voice, he should rely on short and simple sentences. The writer when using vocabulary in informal style, he/she can use the colloquial words in his/her, e.g. (kids, guys, a lot, etc.), but in formal way it is avoided; the writer should write the normal words (children, girl, boy, much, etc.). Also in informal style, the writer may use the abbreviation words like R.I.P; however, the full form is required in formal style (Rest in peace).

These are some of the differences between the two styles of writing, formal and informal. Both styles are in fact correct. Formal English is used in academic writing and business communication, whereas informal English is used when communicating with friends and other close ones.

2.14 Internet Linguistics

The creation of this newly emerged language was soon followed by the creation of a new linguistic discipline, whose purpose would be to study both it, and its features and styles. The new discipline was appropriately named Internet Linguistics, and is just one more feature Net speak inherited from its mother tongue-English. This new sub-domain of linguistics was and still is advocated by the British linguist David Crystal, who is in fact considered to be its top researcher. He defines it as a sub-domain of linguistics, which studies new language styles and forms that have arisen under the influence of the internet and other New Media, such as Short Message Service (SMS) text messaging. In the same paper, Crystal states that the study of internet linguistics can be effectively done through four main perspectives. These are sociolinguistics, education, stylistics, and applied perspectives. He also states these four are effectively interlinked and affect one another in various ways.

Each of perspectives examine a specifically assigned area. The sociolinguistics perspective examines the relations between the internet and society, as well as how society views the impact of internet development on languages. It studies the changes in communication that the internet has brought upon society. Some of these changes are heightened informality in conversation and people's fear of language deterioration because of it. It also studies the new modern ways of communicating such as e-mailing, text messaging, chat groups as well as

many others. Some themes the sociolinguistic perspective researches are multilingualism on the internet, its Meta language, the changes in language influenced by the internet etc. The educational perspective of internet linguistics examine the internets' impact on formal language use, specifically on Standard English, which in turn affects language education. Examples of these changes are the increase of informal written language and the use of new abbreviations and acronyms in Internet chat rooms as well as SMS messaging.

The stylistic perspective studies the new and different forms of creativity found both in written and spoken language, but especially in literature. The internet did not only provide us with new ways to communicate but it also gave us the liberty to manipulate everything about the message the user is sending. This is what stylistic perspective examines. The new fonts in writing, the manipulation of the color in which someone is writing, the possibility to answer to someone's e-mail by fragmenting the message and commenting each fragment individually etc. These are some things that are not usually found in written language. Last but not least, is the applied perspective which views the exploitation of the internet in terms of its communicative capabilities. One has to take into account, that these can be both good and bad depending on how an individual uses the internet, and for what purpose. While the bad ones are those such as the promotion of terrorism or pedophilia via the internet, the good ones include the countless possibilities for communication and the preservation of endangered languages.

Due to the rapid changes going on the internet, the linguists in the field of internet linguistics are going to have to try and keep up with all of them. This includes both changes in internet communication and the internet language, as well as how the new changes are affecting the real language

and vice-versa. The internet itself is a rapid-changing media and thus the possibilities of communicating on it are changing and growing with each passing day. It is this process that will encourage more changes in the internet language and it is the job and goal of internet linguists to take account of all of them.

2.15 Advantages and Disadvantages of Facebook

Technology is like two sides of a coin, came with both positive and negative sides. Is it true that Facebook is useful and helpful but it also has many disadvantages, these advantages and disadvantages were pointed by Elise Morceau (2016).

2.15.1 Advantages of Facebook

1-The Ability to connect with different people

The most benefit of social networking is the ability to communicate with others all over the world, from your country, half way from your country, or regions the person has never ever heard before.

2- Easy and Instant Communication

Now communication between people became easy and instant, you can connect whenever you go simply by opening your laptop or pick up our smartphones, using Facebook.

3- Real Time News

If the person wants to know, what is happening around the world you simply to jump on Facebook, you do not have to wait for the six o'clock news; or wait until tomorrow to read the newspaper, with social media you can find all what you want in seconds.

2.15.2 Disadvantages of Facebook

Despite the positive advantages, Facebook also have disadvantages:

1-Informative overwhelm

Now with so many people on Facebook and big number friends and followers; can lead to lot of bloated news feeds with too much content that the person is not all interested in, when posting selfish, and sharing videos, it sure can get pretty noisy.

2-Privcy issue

Too much sharing with public can open up all sorts of problems that sometimes cannot even be undone, issues over privacy will always be a big concern; after sharing your geographical location online, or even getting in trouble at work after posting something inappropriate.

3-Online Interaction Substitution for Offline Interaction

Some people argue that Facebook actually promote anti-social human behavior. Since people are connected all the time and you can pull up a friend's social profile with of the mouse or a tap of the smartphone. It is becoming a lot easier to use online interaction as a substitute for face-to-face interaction.

2.16 The Impact of Facebook

Facebook has two sides, positive and negative sides. It is fact Facebook is useful and helpful. In fact, anything has positive and negative impact; of course, Facebook has both of them, and let us clarify the positive and negative impact of Facebook.

2.16.1 Positive Impact

-Sharing and Collecting Information

The social Networking in general and Facebook in particular offers significant advantages for its users, for example, sharing and collecting information, searching for jobs, communication, and entertainment. Vast quantities of information of different types are stored on the internet. Usually, the information on the internet is free of cost and its available 24 hours a day. In addition, the Facebook provides its users with latest news of the world and most of the newspapers are available on the internet, which are periodically or immediately update with the latest news. Thus, Facebook users can almost instantaneously learn about news events, read news articles or opinions about world events, and share or exchange this information and their own thoughts with others like themselves.

-Communication and Entertainment

People around the world can now quickly communicate with each other through the Facebook using a range of applications: chatting wall post and helps to download some books. The Facebook also provides different types of entertainment. For instance, user can play games, with other people in any part of the world, watch movies and listen to music. Above all, it helps users to form new relationships on this site.

2.16.2 Negative Impact

-Academic Performance Problems

Beside the benefits of Facebook use, negative impact of its use have also been identified, including: impaired academic performance, health problems, personal relationship problems and social function. For

example, a number of studies have reported the ways in which Facebook usage impairs students' lives. Schere(1997) found that 13% of his respondents reported difficulties in their academic work and professional performance due to their Facebook use. Nalwa and Anand (2003) found that Facebook addictive users used for long sessions, resulting in personal behavioral problems and neglect of important work responsibilities. Chou and Hsiao (2000) explored Facebook Addiction among college that result in more negative consequences in their studies than non-addicts. This conclusion parallels a study by Young(1996), who found that internet addicts experienced personal, family, occupational problems, and academic difficulties, causing poor grades and eventually expulsion from universities.

2.17 Facebook Role in Understanding Culture Background

Online social networks allow people to share news about their lives with friends, such as hobbies, vacations, events, and their favorite foods or sports. This reflects the preferred lifestyles of individual users and collectively forms that " culture " of a society when there are commonly shared preference by the members of a society.

Such lifestyle, e.g. what we eat, what we wear, or what we do, are important and popular topics of user generated content in social media, especially in user photographs. Many people take photographs about their daily activities and events with their smart phones and post online to share with friends.

The popularity of online visual sharing has greatly surged in recent years with a rapid growth of or shift to visual – centric online media. Therefore, by analyzing the photographs people post and their content, we will be

able to tell their preferences on certain life styles and also understand how popular life styles evolve over space and time.

The primal goal of this paper is to understand the role of Facebook in the process of " culture sharing " which means the exchanges or mutual exposures of preferred life styles via social ties between users from different cultural backgrounds. For example, many users on Facebook have friends in other countries, who would post about their own local cuisines. The users will see these post and photographs and may become interested in trying it. They can also make their own posts about their experience; will be visible to their friends. This process is known as a social influence.

Fundamental service; Facebook is free for you to establish a presence that can market your business, connect with others, and share information. Every one can use Facebook regardless of his or her level of participation or contribution. Finally, Facebook makes all the world as a house, and the users as your family.

2.18 Learners' reason and motivation for practice English on Facebook

Even though speech is primary in any language, writing is also important. Though other three basic skills of language learning are easy to access, people face difficulty in writing. They never get a chance to learn and practice their writing skill. In their daily life and in academics, they have got minimum number of forums for writing. The present students are all techno natives. They have lot of interest in technology; they spend lot of their time with technology. In these technologies social media is one of

the large ocean that occupy the students got worldwide opportunities to learn.

Facebook becomes is the most popular one among people; particularly students.

Students motivate to use Facebook, because of they feel free when use Facebook, they can write anything to let their friends comment on their expression.

Students have willing to interact their friends from other countries as well as to exchange information or ideas. They believe can acquire knowledge through Facebook. Because all these reasons, students spend lot of their time with Facebook.

Motivation to use Facebook can come from their motivation to learn from each other and their perceptions of the individuals as belong to group

PREVIOUS STUDIES

2.19 Previous Studies

Study One

Ms.Bouchikhi Marwa&Ms.Bouanani Dounyazed Ahlem Sabrina, (2016/2017). The Impact of Social Media on Students' Academic Writing in the Department of English at Tlemcen University, University of Tlemcen, Faculty of Letters and Languages, Department of English, Supervised by Dr. Negadi M.Nassim

Within the globalization, new trends of using social or social networking sites have been recently highlighted. Social media influence peoples' lives in many aspects including education and English language learning. The Algerian society is not an exception since, Facebook among other social media is more and more used, especially in the daily interactions of students among them students of foreign languages of Tlemcen. The present dissertation aims at studying the phenomenon of texting and its negative impact on students' academic writing. The researchers hypothesized that the reasons that lead students to use the form of texting in writing are the lack of concentration, forgetting the form of some words, and unconsciousness. To valid these hypotheses,40 questionnaires were given to 20 males and 20 females of Master1 and LMD1 English students. Additionally, English students' exam papers of LMD1 and Master1 were observed. The results obtained were analyzed quantitatively, and revealed that most students view that texting impact their writing according to some major reasons which are gaining time, forgetting the form of the words, using it unconsciously, and simplicity.

Study Two

Fuzirah Hashim, Ahmed Aminuddin Soopar & Bahiyah Abdulhamid. Linguistic Features of Malaysian Students' online Communication language in an Academic. The Case Universiti Kebangsaan. *Akademik* 87(1), April 2017, <http://doi.org/10.1757/akad-2017>

Social media have gained astounding worldwide growth and popularity and have become prominent in the life of many young people today. According to various research studies in the field of online social networks, social media sites such as Facebook, Twitter, and Whatsapp are greatly impacting the lives of youths. These sites have provided a platform where by the young can create groups based on their common interests and build connections by updating various topics to discuss. However, with social media taking up such a large space in our lives, there is a concern as to whether it is impacting our communicative language; more importantly, our youths' communicative language used by youths in social media. Specifically, it reports on the linguistic features of online communicative language used by youths in an academic setting in Facebook. This study employed two research tools, namely Virtual Ethnography and Content Analysis. This is an exploratory study of written responses of English language studies (ELS) students in Facebook. Forty-one respondents participated in this study, all of whom made up the final year class of English language studies and linguistics, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia (UKM). The respondents were male and female students of different ethnicity between 21 and 25 years of age and came from different states in Malaysia.

Data collected was in the form of screen capture and snippets of conversation. Content Analysis was employed to look into the

occurrence of languages in contact in phenomenon such as code-mixing, code-switching and borrowings of certain words from the first language-second language and vice versa.

The findings of the study indicate that the language used by the participants on Facebook consists of a mixture of code switching, code mixing, fillers, emoticons, spelling modifications, foreign language words and colloquial Malaysian English.

Study Three

Siti Zubaidh Binti Mustafa (6june 2015). Analysis of Word formation Process in everyday Communication on Facebook. Universiti Kebangsaan Malaysia (UKM). International journal of Education and Research (vol, 3No). eda-gemini84@yahoo.com

This study aimed at looking the most common word formation process among Malaysian Facebook users. The main objectives are to describe the common features of word formation process used by Malaysian young adult Facebook users and identify the causes for employing these features on Facebook communication. The result showed that the participants used three most common word formation processes; abbreviation,(clipping, acronyms, and combination of letters), blending and the use of emoticons in everyday communication on Facebook.

Abbreviation found as the most common word formation process among the three with 73%. There are several reasons of this occurrence identified through online interview of the participants. Almost all the participants provided similar reasons for employing these. Mainly, the participants intend to save time, fill the communication gap or barrier among the users, indicate the group membership and show some

excitements that represent the emotions and feeling through communicating on Facebook.

Study Four

Ms.Begaga Dounia, The Effects of Chat language on students' academic writing. University of Mohamed Kheider-Biskra.Faculty of Letters and Foreign Languages, Divison of English. Supervised by Dr:Meddour Mostefe.

The research addresses one of the most common students' in conveniences concerning their academic writing. This research aims to show chatting negative effects on students' academic writing. It focuses on the written language of chat communication of EFL Students' productions. The prominence of this study is to enable EFL learners to understand the importance of academic writing, and to be aware of the negative impact of the over of chat. Learners should know chat features "Cyber language" are appeared strongly in their academic writing. The hypothesis is that if students are usual chatters, their written production will negatively be affected. A descriptive method was opted for the current study in which first year master students of English have the sample, to obtain adequate data. Two research tools were implied, a questionnaire, and the analysis of some of the students' written texts, besides to some extracts of Facebook Messenger. The research findings state that the frequent use of chat affects negatively students' written production. Students' over use of chat language leads to lowering of their level when writing in a formal way. The study suggests considering the conventions of writing in academic setting. In addition, students need to minimize the exposure time to the internet communication mediums.

Study Five

Louis Roelfse, Investigating the impact of Facebook-Speak on the written academic work of learners in a western Cape high school. Faculty of Arts and Social Science. Department of General Linguistics. Stellenbosch University. Supervisor, prof, Christine Anthonissen. <http://scholar.sun.ac.za>

This study examined the effect of language typically used on social network sites such as Facebook (referred to here as "Facebook-speak") on the written academic work of a selected group of high school learners. The general aims of the study were to determine the prevalence of access to Facebook and thus of exposure to Facebook-speak amongst high school learners, and to establish whether any evidence of Facebook-speak features are identified in the academic work of these learners.

Eighty-eight learners from an English-Afrikaans dual medium school in a middle class region in the Western Cape participated in the study. The participants include 44 Afrikaans medium learners and 44 English learners of which 51 were in grade8 and 37 were in grade9.

Questionnaires were completed by the learner participants to determine frequency and volume of Facebook use and self-reported recognition of features Facebook-speak. Learners also completed written exercise attached to the questionnaires for the purpose of discovering what counts as Facebook-speak features. The specific features the study anticipated were (deliberate) spelling errors, unconventional punctuation features, over-punctuation, the exclusion of functional words, the excessive use of abbreviations and acronyms, and the incorporation of emoticons in written academic work. Additional features identified were the nonconventional use of tenses and sentence structure.

The study hypothesized that high exposure to Facebook-speak and limited exposure to formal academic writing have an effect on the academic work of the learners. I considered a claim that the effects of Facebook-speak would be traceable in the schoolwork of the learners. The study therefore compared the actual academic marks the learner participants achieved in one semester for two of their subjects, namely their First additional language and history, and related these marks to questionnaire data. I assumed that in the language subject there would be more attention to aspects of grammar and writing, so that the effects of Facebook-speak were more likely to be seen in their History- and also reflected in their marks, i.e. I assumed weak writing skills would be more evident in History than in a language subject, and that weaker writing correlates with poorer marks.

Five teacher participants from the same school also complete questionnaires regarding the visible features of Facebook-speak in the learners' written work. They commented on new digital literacies and their impact on learners written academic work in an open-ended question put to them in the questionnaire.

The results of the study indicate that learner-participants are ardent users of the social utility Facebook and that socio-economic and racial variables do not factor significantly into Facebook accessibility. The learners believe that Facebook does not have any negative impact on their History work. The data I worked with pointed to the contrary. The History marks were in fact lower than the First Additional marks across both grads and all the classes. This could be attributed (at least in part) to a lack of dedicated attention to grammaticality and writing style in the History class room and one emphasis on factual correctness instead. Although they did not believe Facebook-interaction translated into weaker marks, almost

half of the learners stated that Facebook does indeed have an impact on their written work. In considering the possible relation between Facebook-speak and academic performance, the study found that the Afrikaans L1 learners achieved lower marks in both their First Additional Language (their L2) and history in comparison to the English L1 learners using the same measures. This possibly indicates not only high exposure to Facebook-speak, but also limited exposure to standardized forms of Afrikaans as it is used in other genres.

The written exercise completed by the learners accounted for the majority of data that substantiated the hypothesis that Facebook-speak impacts the written academic work of learners at school. The Afrikaans medium learners scored weaker marks than the English medium participants. The overall non-formal language features were significantly more in the exercises written by Afrikaans medium learners. The abundance of non-formal language features represented in the learner participants' written work can be related to any of a number of variables. Negative perceptions among teachers and learners regarding multimodalities and digital literacies do not allow the development of curricula or learning materials, which integrate such new literacies in the learning process. The reality that learners' world is one where digital communication and short messaging is likely to increase rather than disappear, obliges a search for effective ways of incorporating such real world uses of language into educational structures in a thorough and integrative way. Until tried and tested methods have been achieved, traditional literacies appear not to be developing, while the notion of new literacies is still on the back burner in South African Schools.

Comment on Previous Studies

All the pre-mentioned studies agreed with this study that Linguistic features and Facebook are related; also, Linguistic features can improve communication skills through using it. These studies enlightened the researcher in choosing the Linguistic features.

All the previous studies used the experimental approach. Most of them followed similar design and technique. They depend on questionnaire and text analysis.

In this current study researcher will use only one approach is questionnaire to collect data.

The researcher modified the technique in order to suite the Second year of EFL learners at Sudan University as alone in the current study.

CHAPTER THREE
RESEARCH
METHODOLOGY

CHAPTER THREE

Research Methodology

3.0 Introduction

This chapter describes the research methodology which applied in this study data collection method, the research population the participants used in this study and data analysis method.

3.1 Research Methodology

In this study, the researcher uses the descriptive analytical method where the questionnaire as tools for data collection. {SPSS }

3.2 Data Collection Tool

This research cannot be studied only from a theoretical point of view in order to reach some result. The research examines the linguistic features of writing among Facebook users, thus, it needs much time to cover this variables in a good way. In order to reach better results for this research, the descriptive method is used and students' questionnaire is used. Due to the limited amount of time, it is decided that the questionnaire would be the most appropriate instrument, which provides us with clear insights. The questionnaire is distributed to the second year students of English language. The questionnaire is parted into three groups; the first section was to have an idea about the students' opinions about whether using the Linguistic features such as abbreviations, or acronyms among Facebook users.

The second section was designed to investigate the students' attitudes towards the use of non-verbal language (emoticon) through Facebook can make Facebook chatters familiar with culture of native speakers of English and promote their understanding.

Finally, the third and last part was made to provide us with information about students' (visions and opinions) concerning effectiveness of linguistic features as using among Facebook users of writing in English. In general, the questionnaire will give us an idea about the users' familiarity with types of linguistic features and ICT tools. Specifically, Facebook and whether or not it will be a suitable environment to develop their writing ability.

3.3 Description of the Questionnaire

The principle purpose of this questionnaire is to introduce and explain the linguistic features, which are abbreviations, acronyms, and emoticons use among Facebook users. The main part of the survey is to have a clear idea about the students' attitudes towards the use of the linguistic features through Facebook.

The first section of the questionnaire aims to explore the students' knowledge about the linguistic features and to find out whether they use them for educational purpose or not. The second section is meant to know how EFL students can benefit from the use of linguistic features through Facebook and how could be helpful to develop their writing skill. The goal is to understand the value of 30, this tool to EFL learners and whether or not it will help them enhance their writing abilities.

3.4 Participants

The participant of this survey is the second year students of English language at Sudan University of Science and Technology. The reason of the survey is to explore the population opinions about whether they use linguistic features in Facebook for educational purposes, and whether it help them in developing their writing ability.

3.5 Population of the Study

The population of this study is undergraduate students of Sudan University of Science and Technology.

3.6 Reliability and Validity

Reliability and Validity are very closely related terms, which are used to assess the researcher work. The researcher consults the supervisor and to make sure that the method of collecting data can lead valid and reliable results. In the fourth chapter, reliability and validity are analyzed according to the questionnaire data.

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied to a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (40) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

CHAPTER FOUR

DATA ANALYSIS, RESULTS, AND DISCUSSION

CHAPTER FOUR

Data Analysis, Results, and Discussion

4.0 Introduction

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4.2 Analysis of the Questionnaire:

The researcher distributed the questionnaire on the determined study sample (40), and constructed the required tables for collected data. This step consists of the transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to the quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

Statistical Reliability and Validity:

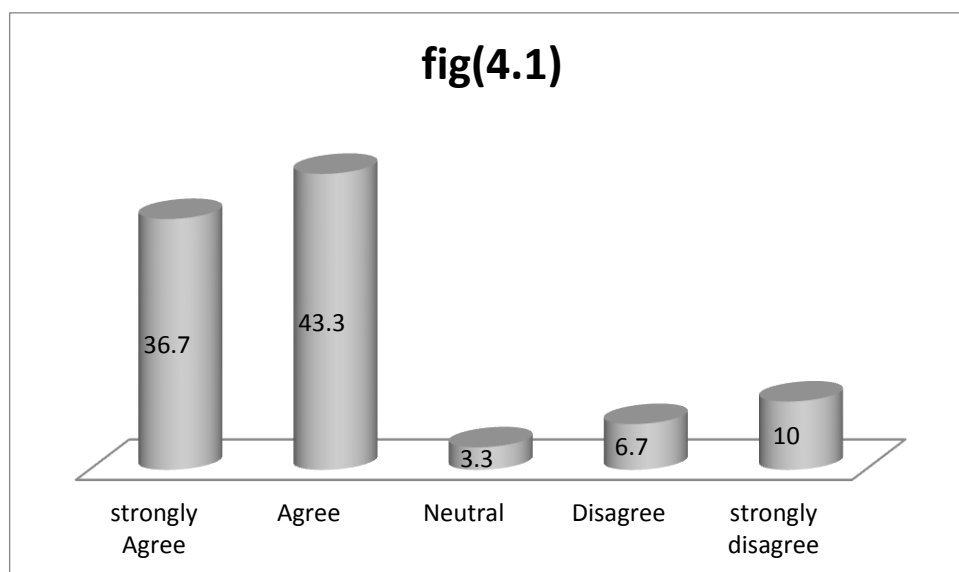
Reliability Statistics

Cronbach's Alpha	N of Items
0.81	10

Statement No. (1): Formal language has positive impact on student's academic writing when face book users are exposed to formal setting e.g. sending official messages.

Table No (4.1) The Frequency Distribution for the Respondents' Answers of statement No.(1)

Valid	Frequency	Percent
Strongly agree	11	36.7
agree	13	43.3
Neutral	1	3.3
disagree	2	6.7
strongly disagree	3	10.0
Total	30	100.0

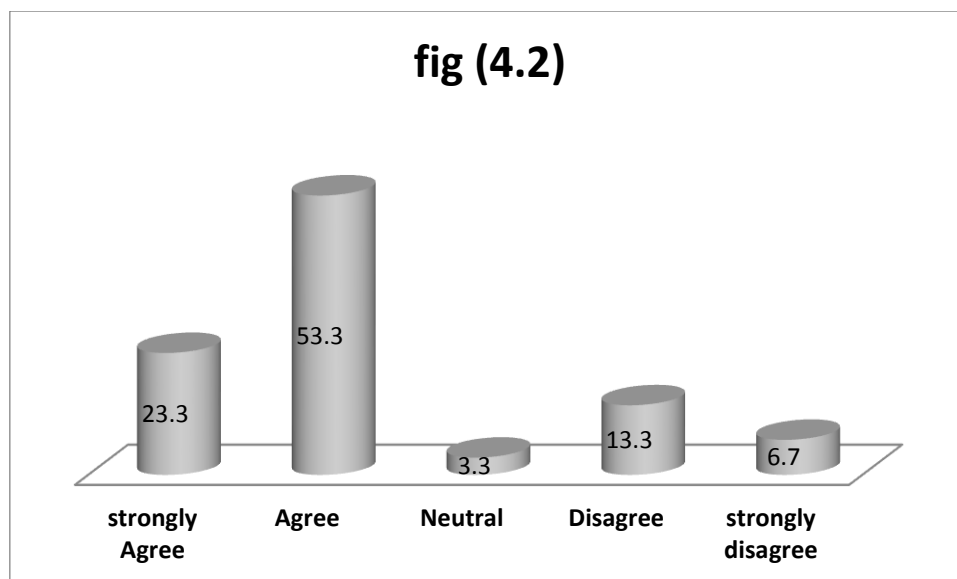


From the above table No.(4.1) and figure No (4.1) It is clear that there are (11) respondents in the study's sample with percentage (36.7%) strongly agreed with "Formal language has positive impact on students academic writing when face book users are exposed to formal setting e.g. sending official messages". There are (13) participants with percentage (43.3%) agreed with that, and (1) respondents with percentage (3.3%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (3) respondents with 10.0% are strongly disagree.

Statement No. (2): Chatting with native speakers plays an essential role in developing writing skill among EFL learners.

Table No (4.2) The Frequency Distribution for the Respondents' Answers of statement No.(2)

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	16	53.3
Neutral	1	3.3
disagree	4	13.3
strongly disagree	2	6.7
Total	30	100.0

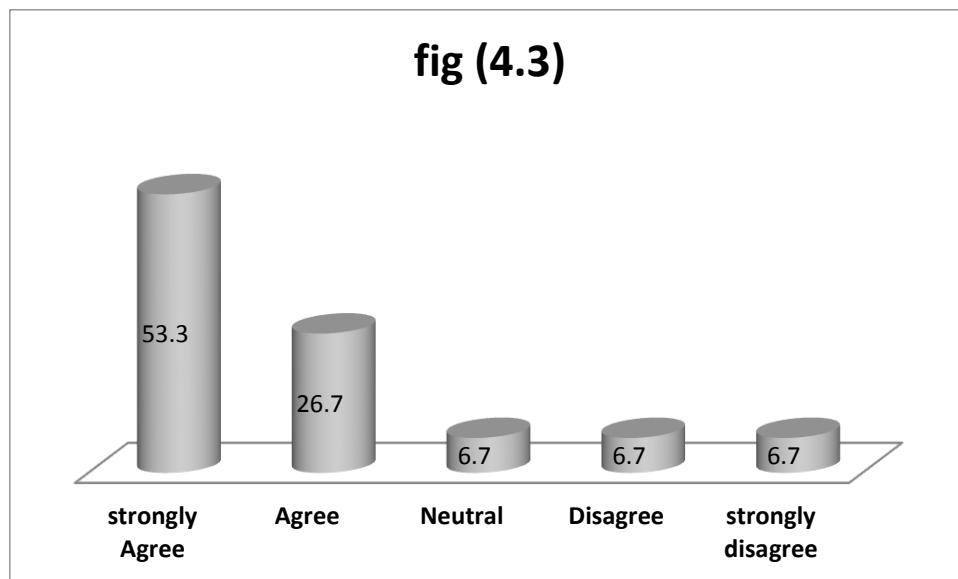


From the above table No. (4.2) and figure No (4.2) It is clear that there are (7) participants in the study's sample with percentage (23.3%) strongly agreed with "Chatting with native speakers plays an essential role in developing writing skill among EFL learners". There are (16) respondents with percentage (53.3%) agreed with that and (1) persons with percentage (3.3%) were not sure that and (4) respondents with percentage (13.3%) disagreed. And (4) respondents with 6.7% are strongly disagree

Statement No. (3): Using abbreviations and acronyms are better than using full words, because they save time and effort.

Table No (4.3) The Frequency Distribution for the Respondents' Answers of statement No. (3)

Valid	Frequency	Percent
Strongly agree	16	53.3
agree	8	26.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

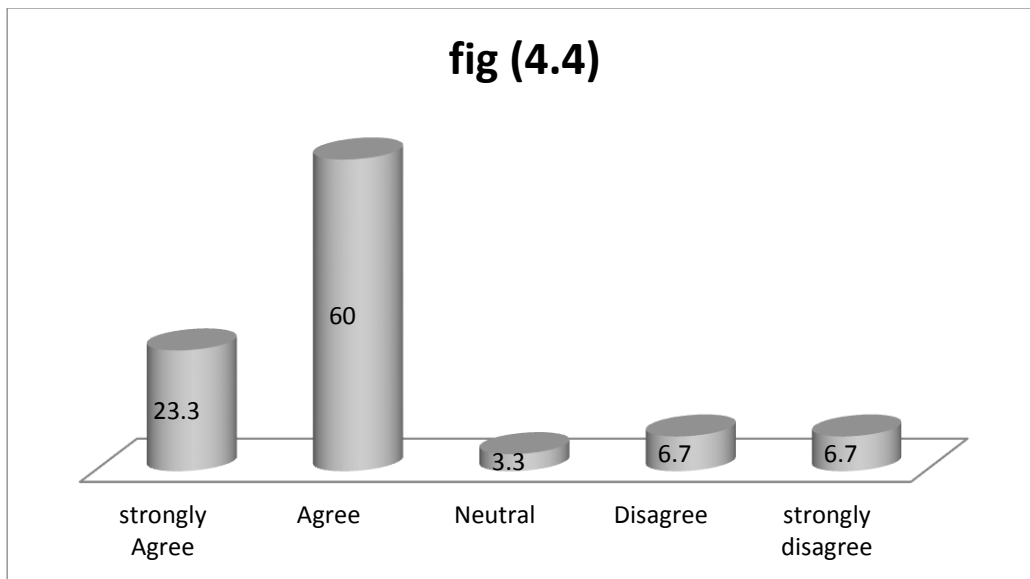


From the above table No. (4.3) and figure No (4.3) It is clear that there are (16) participants in the study's sample with percentage (53.3%) strongly agreed with "Using abbreviations and acronyms are better than using full words, because they save time and effort". There are (8) respondents with percentage (26.7%) agreed with that and (2) respondents with percentage (6.7%) were not sure that and (2) persons with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagreed.

Statement No.(4): Informal languages (Facebook languages) is easier than formal languages .

Table No (4.4) The Frequency Distribution for the Respondents' Answers of statement No.(4)

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	18	60.0
Neutral	1	3.3
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



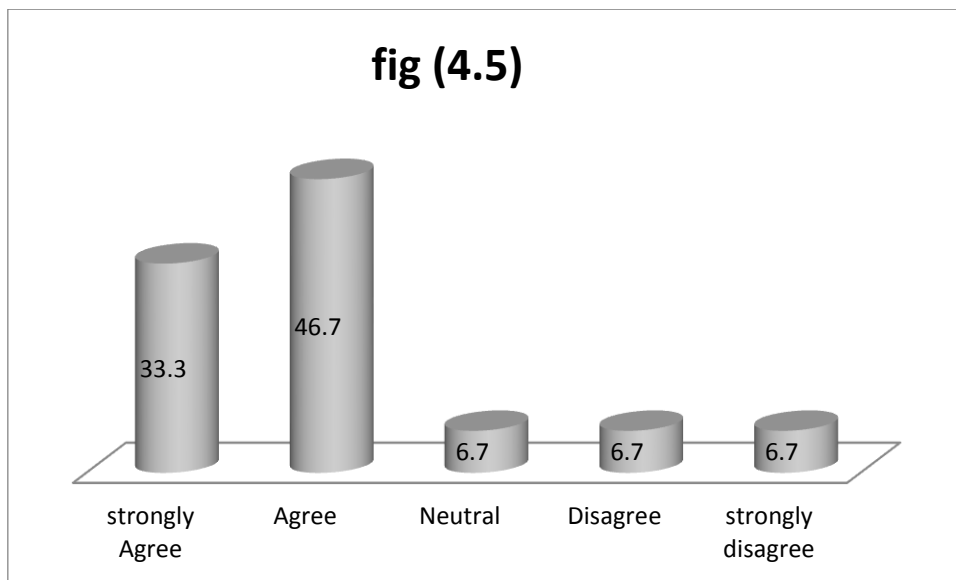
From the above table No.(4.4) and figure No (4.4) It is clear that there are(7) Participants in the study's sample with percentage (23.3%) strongly agreed with "Informal languages (Facebook language) is easier than formal language". There are (18) persons with percentage (60.0%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that,

and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree

Statement No.(5): Chatting motivates students to practice writing skill through Facebook .

Table No (4.5) The Frequency Distribution for the Respondents' Answers of statement No.(5)

Valid	Frequency	Percent
Strongly agree	10	33.3
agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



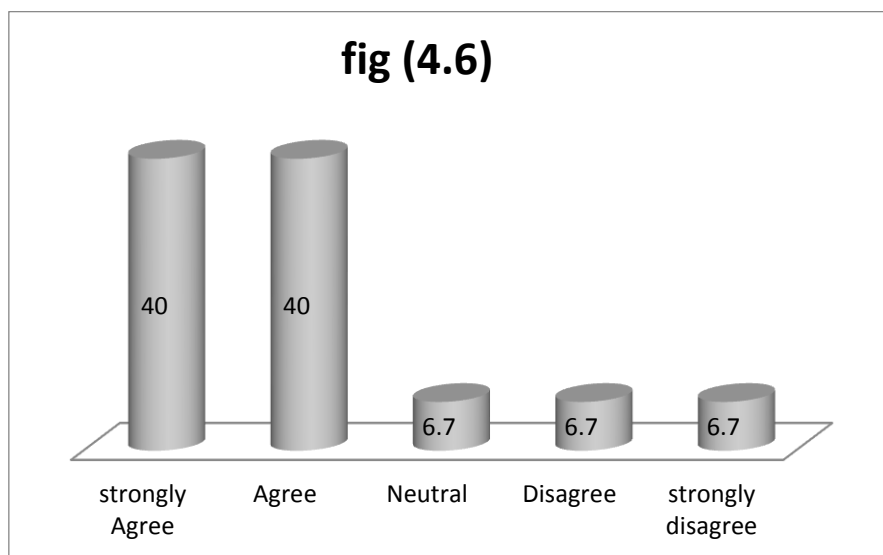
From the above table No.(4.5) and figure No (4.5) It is clear that there are(10)Participants in the study's sample with percentage (33.3%) strongly agreed with "Chatting motivates students to practice writing skill through Facebook". There are (14) respondents with percentage (46.7%)

agreed with that and (2) respondents with percentage (6.7%) were not sure that and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree

Statement No.(6): Informal language (Facebook language) is preferred to formal to the formal language because its used in face book .

Table No (4.6) The Frequency Distribution for the Respondents' Answers of statement No.(6)

Valid	Frequency	Percent
Strongly agree	12	40.0
agree	12	40.0
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



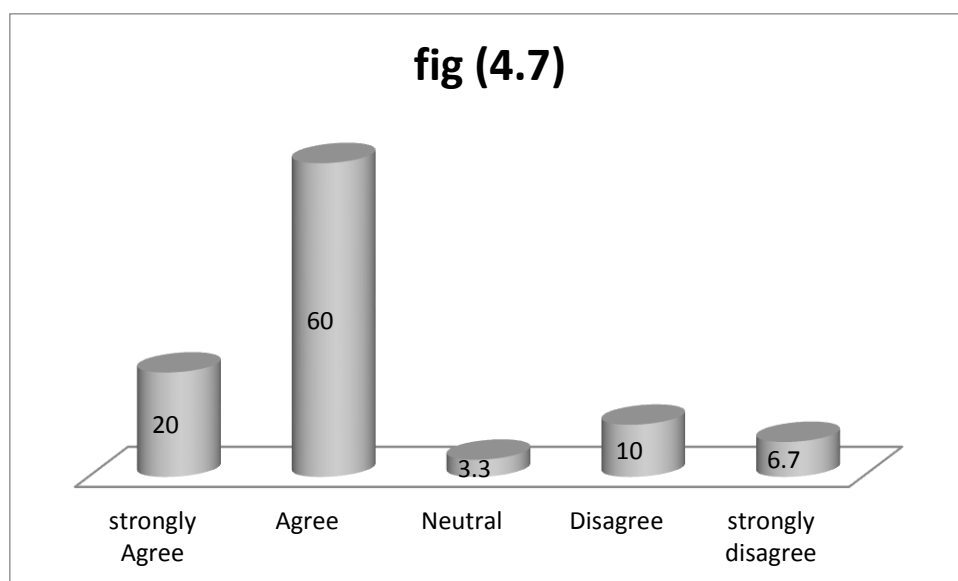
From the above table No.(4.6) and figure No (4.6) It is clear that there are(12) Participants in the study's sample with percentage (40.0%)

strongly agreed with "Informal language (Facebook language) is preferred to formal to the formal languages because its used in face book". There are (12) persons with percentage (40.0%) agreed with that and (2) respondents with percentage (6.7%) were not sure that and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree

Statement No.(7): Informal language (Facebook language) has negative impacts on students academic writing e.g. (u are good .).

Table No (4.7) The Frequency Distribution for the Respondents' Answers of statement No.(7)

Valid	Frequency	Percent
Strongly agree	6	20.0
agree	18	60.0
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

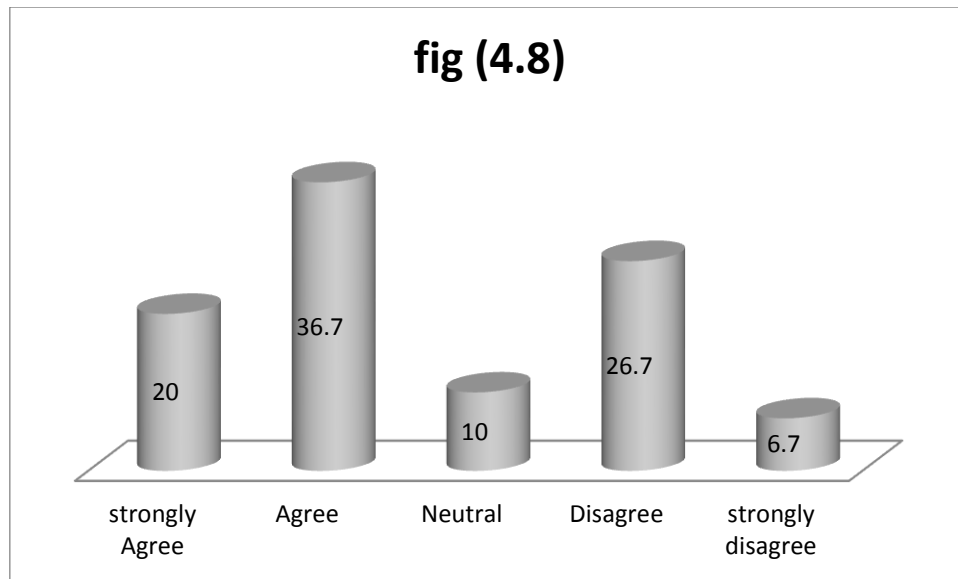


From the above table No.(4.7) and figure No (4.7) It is clear that there are (6) Participants in the study's sample with percentage (20.0%) strongly agreed with "Informal language (Facebook language) has negative impacts on students academic writing e.g. (u are good.). "There are (18) respondents with percentage (60.0%) agreed with that, and (1) respondents with percentage (3.3%) were not sure that, and (2) respondents with percentage (10.0%) disagreed. And (2) respondents with 6.7% are strongly disagreed

Statement No.(8) Abbreviations and acronyms have effect on spelling system of students writing .

Table No (4.8) The Frequency Distribution for the Respondents' Answers of statement No.(8)

valid	Frequency	Percent
Strongly agree	6	20.0
agree	11	36.7
Neutral	3	10.0
disagree	8	26.7
strongly disagree	2	6.7
Total	30	100.0

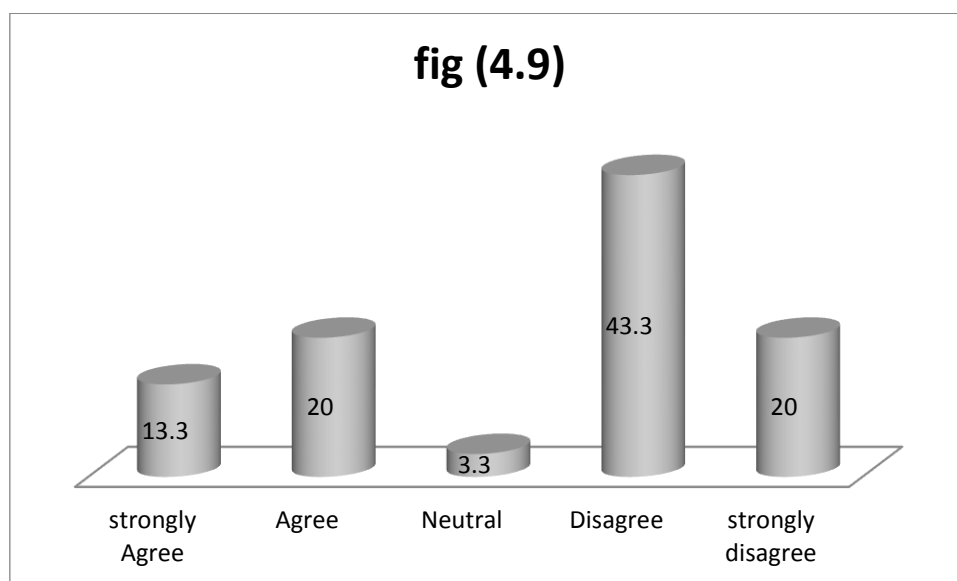


From the above table No.(4.8) and figure No (4.8) It is clear that there are(6) Participants in the study's sample with percentage (20.0%) strongly agreed with "Abbreviations and acronyms have affect on spelling system of students writing ". There are (11) respondents with percentage (36.7%) agreed with that and (3) respondents with percentage (10.0%) were not sure that and (8) respondents with percentage (26.7%) disagreed. And (2) respondents with 6.7% are strongly disagree.

Statement No.(9): Abbreviations and acronyms can be used even with teacher as a form of informal language.

Table No (4.9) The Frequency Distribution for the Respondents' Answers of statement No.(9)

valid	Frequency	Percent
Strongly agree	4	13.3
agree	6	20.0
Neutral	1	3.3
disagree	13	43.3
strongly disagree	6	20.0
Total	30	100.0

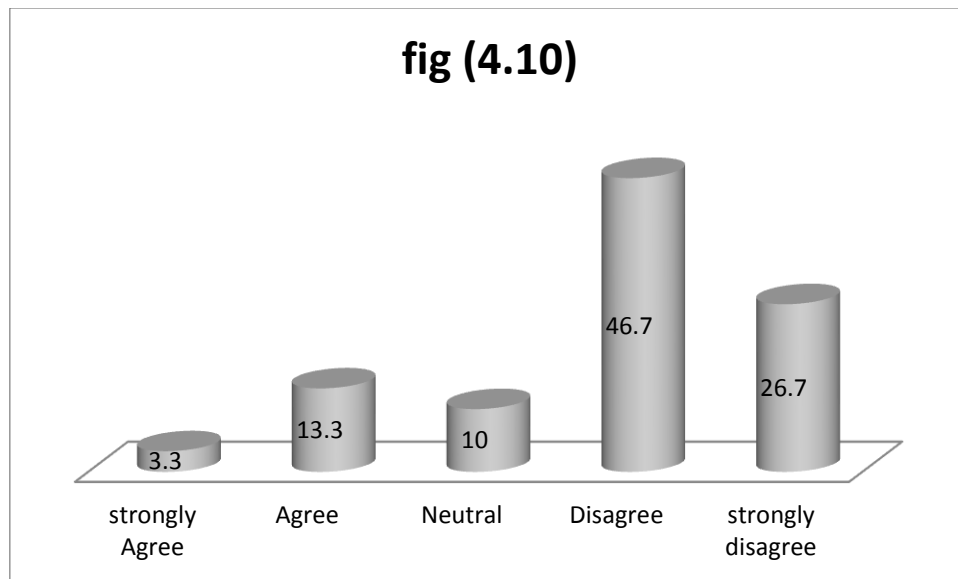


From the above table No.(4.9) and figure No (4.9) It is clear that there are(4) Participants in the study's sample with percentage (13.3%) strongly agreed with "**Abbreviations** and acronyms can be used even with teacher as a form of informal language." There are (6) respondents with percentage (20.0%) agreed with that and (1) respondent with percentage (3.3%) were not sure that and (13) respondentswith percentage (43.3%) disagreed. And (6) respondents with 20.0% are strongly disagree.

Statement No.(10):Informal language (Facebook language) has effect on students' academic performance in writing .

Table No (4.10) The Frequency Distribution for the Respondents' Answers of statement No.(10)

Valid	Frequency	Percent
Strongly agree	1	3.3
agree	4	13.3
Neutral	3	10.0
disagree	14	46.7
strongly disagree	8	26.7
Total	30	100.0



From the above table No.(4.10) and figure No (4.10) It is clear that there are (1) Participant in the study's sample with percentage (3.3%) strongly agreed with "Informal language (Facebook language) has effect on students' academic performance in writing." There are (4) respondents with percentage (13.3%) agreed with that and (3) respondents with

percentage (10.0%) were not sure that and (14) persons with percentage (46.7%) disagreed. And (8) persons with 26.7% are strongly disagree.

Table No.(4.8) Chi-Square Test Results for Respondents’ Answers of the Questions of the H2

Nom .	Statement	mean	SD	Chi square	p-value
1	Formal language has positive impact on students' academic writing when Facebook users are exposed to formal setting e.g. sending official messages.	2.5	1.4	17	0.00
2	Chatting with native speakers plays an essential role in developing writing skill among EFL learners.	2.7	2.6	15	0.00
3	Using abbreviations and acronyms are better than using full words, because they save time and effort.	2.8	0.8	20	0.001
4	Informal languages (Facebook language) is easier than formal language.	2.5	0.7	21	0.008
5	Abbreviations and acronyms can be used even with a teacher as a form of informal language.	2.4	1.9	12	0.00

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Formal language has positive impact on students academic writing when Facebook users are exposed to formal setting e.g. sending official messages.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Chatting with native speakers plays an essential role in developing writing skill among EFL learners .

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Using abbreviations and acronyms are better than using full words , because they save time and effort .

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Informal languages (Facebook languages) is easier than formal languages .

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement No (5) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that,

there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Most of students in English are shy to communicate only in English when approached by their teachers.

According to the previous result we can say that the second hypothesis of our study is accepted.

Table No.() Chi-Square Test Results for Respondents’ Answers of the Statement of the H3

Nom.	Statement	mean	SD	Chi square	p-value
1	Chatting motivates students to practice writing skill through Facebook.	2.9	3.5	24	0.00
2	Informal language (Facebook language) is preferred to formal to the formal language because it's used in face book.	2.5	2.7	33	0.00
3	Informal language (Facebook language) has negative impacts on students' academic writing e.g. (u are good).	2.03	4.6	41	0.00
4	Abbreviations and acronyms have affect on spelling system of students writing.	2.8	1.4	22	0.00
5	Informal languages (Facebook languages) has effected student's academic performance in writing.	2.5	2.6	17	0.00

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement “ Chatting motivates students to practice writing skill through Facebook.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ‘ Informal language (Facebook language) is preferred to formal to the formal languages because its used in face book.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Informal languages (Facebook language) has negative impacts on students academic writing e.g. (u are good).

The calculated value of chi-square for the significance of the differences for the respondents’ answers in statement No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Abbreviations and acronyms have affect on spelling system of students writing .

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " Informal language (Facebook languages) has effected students academic performance in writing.

According to the previous results, we can say that the third hypothesis of our study is accepted.

The Responses to the Diagnostic Test

The responses to the diagnostic test of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

Statistical Reliability and validity for student's test

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table

	<u>Reliability</u>	<u>validity</u>	<u>N</u>
ALPH – CRONBACH	0.90	0.95	30

$$\text{Validity} = \sqrt{\text{Reliability}} .$$

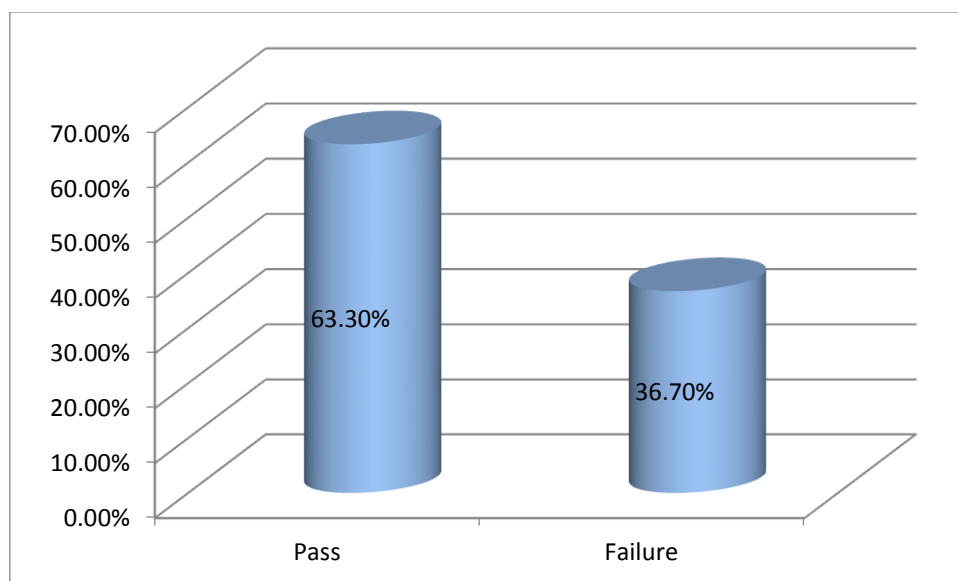
From the above table it's shown that the validity of the test is very high (0.95). This indicates that if we repeat the test we are sure with 93% that it's going to give us the same results

HYPOTHESIS (1): Facebook users are familiar with linguistic features of written of English in terms of using observations and acronyms in sentence structure

Question One:

Table (4.1) shows the frequency and percentage distribution of the answers according to part (1)

Valid	Frequency	Percentage
Pass	19	63.3%
Failure	11	36.7%
Total	30	100



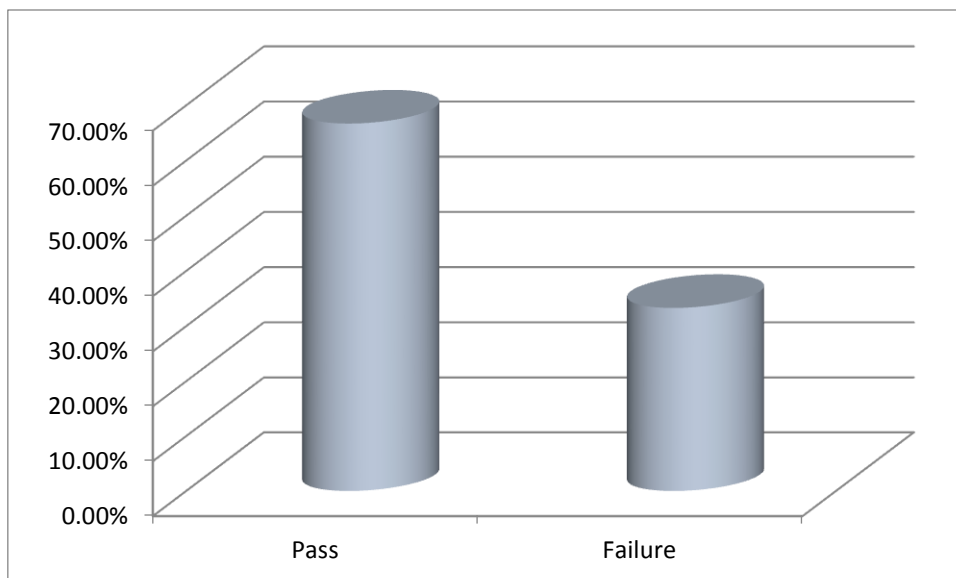
The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were passed which are represented by the percentage (63.3%). This justifies face book users are familiar with linguistic features of written of English in terms of using observations and acronyms in sentence structure

Hypothesis (2) : face book users are familiar with non verbal language (emoticons) to express their feelings emotions and ideas through facebook

Question Two:

Table (4.2) shows the frequency and percentage distribution of the answers according to part (2)

Valid	Frequency	Percentage
Pass	20	66.7%
Failure	10	33.3%
Total	30	100



The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were passed which are represented by the percentage (78%). This justifies that face book users are familiar with nonverbal languages (emoticons) to express their feelings emotions and ideas through Facebook.

Table No (4.3) The Frequency Distribution and decisions for the Respondent’s Answers of all questions

Questions	Pass		Failure		Decision
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	19	63.7	11	33.3	Accept
Question 2	20	66.7	10	33.3	Accept

This table No.(4.3) it's shown the summary of the results . For the **question one**, it's clear that the number of students who passed in the question one is greater than the number of students who pass the question (63.7%) so the hypothesis of the study related to question one is accepted.

This table No. (4.4) it's shown the summary of the results. For the **question two**, it's clear that the number of students who passed in the question two is greater than the number of students who pass the question (66.7%) so the hypothesis of the study related to question 2 is accepted

Table (4.4) one sample T-TEST for the questions of the study

Question s	N	SD	t-value	DF	p-value
1	30	7.2	18	29	0.00
2	49	9.81	17	29	0.00
For all	30	8.03	15	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1) was (18) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted

The calculated value of T – TEST for the significance of the differences for the respondents' answers in the question No (2) was (17) which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. This means that our second hypothesis is accepted.

CHAPTER FIVE

**MAIN FINDINGS,
CONCLUSIONS
RECOMMENDATIONS AND
SUGGESTION FOR FURTHER
STUDIES**

CHAPTER FIVE

Main Findings, Conclusions, Recommendations and Suggestion for further Studies

5.0 Introduction

In this chapter, the researcher looks at the findings that are to be obtained from the study chapters and the analysis of the students' test and questionnaire. Later on, the researcher states some recommendations that may help students to overcome these problems. Then the researcher shows some suggestions that may be useful in further studies.

5.1 Main Findings

1-Second year students have no problems in linguistic features (abbreviations and acronyms).

2-Second year students have no problems in using non-verbal language (emoticons).

3-Second year students face difficult in non-verbal language (emoticons) than verbal language (abbreviations and acronyms).

5.2 Conclusions

This study explores the linguistic features of writing in English language among Facebook users. The research was conducted to highlight the students' use of linguistic features in order to improve their writing skill.

The researcher has arrived at the following conclusions:

Related to the first hypothesis, which states that Facebook users are familiar with linguistic features of writing in English in terms of using

abbreviations and acronyms in sentence structure. The result showed that this hypothesis is true according to the scores of the students.

The second hypothesis states that there are positive and negative of linguistic features used in Facebook on a form of writing in academic performance. This is consistent with the scores of the students also.

As for the third hypothesis which states that the Facebook users can be familiar with nonverbal language (emoticons) to express their feelings, emotions, ideas through Facebook. The students can differentiate between emoticons faces to express his/her feelings or ideas.

5.3 Recommendations

1-Students should look faraway to widen their knowledge concerning linguistic features (abbreviations, acronyms, and emoticons).

2-Teachers of English should encourage non Facebook users should be online so as to improve their writing skill.

3.Teachers of English should give more exercises on nonverbal language (emoticons) to students so as to improve their performance.

5.4 Suggestions for Further Studies

Referring to the findings of this study, the researcher provides some suggestions for the future researchers, teachers, and students.

1-Further studies should be conducted on the area of nonverbal language among the Facebook users.

2-The role of Facebook in understanding native English culture.

3-Investigating role of linguistic features in developing writing skill among Facebook users and EFL learners.

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APPENIDICES

APPENIDICES

Appendix (1)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Questionnaire

Exploring the Linguistic Features of Writing in English among FacebookUsers

Dear students, you are kindly requested to answer the following questions concerning the use of linguistic features of writing in English among Facebook users. This is not a test so there are no right or wrong answers and you do not even have to write your names, we are interested in your personal opinion, please give your answers sincerely, as only this will guarantee the success of the investigation.

General Information:

Gender: Male female

Age:.....

Hypothesis Two: There are positive and negative impacts of linguistic features used in Facebook on a form of writing in academic performance.

NO	Statement	Agree	Agree Strongly	Neutral	Disagree	Disagree Strongly
1	Formal language has positive Impacts on students' academic Writing when Facebook users Are exposed to formal setting E.g. sending official messages.					
2	Chatting with native speaker plays an essential role in developing writing skill among EFL learners.					
3	Using abbreviations and Acronyms are better than Using full words because They save time and effort.					
4	Informal language (Facebook Language) is easier Than formal language.					
5	Chatting motivates students to Practice writing skill through Facebook.					
6	Informal language (Facebook Language) is preferred to the formal language because it is used in Facebook.					
7	Informal language (Facebook					

	Language) has negative Impacts on students' academic Writing. e.g. u are good.					
8	Abbreviations and acronyms have effect on spelling system of Students' writing.					
9	Abbreviations and Acronyms can be used even with a teacher.as a form of an informal language.					
10	Informal language (Facebook Language) has effect on students' academic performance in writing.					

Appendix (2)

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

English Language Department

Diagnostic Test- English Second Year Students

Time Allowed:30.m

Hypothesis One: Facebook users are familiar with linguistic features of writing in English in terms of using abbreviations and acronyms in sentence structure.

Question One:

Read the following sentences carefully, and then draw a circle around the correct answer from (a, b, and c).

1- Oh, my parents may Allah RIP.

RIPrefers to

A-Read inside a paper

B-Rest in peace

C-Read in public

2-I Hate You and I IDKabout you.

IDK refers to

A-I don't care

B-I don't know

C-I don't kidding

3-I will never forget this 2nte because I met you.

2nterefers to

a-Second century

b-Two notes

c-Tonight

4-I have problem on my CD.

CD refers to

a-Cat&dog

b-Cars' driver

c-Compact disk

5-I have bought a new COM.

COM refers to

a-Computer

b-Communication

c-Company

6-Ali is my BFF.

BFF refers to

a-Boy friend forever.

b-Big father of family

c-Best friend forever

7-It is GR idea to study English course.

GR refers to

a-Growing.

b-Great

c-Grooming

8-My friend really IMU so much.

IMU refers to

a-I miss you.

b-I meet you.

c-I mock you.

9-Why do you come l8r?

l8r refers to

a-Later

b-Last

c-Loser

10-John reads me joking and I LOL long time.

LOL refers to

a-Laughing out loud.

b-Laughing over loud.

c-Laughing of loud.

Question Two:

Hypothesis Three: Facebook users are familiar with non-verbal language (emoticons) to express their feelings, emotions, and ideas through Facebook.

Put the words in the brackets in their correct shape using the emoticons listed below.

{thinking- waiting-sick- crying- tongue- kiss- sad- cool- happy- devil}

NO.	ICONS	ANSWER
1	:p	
2	☹	
3	:-*	
4	:-&	
5	:CC	
6	☺	
7	:-w	
8	:-?	
9	>:)	
10	B-)	