



بسم الله الرحمن الرحيم



Sudan University of Science and Technology

College of Languages

English Language Department

**Chat language between Communication and Violation
of Linguistic Rules of English Language**

لغة (الدردشة) بين التواصل ومخالفة قواعد اللغة الانجليزية

**A thesis Submitted in Partial Fulfilment for Requirements of
M.A. Degree in English language**

Prepared by

Supervisor

Rasha Ali Al Awad Ali

Dr: Yusuf ALTiraifi Ahmed

2015-2016

الاستهلال

بسم الله الرحمن الرحيم

قال الله تعالى:

{ اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5) }

صدق الله العظيم

سورة العلق، الآية (1-5)

Dedication

To my father's soul,

my mother,

my sisters and brothers,

my husband,

and to my friends.

Acknowledgments

All praises be to Allah, who granted me the strength to peruse this study. Peace and blessing be upon our prophet Mohammad, his families, his companions, and his followers.

Furthermore, I would like to express my greatest thanks and gratitude to my advisors, Dr. Yusuf ALTiraifi Ahmed who spared no effort in guiding me through this work, and who has been very patient to sacrifice his time to assist me so that I could finish this “Research”. Special thanks to Dr. Garib Allah Hajo for his support and help through the entire research .I am also greatly indebted to the staff of Faculty of Graduate Studies, Sudan University of Science and Technology who were very cooperative and supportive to me in different ways. My thankfulness is due to all of the students who answered my questionnaire.

Finally, a warm word of gratefulness goes to all people who cannot be mentioned who helped me in writing this research.

Abstract

This research is about Chat language between Communication and Violation of Linguistic Rules. Learners of English who use new communication technology especially text messaging made numerous errors ranging from incorrect spelling in grammatical sentence structure. The researcher designed a questionnaire for a sample of 40 students from Sudan University of Science and Technology. The researcher used the descriptive analytical method to conduct her study. After the analysis of data, the researcher has arrived to the following results: For the majority of study sample, chat language is not hard to understand, and, for the most of study sample, online blogs (Apps, websites) make communication better. At the end of the research, the researcher gives some recommendations like: Students should not depend only on using chat language to learn English, and, Teachers should issue articles which contain chat language abbreviations and its meanings in dictionaries.

المستخلص

تناول البحث موضوع لغة الدردشة بين التخابط ومخالفة قواعد اللغة الانجليزية ، دارسي اللغة الانجليزية المستخدمين لتقنيات التواصل الجديدة وخاصة الرسائل النصية يرتكبون أخطاء عديدة ابتداء بالأخطاء الإملائية وصولاً إلى التركيب الخاطئ للجملة. وقام الباحث بتصميم إستبانة لعينة من 40 طالب من جامعة السودان للعلوم والتكنولوجيا ، واستخدم الباحث المنهج الوصفي التحليلي ليدعم دراسته ، وبعد تحليل البيانات ، توصل الباحث إلى النتائج التالية : لغة الدردشة ليست صعبة الفهم بالنسبة لمعظم عينة البحث ، المدونات الإلكترونية (التطبيقات و المواقع) تحسن من التخابط . وفي نهاية البحث ، قام الباحث بتقديم بعض التوصيات منها : يجب على الطلاب ألا يعتمدوا كلياً على لغة التخابط في تعلم اللغة الإنجليزية ، ويجب على الأساتذة إصدار مقالات تحتوي على اختصارات لغة التخابط ومعانيها في القواميس.

List of Contents

الاستهلال.....	ii
Dedication.....	iii
Acknowledgments	iv
Abstract	v
المستخلص.....	vi
List of Contents	vii
List of Tables.....	ix
List of Figures	x
Chapter One: Introduction	1
1.1. Background:-	1
1.2. Statement of the problem:-	2
1.3. Research Questions:-	2
1.4. Research hypotheses:-	3
1.5. Research significance:-	3
1.6. Research methodology:-	3
1.7. Limits of the study:-	3
Chapter Two: Literature Review.....	4
2.1. Introduction:-	4
2.2. Literature Review:.....	6
Chapter Three: Methodology.....	10
3.1 Introduction :.....	10
3.2 Method of the Study:	10
3.3 Population and Sample:	10
3.4 Data Collection Instruments:.....	10
3.5 Procedures of data collection:.....	11
3.6 Validity of the tool:	11
3.7 Reliability:.....	11
3.8 Summary of the chapter:	11
Chapter Four: Data Analysis and Discussion.....	12
4.1 Introduction:.....	12

4.2 Discussion of Questionnaire Results:.....	12
4.2.1. I use chat language.	12
4.2.2 Chat language is hard for me to understand.....	13
4.2.3 Chat language declines the level of communications among students.....	14
4.2.4 Chat language makes learning English more possible.	15
4.2.5 Chat abbreviation brief letters into numbers which make learning English more suitable....	16
4.2.6 Online blogs (apps and websites) make communication better.	17
4.2.7 The Internet ,modern cell phone, and other devices have changed people's life and affected the way they use language.	18
4.2.8 Chat language which used by adults, teenagers, children affected on their understanding of language and on their use of standard written forms.....	19
4.2.9 Children may be losing their linguistic ability as a result.	20
4.2.10 Regular use of texting service can impact negatively on every day language textures.....	21
Chapter Five: Conclusion, Recommendations, and Suggestions for the Further studies	22
5.1 Introduction:-	22
5.2 Conclusion:	22
5.3 Recommendations:.....	22
5.4 Suggestions for further studies:	23
References	24
Appendices	25
Appendix (1).....	25
Questionnaire.....	25
Appendix (2).....	28
List of some new abbreviated words on the Internet	28
Appendix (3).....	29
list of some abbreviated phrases and expressions on the Internet.	29

List of Tables

Table No (4.1): showing the answers of study sample for Q (1).....	12
Table No (4.2): showing the answers of study sample for Q (2).....	13
Table No (4.3): showing the answers of study sample for Q (3).....	14
Table No (4.4): showing the answers of study sample for Q (4).....	15
Table No (4.5): showing the answers of study sample for Q (5).....	16
Table No (4.6): showing the answers of study sample for Q (6).....	17
Table No (4.7): showing the answers of study sample for Q (7).....	18
Table No (4.8): showing the answers of study sample for Q (8).....	19
Table No (4.9): showing the answers of study sample for Q (9).....	20
Table No (4.10): showing the answers of study sample for Q (10).....	21

List of Figures

Figure No (4.1): showing the answers of study sample for Q (1).	12
Figure No (4.2): showing the answers of study sample for Q (2).	13
Figure No (4.3): showing the answers of study sample for Q (3).	14
Figure No (4.4): showing the answers of study sample for Q (4).	15
Figure No (4.5): showing the answers of study sample for Q (5).	16
Figure No (4.6): showing the answers of study sample for Q (6).	17
Figure No(4.7): showing the answers of study sample for Q (7).	18
Figure No (4.8): showing the answers of study sample for Q (8).	19
Figure No (4.9): showing the answers of study sample for Q (9).	20
Figure No (4.10): showing the answers of study sample for Q (10).....	21

Chapter One

Introduction

Chapter One

Introduction

1.1. Background:-

There have been much debates over the usage of computers and the internet in foreign language teaching over the past few years. The techniques offered, the activities and the degree of application in the language teaching syllabuses have undergone a number of serious changes alongside the evolution of technology.

The technology has become a fixture in many homes around the world, and its influence has permeated into all facets of our lives, including educational settings. This phenomenon has been hailed by many as the wave of the future in which language instruction will be driven by new advances in computers, the internet, and mobile.

The introduction of this new process has serious implications for the nature and purpose of educational institutions. The knowledge and skills acquired make learning possible continuously throughout the lifetime. Information and Communication Technologies as well as newer digital technologies such as computers and internet are more powerful tools for educational change and reform.

They can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and informal settings as it enables access to information exponentially.

The process of learning a second language may be structured in different ways – in a classroom or at home, with or without a teacher, emphasizing or minimizing grammar, gradually exposing the student to native speakers or prompt immersion .With the advancements in ICT, Web 2.0 tools are becoming

more and more commonplace in schools. With the change of a “read” Web to a “read/write” Web, teachers are discovering new ways in which to engage technologically savvy students in computer-based educational activities. Publishing student work to the World Wide Web is a means of providing an authentic global audience for classroom productions.

When students write or speak for a broader and more international audience, they pay more attention to polish their work, think more deeply about the content they produce, and consider cultural norms more thoughtfully. Thus, the rapid advances in technology has led the development of ICT which is thought to offer new opportunities to promote the quality and effectiveness of foreign language teaching.

1.2. Statement of the problem:-

Chat language can be justly described as the world wide impact of internet and cosmopolitan culture. Chat language refers to the whole range of abbreviations which have become an integral part of the process of chatting. Chat language is one of the most commonly used of media of communication amongst the youngsters.

There have been many opposing views over the usage of communication technology especially the social network which it has negative impact on language learning.

1.3. Research Questions:-

The researcher will attempt to answer the following questions:-

- 1- How has the technology made communication better?
- 2- To what extent does the blog language helped the students to develop language?

3- To what extents does it decline the level of English?

1.4. Research hypotheses:-

The research seeks to test three hypotheses:-

- 1- Chat language helps students in communication but neglects aspects of language.
- 2- Chat language affects the level of language used among students.
- 3- Online blogs (chatting SMS-massage-emails) briefing the letters into numbers which makes it easier in writing and communication.

1.5. Research significance:-

The importance of the study is the statement of the positives and negatives of technology as a whole whether it adds to English language or declines the level of communication among its users.

1.6. Research methodology:-

Here the researcher will adopt the method of questionnaire to prove the hypotheses of the research and to show advantages and the disadvantages of the research.

1.7. Limits of the study:-

The study is limited to investigate chat language between communication and violation of linguistic rules of English language to the students of Sudan University of Science and Technology, 2016.

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1. Introduction:-

Chat language is a new language variety that appears with the Internet and digital media. This language has developed a unique style that requires new terminology, which separates it from daily language. Some people consider such a language variety as an informal language.

Linguists, educators, and language teachers should take care of this new trend. The goal is to find out about the role of internet, media, and technology to teach English in EFL context and to distinguish between formal and informal written forms and to compare between how English native speakers and non-native speakers of English deal with this language.

The internet has changed people live and modern cell phone ,digital cameras, and other new devices have affected the way we use language. People communicate with each other through electronic mail, instant messaging, and texts. They might “chat” indifferent virtual rooms, join interesting online groups, comment on news websites, and write in blogs and “wikis.” These practices construct new forms of “discourse, identity, authorship, and language” (Kern, 2006, p.183).

The English language is widely used on the Internet and considered to be the most common Internet language. English language has many new expressions and abbreviations that appear on the Internet. These Internet expressions have grown in popularity. People use several terms to describe them, such as texting language, text, Internet language, digital language, and chatting language.

Such expressions build up a new variety of English that is very common among Internet users, bloggers ,chatters, gamers, and teenagers in general. It is considered an informal written language, much like slang , which is an informal spoken variety of the language. This paper uses the term “chatting language” (CL) to mean all these kinds of messages, expressions, and abbreviations.

Chat language has progressed from standard messaging in instant message and electronic mail, to texting in cell phones, recently to short micro blogging on some sites such as Facebook, Flickr, and Twitter. The current trend in micro blogging style can be described as an abbreviated written form that follows some character restrictions. Such expressions and abbreviations started when cell phone companies restricted the number of characters in every text.

This restriction led to development of a new form of discourse, which is called a “technological discourse.” This discourse exists also in social networking services such as at “wall posts” in Facebook and “hash tags” in Twitter. Such discourse developed a linguistic form that led to the creation of orthographic conventions. This form depends on shared social references in order to use emoticons for expressing emotional states.

According to Thurlow (2003), these expressions compose a linguistic unique style that is “reinventing conventional linguistic and communicative practices” (p. 1).

Communication through the Internet changes at a rapid rate. It has become a standard form of communication. Adolescents and teenagers use texting language extensively to communicate .Smart phone possession has been growing in a speed rate. These facts generate some concerns about the effects on children’s language. Parents, teachers, educators, and linguists question the consequences of children’s use of texting language on their understanding of

English grammar and their use of standard written forms. Some questions exist about children literacy skills.

Other questions focus on different topics such as language change, linguistic diffusion, and linguistic perspective. This research contributes to the knowledge on texting language. It attempts to determine how chat language affects language acquisition and students' literacy and writing skills. It answers the research question, which is "what are the effects of chat language on English language learning" .

2.2. Literature Review:

Communication through technological devices and the Internet has changed radically during the past two decades. There is no doubt that Chat language is vastly different from language used in any place else. Chat Language has become a unique form of language that is full of reduced expressions.

This form has special features that make it more sociable and immediate than most forms of written communication. It sits in between spoken and written forms of language. According to Gong and Ooi (2008, p. 917), "computer communication has not only expanded our conceptions about human communication by offering options that have previously been unavailable, but also blurred the line between speech and writing." Such communication brings convenience and quickness to the modern world. Although these expressions have a short history, their influence on language has produced a great deal of debate.

Chat Language has generated an enormous level of interest among educators and researchers. Copious research exists on the effect of chat in journals, newspapers, and on the Internet. Some online articles address the positive and negative impacts of text messaging on different aspects of academic and social

life. However, there is no many books that focus on this phenomenon. Yet some editing books include chapters on the topic.

The most well-known literary work so far on texting messages is in David Crystal's book "." In general, literature about Chat language has brought three main camps of thought about the effects of chat language on language learning. The first camp of thought centers on some negative relationships that have been noted. Some educators believe Chat Language is a bane of technology and the Internet because it has negative impacts on students' communication skills, particularly on their writing skills.

Therefore, they believe that literacy skills may be under threat. Thurlow, Lengel, and Tomic (2004) "go as far as suggesting such terminology could be harmful" because "children may be losing their linguistic ability as a result." Rosen, Chang, Erwin, Carrier, and Cheever (2010) state that "regular use of the texting service e can impact negatively on the everyday language of textures." They found that the frequent use of texting expressions was related to poorer scores on a formal writing task among young U.S. adults who have some or no college education. De Jonge and Kemp (2012) found that Australian undergraduates' poorer performance on spelling and reading assessments was associated with frequent text-messaging and greater use of texting devices.

Studies have produced mixed results, depending on the literacy tasks used in the samples. Chat language are correlated negatively with some skills rather than other skills in each study. For example, Grace, Kemp, Martin, and Parrila (in press) found that chat language were associated negatively with spelling, but not reading, in Canadian students.

These studies showed a general negative relationship between the use of texting expressions in communication and scores on grammar assessment. Furthermore, text messaging destroys the user's ability to use crucial mechanics of writing,

such as grammar, syntax, punctuation, and capitalization. This argument negates the positive impact of texting expressions as generalized by David Crystal. Crystal leads the second camp to deal with texting as a blessing, rather than harm, to student literacy. Texting messages and expressions enhance student literacy and communication skills. Text messaging is not just writing. It can include editing to format the messages into limited and precise characters before they send them out.

The more students write, the more they improve upon their writing skills. Teachers can use the texting phenomenon as a perfect example to teach language change and innovation. Crystal (2008) disapproves the general opinion that texting language and its profuse use of abbreviations and slang can impact negatively on student language and literacy.

The third camp doubts whether texting really has any effect, positive or negative, on literacy skills and language grammar at all. This group assumes that texting messages have neither positive nor negative impact on student writing. This group looks at texting message as another language. Because learning a new language does not affect students' ability to use English grammar, it would be incorrect to conclude that text messaging can affect their grammar. They provide strong evidence by comparing texting language to slang. They state that slang words do not affect English grammar. English grammar has not changed over the years although each generation creates its own jargon.

If students learn the basics in English class, they will distinguish between "slang, texting lingo, and correct English" (Russell in Dansieh, 2011, p. 223). The research is still quite restricted about this phenomenon. More longitudinal data is needed to examine the issue of connection for this population, especially with grammatical understanding. This area of written and

spoken language development must be observed comprehensively. TL frequently display transgressions of grammatical conventions, such as omitting capitals and apostrophes like in “im well, ”and misspelling of words that are determined by grammar like using “ur” for your or you’re.

Chapter Three

Methodology

Chapter Three

Methodology

3.1 Introduction :

This chapter will explain the methodology of the study. In that, it will describe the methods and techniques adopted, the instrument, the population, the sample, and the procedures of data analysis.

3.2 Method of the Study:

The present study adopts the descriptive analytic method, which depends on the description of the problem. This is in addition to the analysis of the data gathered so as to find out the reasons that lie behind the occurrence of those problems. It focuses mainly on the subjects, the research tool and the procedures of data collection.

3.3 Population and Sample:

The population of this study are some students from Sudan University of science and Technology and some others universities in the third and fourth year. A sample of 40 students are randomly chosen.

3.4 Data Collection Instruments:

In this study , only one tool is used for data collection and analysis, (The questionnaire) . The questionnaire is designed for students at Sudan university. The questionnaire consists of one part, students were asked to determine their attitudes towards ten statements by ticking the right box in front of each one. Here likert scale was used. The scale consisted of five options ranging from (strongly agree) to (strongly disagree).

3.5 Procedures of data collection:

The researcher distributed about ten copies questionnaire hand them to some students of Sudan University of Science and Technology.

3.6 Validity of the tool:

In order to assure the validity of this tool, the researcher uses a questionnaire as a tool the questionnaire which was given to a number of students at Sudan University of Science and Technology to see whether the tool could measure what it was intended to measure.

3.7 Reliability:

The researcher has shown the characteristics of sample individual and their distribution.

3.8 Summary of the chapter:

This chapter gives full description of the methods and techniques which the researcher used to conduct this study. It exhibits that this study is descriptive and analytic. Then it describes the population and the sample of the study. Also, it considers the tools of the study . It explains the procedures which the researcher followed to test the validity and reliability of this tool and how he collected the data of the study and how he analyzed them.

Chapter Four

Data Analysis and Discussion

Chapter Four

Data Analysis and Discussion

4.1 Introduction:

In this chapter, the researcher analyzes the questionnaire. He also displays and discusses the findings of the research.

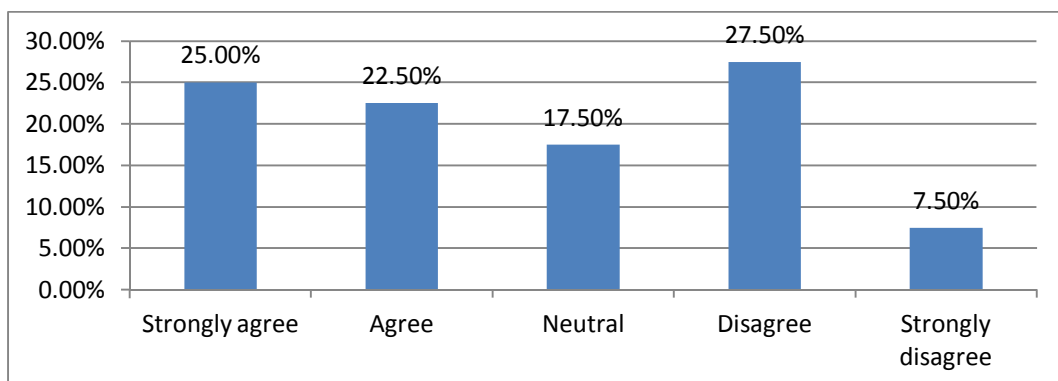
4.2 Discussion of Questionnaire Results:

4.2.1. I use chat language.

Table No (4.1): showing the answers of study sample for Q (1).

Subject	Frequency	Percentage
Strongly agree	10	25.00%
Agree	9	22.50%
Neutral	7	17.50%
Disagree	11	27.50%
Strongly disagree	3	7.50%
Total	40	100.00%

Figure No (4.1): showing the answers of study sample for Q (1).



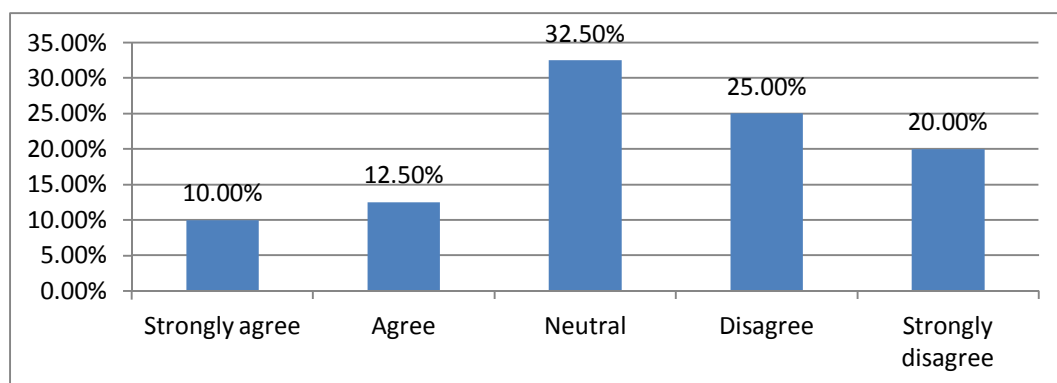
From the table and figure above, the highest percentage of the study sample were disagreeable. But, while the total percentage of agreement was higher than disagreement, it proves that (The highest percentage of study sample use chat language).

4.2.2 Chat language is hard for me to understand.

Table No (4.2): showing the answers of study sample for Q (2).

Subject	Frequency	Percentage
Strongly agree	4	10.00%
Agree	5	12.50%
Neutral	13	32.50%
Disagree	10	25.00%
Strongly disagree	8	20.00%
Total	40	100.00%

Figure No (4.2): showing the answers of study sample for Q (2).



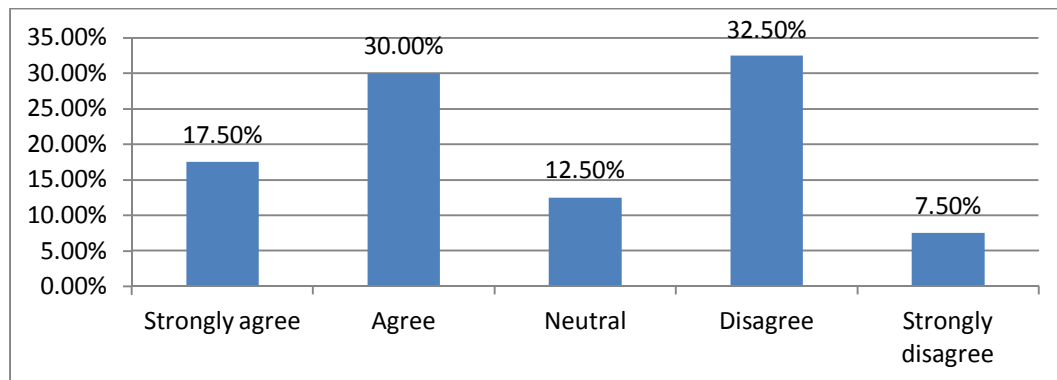
From the table and figure above, the majority of the study sample were neutral. But, while the total percentage of disagreement was higher than agreement, it proves that (For the majority of study sample, chat language is not hard to understand).

4.2.3 Chat language declines the level of communications among students.

Table No (4.3): showing the answers of study sample for Q (3).

Subject	Frequency	Percentage
Strongly agree	7	17.50%
Agree	12	30.00%
Neutral	5	12.50%
Disagree	13	32.50%
Strongly disagree	3	7.50%
Total	40	100.00%

Figure No (4.3): showing the answers of study sample for Q (3).



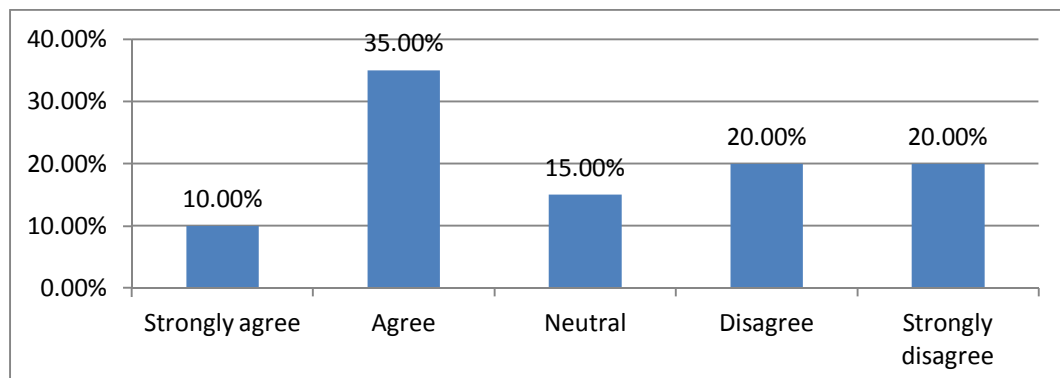
From the table and figure above, the most of the study sample were disagreeable. But, while the total percentage of agreement was higher than disagreement, it proves that (For the most of the study sample, chat language declines the level of communications among students).

4.2.4 Chat language makes learning English more possible.

Table No (4.4): showing the answers of study sample for Q (4).

Subject	Frequency	Percentage
Strongly agree	4	10.00%
Agree	14	35.00%
Neutral	6	15.00%
Disagree	8	20.00%
Strongly disagree	8	20.00%
Total	40	100.00%

Figure No (4.4): showing the answers of study sample for Q (4).



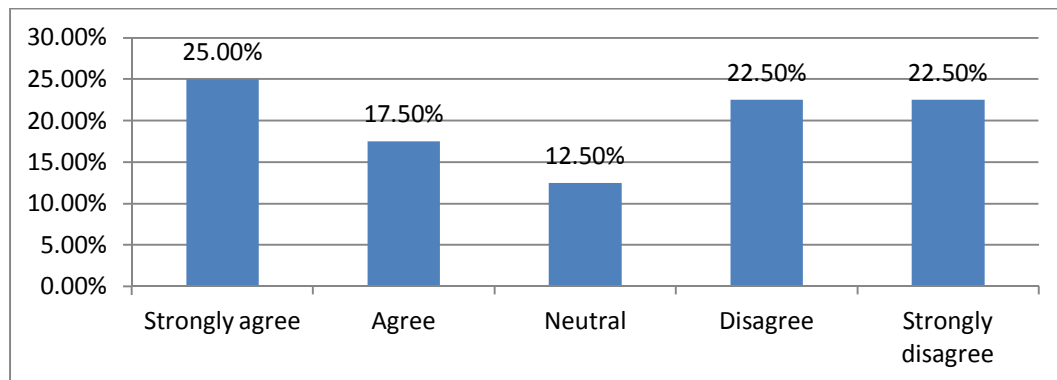
From the table and figure above, the highest percentage of the study sample were agreeable. Therefore, while the total percentage of agreement was higher than disagreement, it proofs that (For the highest percentage of the study, chat language makes learning English more possible).

4.2.5 Chat abbreviation brief letters into numbers which make learning English more suitable.

Table No (4.5): showing the answers of study sample for Q (5).

Subject	Frequency	Percentage
Strongly agree	10	25.00%
Agree	7	17.50%
Neutral	5	12.50%
Disagree	9	22.50%
Strongly disagree	9	22.50%
Total	40	100.00%

Figure No (4.5): showing the answers of study sample for Q (5).



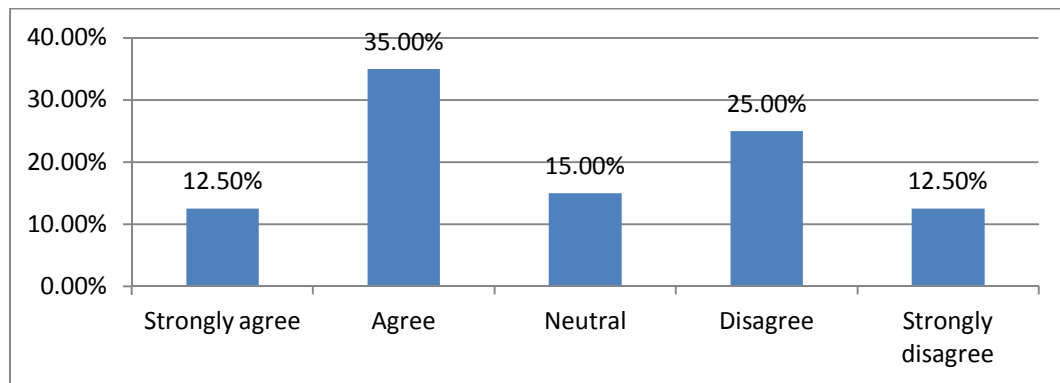
From the table and figure above, the majority of the study sample were strongly agreeable. But, while the total percentage of disagreement was higher than agreement, it proves that (For the majority of study sample, Chat abbreviation brief letters into numbers which don't make learning English more suitable).

4.2.6 Online blogs (apps and websites) make communication better.

Table No (4.6): showing the answers of study sample for Q (6).

Subject	Frequency	Percentage
Strongly agree	5	12.50%
Agree	14	35.00%
Neutral	6	15.00%
Disagree	10	25.00%
Strongly disagree	5	12.50%
Total	40	100.00%

Figure No (4.6): showing the answers of study sample for Q (6).



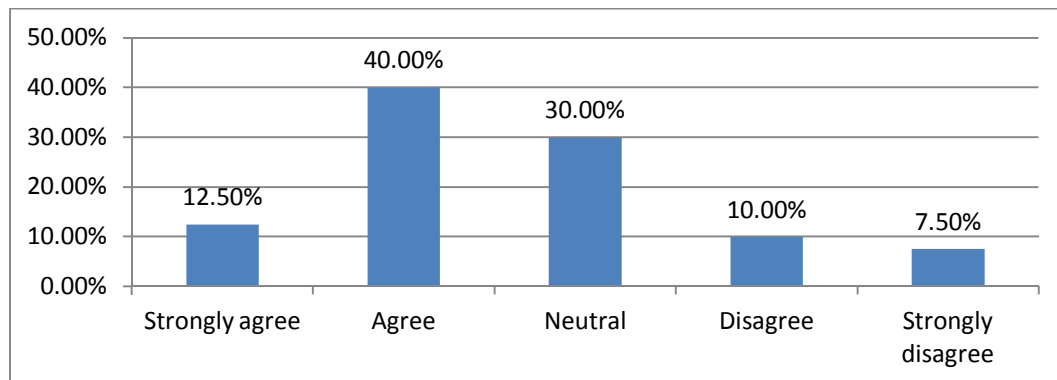
From the table and figure above, the most of the study sample were agreeable. Therefore, while the total percentage of agreement was higher than disagreement, it proves that (For the most of study sample, online blogs (apps and websites) make communication better).

4.2.7 The Internet ,modern cell phone, and other devices have changed people's life and affected the way they use language.

Table No (4.7): showing the answers of study sample for Q (7).

Subject	Frequency	Percentage
Strongly agree	5	12.50%
Agree	16	40.00%
Neutral	12	30.00%
Disagree	4	10.00%
Strongly disagree	3	7.50%
Total	40	100.00%

Figure No(4.7): showing the answers of study sample for Q (7).



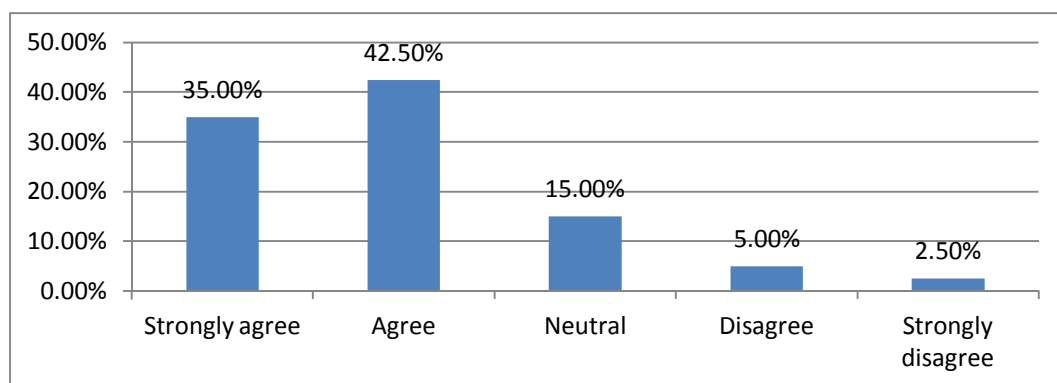
From the table and figure above, the highest percentage of the study sample were agreeable. Therefore, while the total percentage of agreement was higher than disagreement, it proofs that (For the highest percentage of study sample, The Internet ,modern cell phone, and other devices have changed people's life and affected the way they use language).

4.2.8 Chat language which used by adults, teenagers, children affected on their understanding of language and on their use of standard written forms.

Table No (4.8): showing the answers of study sample for Q (8).

Subject	Frequency	Percentage
Strongly agree	14	35.00%
Agree	17	42.50%
Neutral	6	15.00%
Disagree	2	5.00%
Strongly disagree	1	2.50%
Total	40	100.00%

Figure No (4.8): showing the answers of study sample for Q (8).



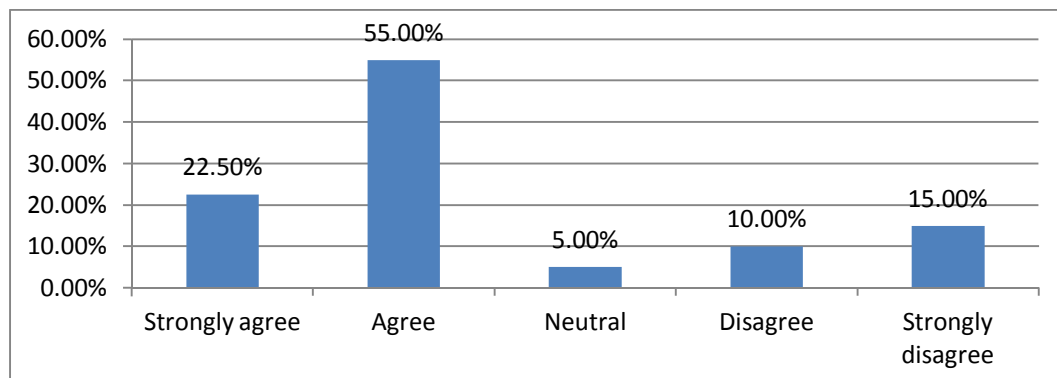
From the table and figure above, the majority of the study sample were agreeable. Therefore, while the total percentage of agreement was higher than disagreement, it proofs that (For the majority of study sample, Chat language which used by adults, teenagers, children affected on their understanding of language and on their use of standard written forms).

4.2.9 Children may be losing their linguistic ability as a result.

Table No (4.9): showing the answers of study sample for Q (9).

Subject	Frequency	Percentage
Strongly agree	9	22.50%
Agree	22	55.00%
Neutral	2	5.00%
Disagree	1	10.00%
Strongly disagree	6	15.00%
Total	40	107.50%

Figure No (4.9): showing the answers of study sample for Q (9).



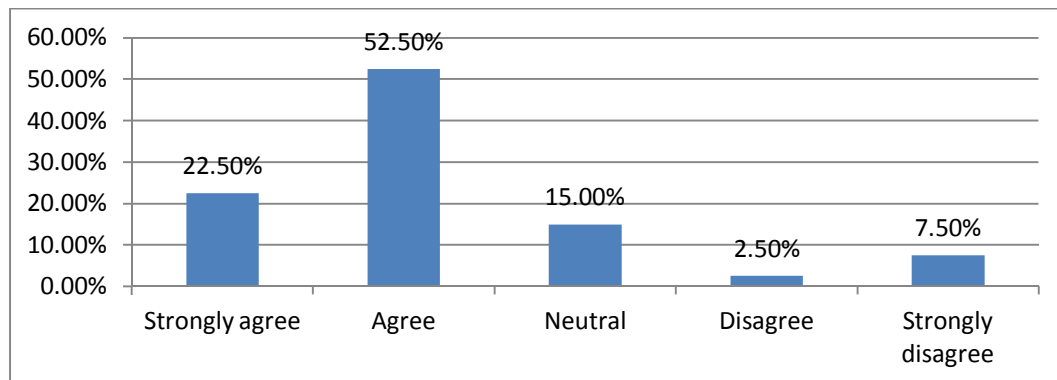
From the table and figure above, the most of the study sample were agreeable. Therefore, while the total percentage of agreement was higher than disagreement, it proofs that (For the most of study sample, children may be losing their linguistic ability as a result).

4.2.10 Regular use of texting service can impact negatively on every day language textures.

Table No (4.10): showing the answers of study sample for Q (10).

Subject	Frequency	Percentage
Strongly agree	9	22.50%
Agree	21	52.50%
Neutral	6	15.00%
Disagree	1	2.50%
Strongly disagree	3	7.50%
Total	40	100.00%

Figure No (4.10): showing the answers of study sample for Q (10).



From the table and figure above, the highest percentage of the study sample were agreeable. Therefore, while the total percentage of agreement was higher than disagreement, it proofs that (For the highest percentage of study sample, regular use of texting service can impact negatively on every day language textures).

Chapter Five

Conclusion, Recommendations, and Suggestions for the Further studies

Chapter Five

Conclusion, Recommendations, and Suggestions for the Further studies

5.1 Introduction:-

This is the final chapter of the study. It consists of conclusions, recommendations, and suggestions for further studies.

5.2 Conclusion:

After the analysis of data, the researcher conclude the following:

- 1- For the majority of study sample, chat language is not hard to understand.
- 2- For the most of the study sample, chat language declines the level of communications among students.
- 3- For the most of study sample, online blogs (apps and websites) make communication better.
- 4- For the majority of study sample, Chat language which used by adults, teenagers, children affected on their understanding of language and on their use of standard written forms.

5.3 Recommendations:

Depending on the results of the study, the recommendations are as follows:-

- 1- Students should not depend exactly on using chat language to learn English.
- 2- Institutions should make Standard English blogs and websites which are free for students and teenagers.

3- Students must use standard English in the class room instead of using chat language.

4- Teacher should issue articles which contain chat language abbreviations and its meanings in dictionaries.

5.4 Suggestions for further studies:

1- Researchers can do experimental studies on chat languages between communication and violation of linguistic rules.

2- Other study sample can be examined rather than students could be teachers, doctors, etc.

References

References

- Crystal, D. (2008). *Txtng: The Gr8 Db8*. Oxford. Oxford, England: Oxford University Press.
- De Jonge, S., & Kemp, N. (2012). Text-message abbreviations and language skills in high school and university students. *Journal of Research in Reading*, 25, 49-69. doi: 10.1111/j.1467 9817.2010.01466.x
- Gong, W. & Ooi, V. (2008). Innovations and motivations in online chat. In Kelsey, S. & St. Amat, K. *Handbook of research on computer mediated communication*, 1. London: Information Science Reference.
- Grace, A., Kemp, N., Martin, F., & Parrila, R. (In press). Undergraduates' text messaging language and literacy skills. *Reading and Writing*. doi: 10.1007/s11145-013-9471-2
- Kern, R. (2006). Perspectives on Technology in Learning and Teaching Languages. *TESOL Quarterly*, 40(1),183-210.
- Rosen, L. D., Chang, J., Erwin, L., Carrier, M., & Cheever, N. A. (2010). The relationship between textisms and formal and informal writing among young adults. *Communication Research*, 37(3), 420-440. doi: 10.1177/0093650210362465
- Thurlow, C. (2003). Generation txt? The sociolinguistics of young people's text-messaging. *DiscourseAnalysis Online*, 1, pp.1-28. Retrieved from <http://extra.shu.ac.uk/daol/articles/v1/n1/a3/thurlow2002003.html>
- Thurlow, C., Lengel, L.B. & Tomic, A. (2004). *Computer mediated communication: social interaction and the Internet*. London: Sage.

Appendices

Appendices

Appendix (1)

Questionnaire

بسم الله الرحمن الرحيم

Sudan University of Science and Technology.

College of Graduate studies

English Department

Dear students:

Thank you for volunteering to take part in this study entitled (Chat Language between communication and violation of linguistics rules of English Language).

I hope that you make each statement honestly .

Choose the column you think is right, when you first read the statement.

Confidentiality. All your information will be kept confidential. Will not reveal the information you provide to anyone. Remember that questionnaire will be treated anonymously.

Thank you for your participation.

Your sincerely...

Rasha Ali Alawad

Students are requested to tick(✓)the suitable answer that represents their own point of view:-

statements	Strongly	agree	Neutral	Disagree	Strongly agree
1-I use chat language.					
2-Chat language is hard for me to understand.					
3-Chat language declines the level of communications among students.					
4-Chat language make learning English more possible.					
5-Chat abbreviations brief letters into numbers which make learning English more suitable.					
6-Online blogs (apps and websites)make communication better.					
7- The Internet ,modern cell phone, and other devices have changed					

people's life and affected the way they use language.					
8Adults,tenagers, children that use chat language affected on their understanding of language and the their use of standard written forms.					
9-Children may be losing their linguistic ability as a result.					
10-Regular use of texting service can impact negatively on everyday language textures					

Appendix (2)

List of some new abbreviated words on the Internet

Abbreviation	Meaning
abt	About
b/c	Because
b/w	Between
bro	Brother
thanx	Thanks
L8	Late
L8R / ltr	Later
H8	Hate
555	Laughing
BK	Back
Broom / bthrm	Bathroom
QQ	Crying
dmg	Damage
el	Everyone
Grats/gratz	Congratulations
4got	Forgot
4rl	real
RE	Regarding
J	Joking
lvl	Level
thnx	thanks
Ul	Unlucky
2day	Today
2l8	Too late
2mr	Tomorrow
2ng	Tonight
W8	Wait
Y	Why

Appendix (3)

list of some abbreviated phrases and expressions on the Internet.

Abbreviation	Meaning
ANON	Unknown person
C U	See You
QAP	Quick As Possible
VBD	Very Big Deal
INCYDK	In Case You Didn't Know
YSVW	You're So Very Welcome
YGTI	You Get The Idea
TLTR	Too Long To Read
2EZ	Too easy
AFC	Away from computer
ATM	At the moment
AYC	Are you coming?
BC	Be cool
Beast	Awesome person
BM	Bad manner
BO5	Best of five
BSTS	Better safe than sorry
BRB	Bathroom break
CICU	Can I see you?
CUB	Call you back
CYE	Check your e-mail
DYFI	Did you find it?
DK	Don't know
DYLM	Do you like me?
EZPZ	Easy peasy
GL2U	Good luck to you
GLE	Good luck everyone