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Option: Linguistics

Exploring EFL Learners' Attitudes towards the Role of Cyber Language in Fostering their Fluency Skill. The Case of First Year Master Students, Department of English, University of 8 Mai 1945-Guelma.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fullfilment of the Requirements for the Degree of Master in Language and Culture

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DEDICTAION I

🕊 To Adem 🕊

To Maram

My guardian angels,

To my *father*, my *mother*,

for always loving and supporting me.

To *Amina* and *Zahra*, my friends.

Rym,

DEDICTAION II

I would like to dedicate this work

First of all to the cherished persons to my heart, my dear parents,

I am so grateful to you for all what you have done for me

Million thanks for your love, care and sacrifices

To my brothers Salah Eddine and Ala Eddine

To my beloved nephew Teim Allah

To all my family.

Zaki,

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In the name of Allah, the all Merciful, the all Compassionate

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ABSTRACT

Contradicting the common critics upon cyber language's opposition to language formality, this current research attempts to reveal EFL learners' attitudes towards its role in developing their fluency level in English. More precisely, it seeks to raise the question upon the frequency of using the cyber language by EFL learners and targets their perceptions towards its efficiency in fostering their level of fluency. Therefore, a mixed-method that consists of qualitative and quantitative tools has been followed to conduct this study. Particularly, in order to analyze the actual use of Netspeak and detect its different salient features, a chat online focus group of seven (7) participants who engaged in a spontaneous discussion was designed to gather qualitative data. Additionally, an online survey questionnaire has been distributed to ninety-seven (97) first-year students of Master in Language and Culture from the department of English, University of 8 Mai 1945 in Guelma. The questionnaire aims at exploring EFL students' attitudes towards the possible cause-effect relationship between the reliance on the cyber language and the development of their fluency skill of English. As a result, the analysis of the virtual conversation on the one hand, has proved that most of the participants highly depend on colloquial English through applying the different constituencies of internet language, namely, abbreviations, acronyms, emoticons, slang, and approaching spoken to written discourse techniques. On the other hand, the obtained data from the survey has revealed EFL learners' positive attitudes towards internet language as an authentically adequate assistant in achieving an eligible level of fluency by exposing them to the language in use by the natives. Finally, the current study proposed further practical recommendations for EFL learners to upgrade their level of fluency.

Key words: Learners' Attitudes; Cyber language; Fluency skill; Language and culture

LIST OF ABBREVIATIONS

CLT: Communicative Language Teaching

CMC: Computer-mediated Communication

ELT: English Language Teaching

EFL: English as a Foreign Language

FLLs: Foreign Language Learners

FFL: Foreign Language Learning

GSMC: Global System for Mobile Communication

IM: Instant Messaging

L2: Second Language

PDA: Personal Digital Assistant

RR: Repeated Reading

SMS: Short Message Service

IGTV: Instagram TV

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Introduction

As technology has advanced, the world has witnessed a radical development approximately in all spheres and most particularly the educational settings. Due to the internet which provided great authentic contexts for students to interact with native speakers (Skinner & Austin, 1999), distance is no longer a restriction in learning languages (Wilson & Whitelock, 1998). As for the case of learners of English as a Foreign Language (EFL), their permanent reliance on internet assistance gifted them the opportunity to attract more knowledge towards the English language; as well as; to delve into its cultural perspectives beyond the classroom walls. When doing so, a variety of comprehensive and sophisticated forms started to be used whereby computer-mediated communication (CMC) acts as the most prominent among them. CMC allows netizens to communicate either synchronously or asynchronously with one another and deliver rich sets of content. Nonetheless, this new means of communication gave birth to a new stylistic variety of language labelled as “cyber language”, it opposed the standard version of English language and is mainly shared and grasped among chatters.

1. Statement of the Problem

Considering the fact that English has become a lingua franca of the contemporary time, EFL students feel the urge to manifest an appropriate level of mastery when communicating in English. Nevertheless, when seeking to progress their English language level, learners tend to reach entertaining activities namely chatting via the use of several social media platforms; Facebook, Messenger and Instagram, in which the language used is often claimed to be academically unacceptable and informal. Such behaviour is often justified by time restrictions within regular hours of the class as well as the absence of authentic materials in EFL context. However, it is worth to mention that net language is a vernacular form of English; and often called cyber language, could serve to be an

authentic material when teaching intercultural linguistics and vocabulary. Despite the negative impact that cyber language causes on learners' formal writing, it might play as a boost in their attempt to achieve an adequate level fluency in both speaking and writing skills. Accordingly, this study aims at exploring EFL students' attitudes towards the role of cyber language that is used within different social media platforms in improving their fluency skill.

2. Aims of the Study

The current research targets exploring the degree to which first-year Master learners at the department of English at the University of 08 Mai 1945-Guelma use cyber language through the various social platforms, when communicating with each other virtually. As well as it seeks to reveal their perceptions and attitudes towards the role of cyber language in enhancing their fluency level of English.

3. Research Questions

The current research addresses the following key questions:

- 1) How often do EFL students use cyber language?
- 2) What are EFL students' perceptions towards the efficiency of using cyber language?
- 3) To what extent does cyber language improve EFL students' fluency?

4. Research Methodology and Design

4.1. Research Method

The present study has been conducted through a mixed method of both quantitative and qualitative approaches to investigate EFL learners' perceptions towards the efficiency of cyber language in upgrading their level of fluency. More precisely, as a starting point, an online chat focus group of seven (7) participants has been designed to gather data about the actual use of English language in EFL learners' online interactions, as well as to reveal

the forms of Netspeak that are mostly applied by them. In addition to that, an online survey questionnaire has been conducted to figure out EFL learners' viewpoints about the possible efficiency of chat-speak in enhancing their skill of fluency.

4.2. Population of the study

The population of this study comprises first year Master students specialized in language and culture from the department of English at the University of 8 Mai 1945-Guelma. The sample was purposefully chosen and the reason behind such a selection is that first year Master students have undergone a considerable English learning career; consequently, their English background and insights would fit within the conducted cultural sphere of the current study.

4.3. Data Gathering Tools

Throughout this research, two major data collection tools have been implemented. In particular, an online chat focus group has been designed with seven (7) participants from the overall population of first-year students' of Master, in a form of virtual communication to examine their use of English language when chatting to each other. Additionally, an online survey questionnaire has been also administered for ninety-seven (97) first year Master students to investigate their attitudes towards the role of chat-speak in enhancing their fluency competence in terms of slangs and colloquial use of English.

4.4. Structure of the Dissertation

The current study is broken down into four main chapters along with a general introduction and a general conclusion. As for the theoretical part of the study, the first two chapters give a literature review about the two variables: Cyber language in online communication and Fluency in the communicative approach. While the third and the fourth chapters are devoted for the practical sphere of the research.

The first chapter is dedicated for the concept of fluency in foreign language learning. It primarily exhibits a typical definition of communication, then it shifts to the communicative approach along with its core pillars in relation to the fluency skill. Afterwards, it provides further detailed insights about the fluency skill where its main interpretations and scopes are spotlighted. Further, it highlights the main affecting factors that may hinder as well as improve EFL learners' level of fluency.

As for the second chapter, it is devoted for having a deep dive in the use of English language in cyberspace. It firstly provides a definition of both digital and CMC along with its major features. Then, it sheds light on chatspeak; its definition, its key characteristics as a newly emerged linguistic variety. Finally, it offers a brief definition of social media along with the most used social networking site. However, in order to pave the way to the practical corner of the current study, the chapter ends up by a review of literature in order to give brief overviews on different studies that have been carried out to investigate each of the variables; fluency and Netspeak in several disciplines.

The third and the fourth chapters deal with the practical fraction of the study where the followed methodology, procedures, participants and results are displayed. Particularly, it is more scrutinized with data analysis along with the interpretation of the already gathered data from both online dispatched survey questionnaire and virtual chat focus group. Eventually, a brief compilation of recommendations by the end of the dissertation are given for further future research.

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Introduction

Teaching a foreign language is most challenging in countries where learners have little to non-existent exposure to any of the cultural and linguistic aspects of the target language. What is even more challenging for teachers is finding adaptable ways to improve learners' performance in the target language and help them speak the language easily, efficiently and be communicatively competent speakers. Thus, developing a high level of fluency has been regarded as a major goal among EFL learners for several reasons that vary from fostering their communicative skills to possessing a native-like fluency. Correspondingly, this chapter starts by giving a brief overview on the notion of communication and the communicative approach along with its key principles, then paving the way to the definition of fluency regarding several scopes: productive and receptive fluency, native-like and non-native fluency, cultural awareness and fluency, and fluency versus accuracy. Finally, the chapter ends by the main factors that can contribute in hindering or fostering EFL learners' fluency.

1.1 Definition of communication

Communication is a super crucial process that all individuals need to survive. Typically, it is perceived as the process of interchanging core messages between a sender and a receiver. For example, according to Agarwal (2012) the term communication is originated from Latin in which it refers to the process of delivering. In line with this, Frenzel (2016) viewed communication as an information's exchangeability for the purpose of delivering thoughts, notions and current emotions with one another with the use of either oral or written linguistic codes along with some computer activities. In other words, communication takes place between a sender who initiates a communicative event and a

receiver who is supposed to grasp and then to respond to what was said either verbally or with the use of such signs.

Furthermore, in any sort of context, Sullivan (2017) proclaimed that the reason behind communicating is whether to persuade someone with such a detail or to establish a connection with him/ her. Hence, both objectives would centre on the interlocutor whom we are addressing. However, for Agarwal (2012) communicators may not attain a successful interaction especially when the receiver is addressed with an instant massive number of messages and even when the message in itself is highly complicated. From the upward clarified definitions, it is concluded that communication is a helpful mediator that over permits communicators to transmit any target they want to convey.

1.2 The Communicative Approach

The communicative approach is a language teaching approach; it is also labelled Communicative Language Teaching (CLT), which highlights the notion that learning languages successfully must be done through real life situations; thereby, speakers' communicative competence would get progressively developed. In particular to this issue, Larsen-Freeman (2010) viewed it as an approach that stresses the concept of communication when a speaker would assess if there is reciprocity of understanding or not relying on what is said by the interlocutor, and any lack of response would make it less communicative. Therefore, the language is primarily used for a communicative objective. In line with this, Şeker and Aydın (2011) defined it as a methodology which is centered on the assumption that foreign learners' competency must not be solely determined by the grammatical exposure, but by the different uses of any communicative event.

As a result, the teaching of communication would cover further perspectives that exceed the usual classical and the grammatical aspects. Furthermore, according to Hymes (1971), the CA is often classified among the prominent methodologies of CLT to teach

languages where L2 learners are supposed to improve their interactive fluency (as cited in Mohammad, 2012, p. 211). In the same vein, Rambe (2017) pointed out that this approach's main scope is about improving the communication skill which strives to target the most possible circumstances that individuals often undergo in their daily life. In other words, the aim behind tutoring such a language is no longer interrelated to grammaticality, rather to the manipulation of the communicative competency. Additionally, according to Ahmed and Pawar (2018), the term "communicative competence" refers to the ability of conversing efficiently and it can be carried out with the use of words, in either a written form or using signs.

As for Richards (2006), he indicated that the improvement of the fluency skill whenever using a language is one of the pillars that the CA often opts for. More precisely, this competency is regarded as the spontaneous use of language through which interlocutors get involved in continuous discussions and keep a mutually performed conversation. Therefore, fluency may contradict the concept of accuracy as every single aspect has its particular compilation of activities that aid in progressing each of them. Furthermore, Richards (2006) asserted that the "communicative competency", in a communicative approach, incorporates different linguistic perspectives mainly the knowledge towards the discrepant use of language according to various contexts and interlocutors, the appropriate use of language formality and informality as well as to manipulate any sort of interaction regardless the issues that a language user may encounter. (As cited in Toro et al., 2018, p. 111).

According to the prementioned definitions, it is clear to clarify that the communicative approach or what might be called CLT is an alternative teaching approach, which aims at building further competencies and appealing for more successful, as well as proficient language users.

1.2.1 The main Principles of Communicative Approach

As any other language teaching and learning approach, CLT has a particular set of principles which reflect its application on EFL learners. Particularly, Ma (2009) recommended that the liberty of language selection is one of CLT principles by which learners have free will over what they say in terms of speech form and the way they express it in an appropriate manner. Additionally, indulgence towards the committed fallacies of grammar is also emphasized as the focus is more poured on the meaning's delivery; hence, learners would likely convey their messages in the external world effectively. Furthermore, according to Natsir and Sanjaya (2014), the factor behind using a language must be often interactive since L2 users are often required to get motivated and then to start communicating, thereby the communication must be the core objective. Moreover, Miller and Aldred (2000) suggested that some of the communicative approach's main principles are the process of shifting from "language form" to the mastery of language use, shedding more lights on the being fluent; as well as; relying on real-life contexts.

Moreover, Alharbi (2020) reported that the communicative approach also stresses the progress of the four skills for the purpose of raising foreign language learners (FLL) awareness towards further cultural spheres and familiarizing them with the daily used language. Further, mastering the communicative competence highly relies on manipulating further sorts of competencies mainly the sociolinguistic one. According to Mizne (1997), this competency is regarded as the language user's knowledge towards the appropriate linguistic use in such contexts regardless the mastery of language rules (As cited in Martinez, 2011, p. 293). Moreover, Zhao (2003) inferred that with the involvement of

authentic components in a classroom environment, foreign language instructors would exhibit learners with a pure sociolinguistic atmosphere. (As cited in Yang & Rehner, 2015, p. 172). Consequently, it could be predicted that EFL learners would be fostered to learn English from discrepant perspectives and that would contribute in enhancing a better English familiarity via undergoing a fitting cultural linguistic exposure.

1.3 Fluency

The term “fluency” derives from the Latin origin “*fluere*”, which means “flow”. And this justifies the reason behind perceiving it as associated with speech and speaking. Whereas in the field of English language teaching (ELT), it is better addressed as an inclusive, multidimensional phenomenon that requires a balance between the four language skills, as it has been defined by Harmer (1991) as the capability of reading, writing, and speaking without any interruptions. Contrastively, Chambers (1997) has approached fluency as “broadly synonymous with language mastery and native-like performance,” (p. 536) this view explains why native-like performance is used as an exemplary model of fluency by most of foreign language learners.

1.3.1 Scopes of Fluency

Fluency could be deduced by encompassing a wide spectrum of definitions because it could be approached according to an array of scopes. For instance, it could be defined according to the four skills of language, in respect to the notion of native and non-native speaker, according to cultural awareness and finally in comparison to accuracy.

1.3.1.1 Speaking Fluency

To begin with, the most basic definition of oral fluency reflects its Latin origin in producing speech. According devotees of this notion; namely, Richards and Schmidt (2002) defined fluency by the ease and flow through which a speaker produces the language and how natural and normal the speech sounds are. That is to say, a fluent

speaker of language is a speaker who is able to keep a normal conversation at a particular speech rate without long pauses and a small number of fillers, which Brumfit (1984) described as “natural language use” (p. 56). Moreover, Hartmann and Stork (1976), suggested that in order for speech to be automatic, a speaker should not focus on the form at the expense of content. (p.86)

In this regard, Fillmore (1979) summarized the concept of fluency in perceiving it as an umbrella term for particular orally-based language abilities; in other words, the ability to talk without long awkward pauses, to produce coherent, reasoned and complete sentences, and to match content with context.

Unlike previous definitions, Redford (2015b) has defined fluency in respect to the listener’s perspective upon the “perceived smoothness” and flow of the speech produced by the speaker. By giving the listener an active role when defining fluency, Redford has asserted one of the three fluency facets developed by Segalowitz (2010) that is “perceived fluency”, which places emphasis on the reaction of the listener towards the speaker’s features of speech. Moreover, the two left fluency facets were given the label “utterance fluency” and “cognitive fluency”. The former is used to refer to the most observable criteria of fluency that are; speed, breakdown, and repair. The latter encompasses the mental processes that are responsible of the speaker’s ability to communicate properly. In other words, speaking fluency is multifaceted in which particular components of the conversation could be given an active role when defining it; namely the speaker, the listener and cognition.

1.3.1.2 Writing Fluency

Initially, fluency was used to refer solely to the speaking performance and its measures. John, (2019b) believed that it gradually expanded, influencing other skills, mainly writing. In the same vein, Guillot (1999) has prioritized the productive skills over

the receptive ones when designing a definition of fluency and defined it as "the ability to produce written or spoken language with ease" (p. 26). Thus, it could be deduced that both speaking and written discourses may share the same fluency criteria. As a matter of fact, Cecil (2014) claimed that similar to fluent speech measures, writing fluency is also measured in terms of speed and automaticity.

That is to say, a learner is a fluent writer if s/he automatically applies proper spelling, punctuation and choice of words. Accordingly, Hudson (2002) sums up the idea of writing fluency as a general term for the clear, smooth, and seemingly effortless use of language in writing. In opposition, Silva and Paul Kei Matsuda (2001) have approached writing fluency as the measure of quality writing and argued that "The term fluent may not mean how quickly the writer writes, but rather how native-like the writing sounds" (p. 105). Altogether, it can be concluded that writing fluency is seen as a skill that embeds the quality of coherent writing through proper arrangement and harmony of ideas in a short time limit.

1.3.1.3 Reading Fluency

Similar to other types of fluency, Harris and Hodges (1981) argued that, in "A dictionary of reading and related terms", reading fluency has been defined as an oral performance whereby the performer of the action reads the text efficiently and smoothly without facing any difficulty. (As cited in Blevins, 2001, p. 5), or what Burton and National Research and Development Centre for Adult Literacy and Numeracy (2007) described as "with the momentum unbroken by the need to decode." (p. 4) That is to say, reading a text with ease and without filled pauses or sudden stops. However, according to Rasinski (2003) reading fluency is detected in terms of expressiveness and meaningfulness. Simply put, a learner is a fluent reader if he is able to respect punctuation, read with an expression, and connect, rapidly and effortlessly what he is reading to his

own background knowledge. In this regard, meaningfulness also plays part in other reading-related components for Bilge and Kalenderoğlu (2022) have stressed, throughout their study, that reading fluency is a vehicle for understanding what is being read, and it mainly emerged out of its relationship with reading comprehension. Altogether, reading fluency entails the capacity to smoothly read the text without facing difficulties in respecting punctuation, to make it meaningful and to read it with an expression.

1.3.1.4 Listening Fluency

In comparison to other types of fluency, listening fluency seems to be given the least attention. Rost (2014) has justified such a bias by the fact that listening seems to be the only system in which a language user cannot have control over its speed, smoothness and other criteria related to fluency. Nevertheless, listening fluency is also of equal importance; because according to Nan (2018), the receptive and productive skills of language share a complementary interrelationship. In other words, enhancing one's listening fluency can foster the fluency development of other modalities of language skills.

Furthermore, Götz (2013) has viewed that while some aspects of speech establish measures for fluency based on the part of the speaker; that is to say, they enhance the speaker's ease and effortlessness in their speech production, others establish a perception of fluency on the part of the listener (p.2) In short, Nation and Newton (2009) summarized the idea of listening fluency as the capacity to decode incoming language patterns quickly, instantly, automatically and to a large extent.

Given the aforementioned arguments on the importance of listening fluency, it can be concluded that the notion of listening fluency resides in the quality of comprehending a great portion of oral utterances with no difficulties; that is, a fluent listener has the ability to decode the received discourse with smoothness and ease.

1.3.1.5 Native-like Fluency

Before shedding light on this approach of relating fluency to native-speakers of English, it is crucial to address the qualities of native speakers of a given language. In this regard, Mukherjee (2005: 14) defined the term “native-speaker” as an umbrella expression for all language users who have the ability to be playful with a certain language and know what is “lexico-grammatically possible.”, and whose language is fully idiomatic and colloquial. (As cited in Götz, 2013, p.7) Correspondingly, fluency refers specifically to the fact of being fluent in a foreign language comparable to that of the native speaker. To illustrate that, Lems, Miller, and Soro (2017) have clarified that fluency in language learning, fluency means being proficient in speaking as native speakers.

Despite the number of devotees to this notion, recent studies have shown significant exclusion of measuring fluency based on the performance of native speakers because of numerous points of differences between them and FLLs. By way of justification, besides living through the language, a native speaker is fluent by default. Similarly, Bosker et al. (2014) proclaimed that a FLL is fluent in his mother-tongue language and willingly chooses to be fluent in English and that if fluency dictates a flow of speech with no hesitation, native speakers are also said to produce certain disfluencies; such as, silent pauses and repetitions. However, unlike other types of fluency, native-like fluency is commonly said to have the potential to be the goal and model of every learner and teacher of EFL.

1.3.1.6 Non-native Fluency

In the field of English language teaching (ELT), a non-native speaker of a language is a FLL who is primarily fluent in his mother-tongue language and seeks a higher level of proficiency and fluency in the foreign language. Hence, English is usually not acquired in early childhood but rather at school or the workplace. Accordingly, Kennedy and Trofimovich (2008) pointed out that teachers and learners share one primary goal behind

developing their level of fluency which is the ability to engage in “successful communication” (p.460) in the foreign language. However, this cannot be generalized to all FLLs since their objectives differ according to their personal perspectives.

1.3.1.7 Cultural Awareness and Fluency

In order to adopt the communicative approach, Boylan and Huntley (2016) suggested that teachers ought to expose their students to the target culture because “using a communicative approach in the teaching of language involves teaching many aspects of the cultural aspect of that language too” (p. 38). In this respect, Frank (2013) deduced that a FFL cannot master a foreign language until they understand the cultural contexts where the native language is used. So that, cultural awareness is essential in the ELT context because according to him in order to communicate efficiently and the intended meaning can be fully transmitted through the target language; a speaker must have an excellent grasp of particular cultural norms and gestures. Therefore, although linguistic fluency is essential to develop the ability to communicate and share one’s insights through language, cultural fluency is mandatory because according to Newton and Ender (2010), it creates a bridge between and within diverse cultures. However, a learner is never culturally fluent enough. That is to say, there is no perfect fluency when it comes to culture, because it is an ongoing and unlimited process, yet it prepares the learner for different situations he may possibly encounter.

1.3.1.8 Accuracy Vs Fluency

Despite the fact that English language users almost tend to interrelate and to interchangeably use both concepts of fluency and accuracy, it is often stressed that each of them stands separately and being fluent does not necessarily mean being accurate.

Nevertheless, Götz (2013) clearly distinguished between accuracy and fluency and stressed that "In ELT contexts, fluency has been widely used in contrast to accuracy as a clearly distinctive feature of overall language proficiency" (p. 3). On the one hand, Kumar (2013) pointed out that the concept of fluency often appeals for two major requirements; the first primarily targets the communicative skill and the second one highlights the less correction of mistakes because the latter may impede the progress of establishing a meaningful interaction.

On the other hand and by contrast to fluency, accuracy refers to the conscious correction of learners' committed mistakes. Correspondingly, Shen (2013) argued that one of accuracy's pillars is to familiarize learners with enough knowledge about how the English language should operate and when a high grammatical accuracy is much required, yet fluency often aids them to perform their language skill freely and with more liberty. Furthermore, Ellis (2005) regarded the notion of accuracy as the capability of fallacy's eluding along with a serious language control (as cited in Pishkar et al., 2017, p. 70). Therefore, it is worthwhile to validate the essential existing discrepancies between accuracy and fluency by which the former underscores the right use of English language; however, the latter almost stresses the liberty of using the language with less grammatical ties for the sake of attaining successful communication.

1.3.2 Factors Affecting EFL Learners' English Fluency

When striving to obtain an adequate level of fluency, EFL learners may encounter serious factors that may improve as well as curb their progress mainly motivation, anxiety, self-confidence and mother tongue. Particularly, motivation along with its intrinsic and extrinsic sorts act as essential driving forces to accomplish such a task, yet any absence of this inner factor would harm the entire process language enhancement. In addition, high level of anxiety would often prevent L2 learners from proceeding in their language

progress. Besides, self-confidence as well as the use of mother tongue are further factors, which may influence the overall English language development too.

1.3.2.1 Motivation

Though different interpretations were given to the term motivation, it commonly refers to a set of factors that help largely in accomplishing any kind of fulfilment or attaining a pre-visualized goal. According to Dörnyei (2001), being a motivated individual is to feel compelled to do an action; thus, if a person has no boost towards a particular execution, s/ he seems to be discouraged and the vice versa. Nevertheless, the term motivation in itself is considered as a complicated event that does not merely differ in terms of how much motivation a fostered person has, yet even what sort of motivation s/ he may have. Correspondingly, Filgona et al. (2020) defined it as what pushes an individual to figure out, to grasp as well as to attain such a talent and then to please his/ her intentions.

Moreover, according to Armstrong (1999), the concept of motivation almost refers to individuals' attitudes which comprise such existing inner impulses that it can be attained through making some attempts. Additionally, a person who is motivated is a one who may precise his/ her objectives and establish a feeling of responsibility towards the any accomplished task (as cited in Němečková, 2017, p. 695). In a foreign language learning setting, Dörnyei (2001) pointed out that motivation goes in parallel with language progress of FFLs without reference to their potentials. Hence, even the most gifted students are unlikely to persevere long enough to acquire any useful language if they are not sufficiently motivated. In simple words, motivation contributes to a great extent in FLLs to have a permanent and positive development while attempting to achieve a qualified level of fluency.

1.3.2.1.1 Motivation models

Typically, motivation has two key sorts: intrinsic and extrinsic and each of them varies from the other. Similarly, Ryan and Deci (2000) stressed that these two genres of motivation are the most analyzed for the existing discrepancies between both of them.

As for the intrinsic motivation, it is usually perceived as the inner forces that would foster individuals to carry out a task without the influence of the external world. In particular, Ryan and Deci (2000) defined this type of motivation as the existing relationship between a human being and the task s/ he would accomplish in which particular samples of individuals may not have inner driving forces for every single activity they may do. Furthermore, Dakhi and Damanik (2018) regarded it as the innate and psychic stimulation that individuals may have, yet this would exclude the affection of the outside for the sake of pleasing preset objectives. Additionally, this type of motivation may be processed as a result of an excitement that some people feel towards a particular activity. Therefore, in the case of language learning settings, it is highlighted by Zoghi and Malmeer (2013) that learning languages relies to such a degree on the commitment to intrinsic motivation. Accordingly, intrinsic motivation reflects straight the role of FFLs inner catalysts to attain a qualified level of fluency skill in which any lack of this motive would break or impede fluency competence.

Unlike intrinsic motivation, the extrinsic one often refers to an external influence that would contribute in performing an activity and then to attain a current objective, thereby no inner impulses are interfered. More precisely, Ryan and Deci (2000) viewed it as "a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself" (p. 60). In an EFL environment, this genre of motivation may play an efficient role in building EFL learners'

native fluency via exhibiting them with more fostering and attractive teaching stuff. Thus, Musso Buendía and Ortega-Martín(2018) stressed that despite that learning foreign languages is a primordial instrument in generating adequate learners who would interact at ease with natives, revealing the most fitting and fostering strategies is a fundamental prerequisite that would guarantee that. In short, this sort of motivation reflects thoroughly the mission of the EFL setting in providing learners with a sufficient and fitting teaching content that would enhance learners' fluency; therefore, a possible compilation of authentic materials needs to get involved.

1.3.2.2 Anxiety

Anxiety usually refers to the temporary feeling of unease that individuals may feel towards a particular accomplishment. According to Killu et al. (2016), anxiety is regarded as an ordinary phase that results from predicting unsatisfactory results before dealing with any activity, yet it has a detrimental influence on any sort of academic achievement. Therefore, Hanifa (2018) suggested that as mastering communication abilities is super essential in today's EFL environments, a professional and proficient communicator may get affected by this factor especially in terms of language learners' oral competency. Following the same perspective, Muntazer Hakim (2019) asserted that it is highly necessary to bear in mind the language learners' level of anxiety when seeking to enhance their communicative capability as well as to make them adequate language users. In simple words, less anxious FLLs seem almost ready to grasp more knowledge about English language with all of its core perspectives and the vice versa.

1.3.3.3 Self-confidence

A self-confident individual is someone who typically believes in his/ her potential's achievement and feels ready to undergo any sudden required performance. Thus, when striving to attain such a native level of fluency, EFL learners should think of their self-confidence for being a crucial catalyst that would make them feel at ease and ready to have any immediate conversation with natives and non-natives as well. Correspondingly, Audina et al. (2021) consolidated that via claiming that "When students have self-confidence about their abilities regardless to their past experiences, they lightly will succeed in their learning. In short, where there is self-confidence, there will be good communication" (pp. 523-524).

1.3.3.4 Mother Tongue

Commonly, the term mother tongue, also labelled native language, refers back to the very first learned and most commonly spoken language from the childhood phase. Likewise, Yadav (2014) stressed that it refers to the biologically learned background of language that starts from the very first stages of infancy. However, the preponderance of foreign language instructors are appealing for the minimization of mother tongue use since English must be mastered in English and only in English. Hence, Hawa et al. (2021) indicated that the reliance on mother tongue when seeking to master English aspects is considered as unfitting instrument for the serious outcomes it generates on EFL learners.

Conclusion

Accordingly, this chapter has contributed in delving into the newly tackled details germane to the fluency competency in EFL setting. Initiating with a brief definition of communication, then shifting to the communicative approach where its primordial pillars were highlighted in accordance with the scope of fluency skill. Besides, key sorts of fluency and further details were spotlighted to clear such existing distinctions between

both fluency and accuracy concepts. Finally, it closed its key interpretation with the possible factors that may aid as well as impede EFL learners' native-like fluency level.

CHAPTER TWO: CYBER LANGUAGE

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Introduction

With the rapid growth of technology along with the massive reliance on internet connection, online daily conversations have been regarded as one of the most mandatory used forms of communication where EFL chatters over deliver, outside classroom borders, texts about discrepant matters with the assistance of computers. Nonetheless, it has been noticed that netizens' messages were featured by the use of quite different linguistic varieties that opposed the standard version of English language. Accordingly, this section endeavors to provide definitions of digital communication and CMC along with its main two modes; the synchronous and the asynchronous one. Later, it gives brief interpretations about CMC's most used services. Afterwards, it deals with the main scope of chat language, by providing a discussion on its origins and nature of approaching oral to written discourse. Then, it targets the most primordial features of the cyber language from different angles namely, neologistic, grammatical, linguistic and paralinguistic features. Finally, it provides a clear brief review of literature about both variables; fluency along with cyber language.

2.1 Electronic Communication

Electronic communication, also labelled as digital communication, is a contemporary mode of communicating with others by which the information is sent and encoded virtually. Likewise, Madhow (2010) stated that "In digital communication, the information being transferred is represented in digital form, most commonly as binary digits, or bits" (p. 1). Therefore, this sort of interaction often takes place online with the assistance of net connection to get individuals close to each other worldwide. However, as long as one of the labels of this sort of interaction is the electronic one, this would also include conversing with the use of some electronic devices that require no net connection.

As a result, this would highlight one of the forms of communication that paved the way for this kind of interaction which is computer-mediated communication.

2.1.1 Computer-mediated Communication

Basically, Computer-mediated communication (CMC) refers to the ongoing human interactions via the use of computers and further electronic devices. Adams (2010) considered CMC as a range of submissions and receptions of data through different forms and various media mainly mobiles, electronic mails and Personal Digital Assistants (PDAs). Therefore, in CMC, the word computer is not necessarily related to merely the first innovated computers yet it even covers smart phones and other devices. In this respect, Yu (2011) stressed that CMC is a system that incorporates both computer devices and users who are given opportunities to become producers.

Furthermore, CMC as a newly emerged sort of communication is viewed as an influential instrument that aids both learners and tutors to interact at ease; as well as; to reach natives of their language specialty whom they could never access beforehand (Mahdi, 2014, p. 6). Additionally, McComb (1994) clearly clarified that "CMC gives instructors an additional means to keep in touch with their students, and to demonstrate that they not only care about the students, but are willing to communicate with them" (p. 164). Following the same perspective, Lin (2008) proclaimed that CMC develops a learning environment that is not limited to the classroom context by allowing students to learn at their leisure and in any location. This flexibility facilitates and develop interpersonal relationships, as well as the sharing of criticism, suggestions, and other useful information (as cited in Batieneh, 2014, p. 33). Moreover, Squires (2016) pointed out that computer-mediated communication is an umbrella concept that covers a compilation of "semiotic" and verbal submissions involving vocal messages, written texts and even pictures paving the path for a newly used linguistic variety.

Accordingly, it suffices to state that computer mediated communication act as a beneficial form of interaction that may get performed via the implementation of various electronic devices in order to share with devices users a rich set of contents and in different forms. Besides, it could contribute in serving FFLs the opportunity to have more links with their tutors as well as the natives of their L2.

2.1.2 Forms of Computer-mediated Communication

CMC can be carried out either synchronously (real-time interaction) or asynchronously (delayed interaction) between computer users. The former usually refers to the instant conversations that take place between chatters such as chat groups. As for the latter, it mostly addresses any postponed kind of communication where time is passed between every forwarded text.

A synchronous interaction almost reflects the simultaneous exchanged messages between computer users. According to Kawase (1989), this form of communication takes place immediately, it resembles person-to-person interactions when communicators are supposed to respond to each other at the moment such as internet chats along with further online interaction systems. Subsequently, Coleman (2012) stated that "Synchronous communication is direct communication where the communicators are present at the same time. This includes, but is not limited to, a telephone conversation, a company boardmeeting, a chat room event and instant messaging." (p. 14)

Unlike the previous form, the asynchronous one has to do with the left time between the sent messages. More precisely, Kawase (1989) viewed that in an asynchronous communicative event, electronic devices users are not required to reach or communicate with each other simultaneously, rather later at a particular period of time; consequently, electronic mails along with "bulletin boards" are the most fitting case for this form of interaction.

Accordingly, the major two forms of CMC are the synchronous along with the asynchronous one in which every single form varies from the other. Particularly, synchronous communication highlights the immediacy of texts' exchangeability such as online chat groups; however, the asynchronous form stresses the gap of time left between people's submitted contents.

2.1.3 Services of Computer-mediated Communication

As long as CMC can be used in various forms, instant messaging (IM), chat rooms, e-mails along with short message service (SMS) are the most used ones. More particularly, computer users may get the opportunity to chat with one another with the use of immediate digital submissions as well as they may do the same thing yet among a group of chatters called chat groups. Furthermore, using electronic mails to deliver discrepant data from electronic device to another and interchanging offline messages are one of the following discussed services of CMC.

2.1.3.1 Instant Messages

In essence, instant messaging refers to the current conversations that take place online between chatters. More precisely, Zhang and Fjermestad (2008) defined it as one of the most recent, synchronous and widely used form of telecommunication which allows individuals to exchange discourses from discrepant areas unlike the asynchronous way where merely electronic mails as well as the "fax" are used. Correspondingly, Garrison et al. (2011) viewed it as "synchronous text-based conversations with one person at a time or in multiple one-on-one or group conversations" (p. 112).

Furthermore, Flanagin (2005) has believed that this form of communication is becoming a crucial instrument and a way that pleases the overall objectives of IM users when they almost opt for this sort of immediate interactions. In the same vein, Ou and Davison (2011) pointed out that Instant Messaging contributes in increasing the extent of

interactivity along with the adequacy of the communication process. Therefore, synchronicity is the main feature of this particular CMC's service wherein messages' writers often respond to one another at the moment in order to share various contents, and thereby to facilitate their daily life.

1.3.2 Chat Groups

Paolillo and Zelenkauskaitė viewed chat as a type of CMC where many users are instantly transmitting information with the assistance of computer systems, yet the texts are usually brief and accessible whenever such users are connected with a net connection; consequently, a panoply of participants may join it. As long as chatters are totally free to label themselves with any given name and are not obliged to reveal their actual identity, this would create space for more privacy due to the use of nicknames (2013). That is to say, it is one of CMC's net-based services that is carried out with super short transmitted discourses where a high level of chatters' anonymity is achieved. Furthermore, Mtshali et al. suggested that, in an educational environment, the advantages of studying digitally for learners with the aid of chat rooms contributes in erasing the sense of introversion and bashfulness unlike the traditional setting of classrooms, thereby chat groups could validate their efficiency to be used as a tool for further reviewing (2015). Hence, with the progressive reliance on this specific service by learners, they seem to have more chances to interact with some others and to start overcoming such inner barriers mainly shyness and eventually to master the communicative skill as well.

2.1.3.3 E-mails

Electronic mails mostly refer to the act of delivering discrepant contents between net users including texts, graphics and further documents with an online help. Precisely, according to Dürscheid and Frehner, it is viewed as an ancient way of communicating that is progressively losing its apparent prominence, yet it is still viewed as one of the most

primordial modes of CMC as the vast majority are familiar with its usage. E-mails can be utilized for multiple needs; mainly to share notions with others and to submit a link of virtual data as well. In an educational context, tutors almost receive a plenty of learners' emails inquiring about out-class tasks, forthcoming tests and other personal stuff (2013). Likewise, Lightfoot (2006) confirmed that with the aid of this instrument, it is not mandatory for students anymore to plan for meetings with their teacher at their offices when a swift sent message would be sufficient. In simple words, e-mail is a communication technology and an electronic system used to submit asynchronous texts from one device to another with a plenty of forms where a sender needs to insert a particular content and then deliver it with one or more receivers.

2.1.3.4 Short Message Service

Commonly, SMS technology refers to the process of interchanging text messages with no net connection reliance between mobile users along with no required immediate response. Particularly, Acker (2014) defined it as "a teleservice developed by the Global System for mobile communication in the mid-1980s for second-generation mobile networks" (p. 559). In addition to that, SMS, also called texting, is often thought to be more cost-effective because a particular sample of individuals opts for as long as it is less expensive than calling someone straight with the mobile; however, the use of this service includes the utilization of "pictograms" and "logograms" by which terms are abbreviated by employing symbols that either sum up the original words or seem to be closer to them (Dansieh, 2011).

Furthermore, via the utilization of this particular service, significant outcomes on individuals' interactions are attained. Hence, Barks et al. (2011) deduced that offline text messages are an efficient alternative to be used when the communication's atmosphere is a bit chaotic and does not permit interlocutors to interact at ease. As well as it facilitates the

communicative event where a sender would submit a concise query and later receives a super clear reply. In short, the language of SMS texts could make any communicator capable to interact and to effectively reflect his/ her sense of uniqueness too.

2.2 Social Media

Typically, the concept of social media almost incorporates the online technology and methods through which individuals may share discrepant contents and personal outlooks through different forms. In particular, according to Osborne-Gowey (2014), the term “social media” is regarded as a compilation of web pages and applications aimed at creating and improving digital links between people. Correspondingly, Akram and Kumar (2017) affirmed that by defining it as "an online platform which people use to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections" (2017, p. 347). In simple words, social media is almost borne as a sophisticated technological innovation which could generate a massive level of fluidity among its users' life via exhibiting them an outstanding usage. Accordingly, these are few of its prominent platforms:

2.2.1 Facebook

Commonly, Facebook is one of the social networking services that enables online communicators to deliver their opinions as well as to contribute to others' posts. Likewise, Popiołek (2020) defined it as a main source of knowledge where a great number of events are often displayed, and it provides its users with any sort of information and preferences they request for. In relation to foreign language learning, Jassim and Dzakiria recommended that this sophisticated platform may get implemented as an assistant which would help L2 learners to have virtual conversations with natives. Additionally, with the possibility of integrating Facebook as an educational instrument, that would likely enable them to gain more time, to have a better practice and to confront such psychic barriers they

may encounter throughout their overall English language learning (2019). In the same vein, Kumar and Syed (2021) asserted the efficiency of Facebook as a tool to develop learners' language skills. Accordingly, Facebook acts as a fruitful and authentic instrument in progressing learners' language skills as well as to have virtual conversations with natives of their specialty; thus, FFLs are put in a different cultural groups where language is used differently.

2.2.2 Messenger

Messenger is an instant messaging application that is originally developed as an extension to Facebook when it was released in 2008, later on the company separated the platforms by creating a separate link “messenger.com” and standalone application for the functionality of messaging. Users of Messenger are gifted with many services; namely, sending messages, photos, videos, stickers, avatars, files and also react to other users' messages. Other services are also offered, such as; sending voice notes, voice-calling and video-calling. In this respect, in accordance with a foreign language learning setting, Farhan and Yusoff (2019) asserted that this social networking site is borne as a helpful assistant for language users. Hence, it is worthwhile that learners need to benefit from this sophisticated application to a great extent.

2.2.3 Instagram

Instagram is a service launched in October 2010 that is relatively becoming a new form of communication whereby users easily and willingly picture their life moments and share them with their friends that are also Instagram users and preferably called “followers”. By way of clarification, media sharing usually happens through taking pictures or videos and posting them on their stories. Since its launching date, the application has been continuously updating and creating new tools to upgrade the user's experience; a peek at its most salient tools includes; Hashtags, explore, Instagram TV

(IGTV), Reels, Direct, and Stories. Nevertheless, Zarei and Rudravarapu (2019) stressed that despite the inconvenience that this trending application may generate, it may also be used as a genuine instrument through which English language is used inside the schoolroom.

2.2.4 Snapchat

Snapchat is often considered as a messaging application that allows users to forward their virtual mates disappearing private messages, videos and even pictures. More precisely, according to Vaterlaus et al. (2016), it is viewed as "a social media platform that allows users to send images, videos, and text with a specified amount of time for the receiver(s) to view the content before it becomes permanently inaccessible to the receiver" (p. 594). Furthermore, Freyn (2017) clearly proclaimed that this social networking site contributes to a great extent in making language learners exercise English language outdoor the classroom settings. To sum up, exactly as Facebook, Snapchat gifts foreign language learners more space to dig into such detailed English language aspects; therefore, such an execution is thoroughly done beyond classroom borders.

2.3.2.4 Twitter

It is also a social media site which was innovated for the purpose of connecting individuals as well as to permit them share their thoughts worldwide. Similarly, Curran et al. (2011) stressed that it is a weblog that serves its users with announcements or what is labelled a "tweet" wherein they may write one another with a precise number of inserted characters. Therefore, as long as twitter's users are constrained with a specific amount of jargon, Sah emphasized that this led them to note down their texts in a more special and creative manner (2015). Therefore, according to the required features that this online platform stresses among its submissions, that would straight create a space to use distinctive linguistic features and thereby to use them successively.

2.3 Cyber Language

As a result of becoming one of the most popular forms of communication that are winning more prominence in all domains, CMC triggered the birth of a new linguistic variety, commonly labelled cyber language or netspeak, that is quite discrepant from the standard English yet reciprocally grasped between internet users; whom are also referred to as netizens.

In order to designate an origin to the term “cyber language,” the history of its birth should be reflected. In this respect, early analysts of digital discourse declared that, back in its early days, CMC was characterized by time and gesture constraints. It urged its users to develop a kind of adaptability to the newly emerged media through writing brief and concise sentences, which Crystal (2001) described as a type of language featuring criteria that are unique to the internet. In the same regard, Kasesniemi and Rautiainen (2002) have deduced that the more space and time restrictions this mode of communication implies, the minor grammar and punctuation rules are applied. Hence, Thurlow (2003) has advocated the previous argument and justified the challenging nature of texting by the technology used, that is to say; small screens, keyboards, and a limited set of characters, which explains the excessive use of abbreviations in this mode of communication.

Meanwhile, for other scholars, namely, Ling and Yttri (2002), texting is user-personalized because it derives from one’s identity. It is a way of self-expression by which the user chooses the most appropriate language to his style. By way of illustration, Crystal (2006) has claimed that young netizens tend to demonstrate intonation by typing repeated letters, capitalization, and exclamation markers, such as; “‘soooo’ or ‘no more!!!’”. In other words, cyberspace has been seen as a free global space to share information, ideas and different multimedia resources such as; texts, videos, and pictures. Therefore, it has become a comfortable space for internet users to share their feelings and ideas. In this

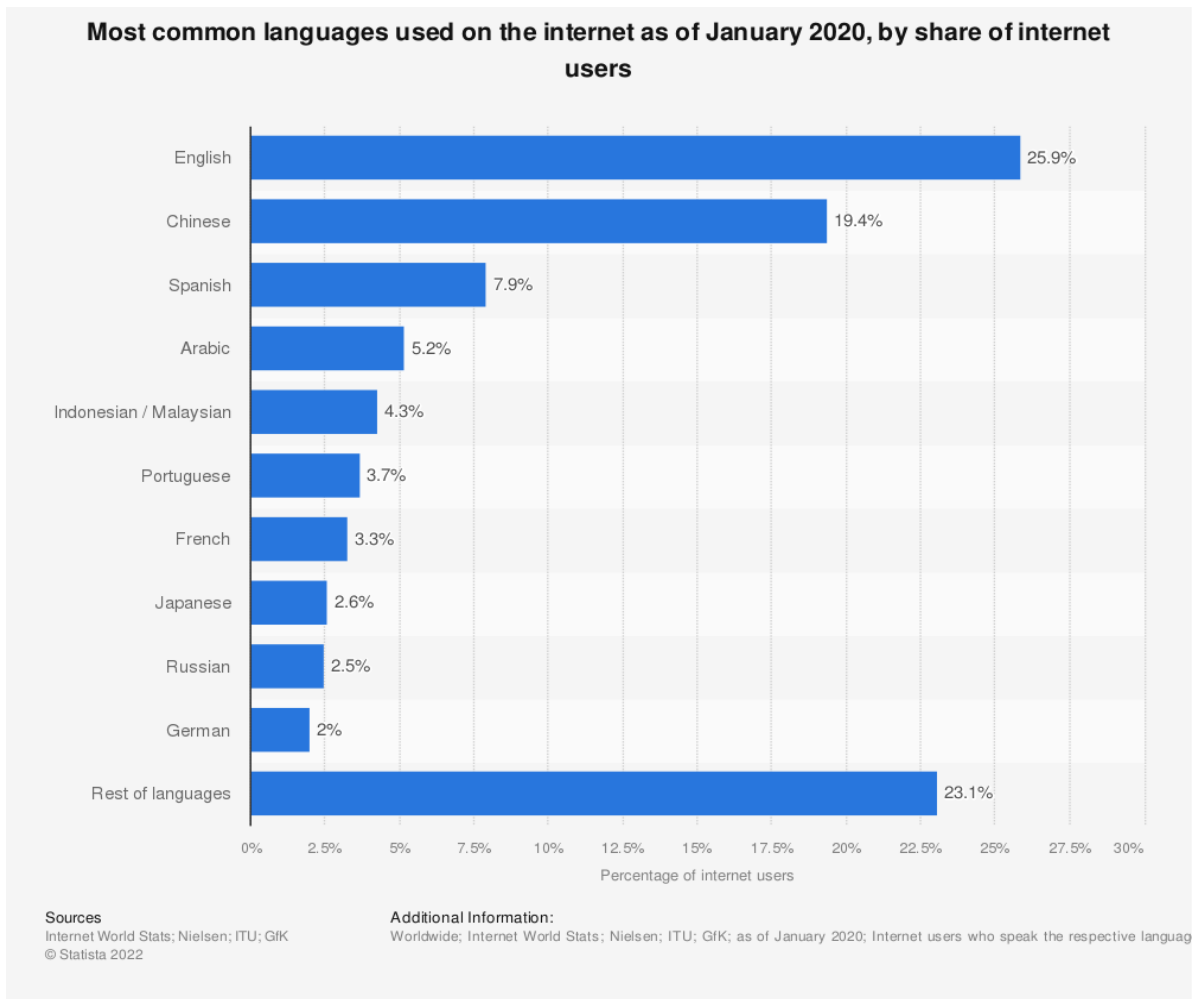
respect, Matos-Silva et al. (2012) believed that by offering netizens “the possibility of posting texts, photos, videos, etc., it creates an environment that favours people gathering” (p. 219)

In the light of the aforementioned statements, it could be deduced that, in cyberspace, netizens are no longer restrained by language rules; instead, they freely employ the language they feel most comfortable talking, full of collocations, abbreviations, acronyms and slang. More precisely, the chat language they use, is coined by Crystal (2001) as netspeak; an alternative to Netlish, Weblish, Internet language, cyberspeak, electronic language, CMC, etc and it is defined according to Arias Chávez et al. (2018) as the code-shared by netizens, mainly the youth, on social platforms to virtually communicate and identify with one another. The authors have also determined that the suffix ‘speak’ dictates its power to accommodate both writing and speaking, besides receptive skills of listening and reading. Altogether, cyber language is the language of the youth on the internet, it varies from the standard language as it opposes language formality and is closely related to colloquialism and slang instead.

2.3.1 Features of Cyber Language

Due to globalization and English as a lingua franca, learning it has peaked for several decades; hence it has become a valuable tool in communication and linking ties with the outer world. A recent demographic study on the most dominant language on the internet piloted by Johnson (2022) argues that English takes the lead representing 25.9 per cent of worldwide internet users whose mother tongue is not necessarily English.

Figure 2.1 Most Common Languages Used On the Internet



(Johnson, 2022)

Accordingly, Internet English is mainly decided by netizens whose choice of language is imposed on others no matter how accurate the language is. Crystal (2010) asserted that “some features of spoken language are often present in internet writing, such as short construction, phrasal repetition, and a looser sentence construction” (p.40). In the same line, Arias Chávez et al. (2018) synthesized out of many studies that modalities of cyber language fall into one common point and that is to display discourse as an attempt to approach orality to writing. Accordingly, it could be deduced that one of the main features of netspeak resides in its vernacular nature, in which colloquial language is highly used by users of the internet. Paolillo (2001) proclaimed that such a nature is justified by the

asynchronous rhythm of chatting. In conclusion, despite its evolution and its rapidly changing nature through time, scholars have agreed on the following dominant features that are classified into the following segments:

2.3.1.1 Neologism

As language is dynamic, it surely has the potential to be a subject for change. In this respect, through the rapid advent of the internet and the development of CMC, netspeak has emerged as a highly creative and distinctive graphic style of language. Neologism, then, stands as the first of its prominent features. According to Plag (2002), a neologism is commonly known as coinage or labelling certain “derivatives” for the first time or giving a new meaning to old ones. In the same line, Liu and Liu (2014) declared that netizens are continuously triggering the birth of new terms to serve their desire. That is to say, they seek conveying the intended meaning, facilitating their online experience by making it more vivid and remarkably unique. Furthermore, Brown and Yule (1983) believed that graphic features of netspeak are considered as early and newly emerged conventions of the internet whereby the real-life functions, such as; intonation, voice quality, and pauses in speech are performed through capitalization, punctuation, and italicization. Accordingly, abbreviations, acronyms and emoticons also play a crucial part in internet technical neologisms, which will be discussed as other features of netspeak.

2.3.1.2 Grammatical, Paralinguistic and Lexical Features

Grammar is an umbrella term for how words, phrases, and sentences should play together to perform meaning. Grammatical features are pointed out by Crystal (2003) in terms of the many possibilities of syntax and morphology that chat language can generate, resulting in significant stylistic developments. In the light of technological advances and their effect on language, many language purists, fearing the corruption of language, consider the innovative nature of netspeak as fatal to grammar. However, it is worth

mentioning that grammar in the electronic sphere should not be understood in its usual sense; for instance, the grammar of speech is usually concerned with phonology, morphology, and syntax, yet in CMC, it is replaced by typography and orthography. Herring (2007) has extenuated the concept of e-grammar as flexible patterns borne out of specific technological and situational contexts. (As cited in Herring, 2012, para. 2) In CMC, typography stands for the use of non-alphabetic cues such as numbers, symbols, punctuation, and emoticons. Herring (2012) has proclaimed that net users play with meaning by inserting emoticons (e.g., :D and :P represent a laughing face and a face sticking out its tongue) and use repeated symbols to express temper and mood (e.g., !!!, !?!...), substitute a set of letters by numbers or other letters to save keystrokes and express a specific communicative style. (e.g., 4 'for,' 2day 'today,' ur gr8 'you're great), or intended capitalization to express shouting (e.g., CALL ME). Typography also plays a part in the paralinguistic features of chat language.

Due to the restrictive nature of CMC and the lack of visual cues, McKenna and Barrgh (2000) predicated that not all information is fully transmitted. Hence, emoticons became the most common paralinguistic feature that expresses human touch among netizens. Walther and D'Addario (2001) have piloted the first experiment to test emoticons' efficiency compared to face-to-face communication facial expressions; accordingly, results have shown that they are as strong as real-life facial expressions. (As cited in Derks et al., 2007) According to Ptaszynski et al. (2011), the two most common types of emoticons are: Western one-line type is viewed at a 90-degree rotation such as; “:-)” (smiling face), or “:-D” (laughing face) and Eastern or Asian emoticon style that is characterized by unrotation and represents faces or gestures from a straight point of view, namely, “(^o^)” (laughing face) or “(^_^)” (smiling face).

On the other hand, linguistic features reside in orthography concerned with lexis in cyberspace. To begin, Davis and Brewer (1997) have said that: “electronic discourse is writing that very often reads as if it were being spoken _that as if the sender were writing talking.” (p.2) As a result, language on the internet is famous for the substitution of letters by phonetically-motivated ones (as in ‘z’ for /s/), dialectal spelling (e.g., ‘What’s up’ as ‘wassup’), the use of interjections and non-linguistic sounds such as; ooooh, yees, etc. and the excessive use of abbreviations (e.g., acronyms such as; GTG for ‘got to go’ and BRB for ‘be right back’). (Herring, 2012, para. 12) As a matter of fact, a study by Coe & Oakhill (2011b) demonstrated that phonetic abbreviations and slang are the most frequent abbreviations employed in cyberspace.

2.3.1.3. Two Prominent Types of Emoticons

As mentioned in the paralinguistic features of netpeak, there are commonly two types of emoticon that are heavily used by netizens nowadays. On the one hand, Asian emoticon style is famous by its creative embodiment of facial expressions and feelings, such as, love, sadness, confusion, from an unrotated point view. On the other, Western emoticon style are viewed at 90-degree rotation and are supposed to mainly reflect feelings as it lacks the ability to perform physical gestures.

Table 2.1: *Eastern/Asian Emoticon Style*

~_(\ツ)_/~	Shrug
◀(→_←")▶	Flex
(ノ◦□◦)ノ	Freaks out
[-°-°]-	Zombie

(>ლ)	Face palm
(π~π)	Crying
(>~<)	Angry
(♥_♥)	Love
ლ('Д'ლ)	Why?!
(つ●_●)つ	Hugs

Table2.2: *Western Emoticon Style*

:)	Smiley face
:(Sad face
;)	Wink
:-/	Confused
:-p	Sticks tongue out
:o)	Clown
3:-)	Devil
O:-)	Angel
:3	Cat face

B)	Sunglasses on
-----------	----------------------

2.3.1.4 Common Abbreviations and Acronyms

The table below contains a set of internet slangs that vary from abbreviations and acronyms the most used among netizens, nowadays.

Table 2.3: *Common Abbreviations, Acronyms and Slangs*

IDK	I don't know
TBH	To be honest
TC	Take care
BTW	By the way
BRB	Be right back
IKR	I know right
IMO	In my opinion
THX	Thanks
TTYL	Talk to you later
OMW	On my way
LOL	Laughing out loud
ATM	At the moment

NOOB	Newbie
YOLO	You only live once
XOXO	Hugs and kisses

2.4 Literature Review

For the purpose of revealing the significance of the current study, this section covers the main research studies that were done in relation to the present research paper either fluency in foreign language learning(FLL) or the use of cyber language.

2.4.1 Fluency

As long as learning English language requires the mastery of particular skills, fluency remains one of the fundamental proficiencies that EFL users/ learners need to manipulate for a better language performance. More particularly, so many past studies have been conducted to stress the interconnection between the fluency skill and further variables.

In a study which was conducted by Mokhtari and Thompson in 2006 to analyze the possible relationship between children' consciousness of sentences' structures and fluency reading, it has been eventually indicated that their inadequate familiarity of sentences' core structures could generate both weak "reading fluency" level and challenges in comprehending. In the same vein, following an exploratory qualitative study, Aldhanhani and Abu-Ayyash (2021) have conducted a research in one of Emirates' private institutions for the purpose of revealing the implemented strategies to assess the "oral reading fluency". Therefore, it has been inferred that tutors of English have been using discrepant assessing techniques of out loud reading in which learners were asked to read either

individually, in a pair work or with the use of what is called "assisted reading" strategy for the sake of progressing their reading fluency level. Furthermore, it is also worth mentioning that the fluency skill may get enhanced with the assistance of further possible instruments.

More precisely, following a qualitative design with twenty-five (25) foreign learners to spotlight the efficiency of English film in learning English from a learner's perspective, Albiladi et al., have straight found out that FFLs stressed their positive attitudes towards the effectiveness of films in upgrading their overall language skills (2018). In line with this, through the implementation of a qualitative administered study, Yaacob et al. (2021)'s findings have stressed the primordial status of English movies in developing learners' four skills as well as to delve into more cultural insights.

Besides, due to the massive strives and demands towards improving foreign language learners' fluency in all EFL settings, Gorsuch & Taguchi's experimental research suggested a method labeled "Repeated Reading" (RR) for enhancing language learners' fluency. As a result, the experimental group had witnessed a noticeable progress in terms of reading fluency unlike the control group (2008). Following the same research design, Pham (2021)'s recent study which was conducted to test the possible adequacy of collaborative writing on of group of sixty-two (62) English language learners' fluency, it has been finally inferred that application of that method could yield fruitful outcomes on their writing fluency.

In relation to speaking fluency, in an investigated past study done by a scholar called Ghufroon in 2017 to figure out the significant techniques used by fluent speakers, it has been deduced that members of the "EFL Speaking Class of English Education Department" of Indonesia, as a case study, used particular techniques that actually varied between mental to communal to "meta-cognitive" strategies; thus, these applied strategies

could boost learners to have more accurate English background and to progress their speaking competency meanwhile.

Nevertheless, it was stressed, via a qualitative design, that there are serious factors that may influence the English fluency level mainly the age in which participants felt a difference between the first phase of language learning and the later stages along with further ones (Shahini&Shahamirian, 2017). In a similar vein, in a conducted study done by Al Ghazali with a sample of Arab origins learners in 2017 for the sake of figuring out some fluency's affecting factors, it has been straight validated that EFL learners' potential to study English language relies to a great extent on such inner driving forces.

2.4.2 Cyber language

The emergence of the media and the internet has triggered the birth of a new variety of language, attracting every researcher's attention. Therefore, numerous studies have been devoted to understanding its nature based on different fields of study, namely linguistics, sociology, psychology, and gender differences. In addition, others intended to study its influence on other variables, mainly foreign language learning.

David Crystal, a linguist who had a lot to say about the influence of the internet on language, has carried out one of the pioneer studies on cyber language to understand its nature and reflect on its features. In a preliminary linguistic investigation that he has piloted to highlight the variant features of netspeak mainly, David Crystal, throughout his book *Language and the Internet* (2001), opposed certain mythologies and future anticipations about the destructive impact the internet may have on language. He has taken a favourable position, acknowledging the fact that the internet has opened doors for new linguistic diversity and unprecedented opportunities for personal creativity. As cited in Mackiewicz (2002), the linguist dedicated eight (8) chapters to discussing different language scopes on the internet, two of which were intended to analyze the salient features

of netspeak, its varieties, and how it promotes solidarity. Then he concluded with a chapter in which he highlighted the internet's significant collaboration in the EFL setting, through facilitating foreign language learning by supplying the learners with numerous opportunities to interact with native speakers of the target language, as well as how did the internet enriches the English vocabulary, stating: "I do not see the Internet being the death of language, but the reverse [...] I view each of the Netspeak situations as an area of huge potential enrichment for individual languages" (p. 275) (As cited in Ranger, 2007, p.15)

Despite that, the pessimistic view is still prevalent, most notably in the learning environment, in an exploratory study that was carried out to provide an overview of the expansion of netspeak beyond its intended limits. Irina (2009) has reported several cases of netspeak excessively intruding on formal settings such as; formal writing. This research has resulted in intense dissatisfaction among teachers toward this newly emerged language back then. Therefore, netspeak has been expected to cause the decline of spelling and grammar. (p.365)

In the same vein, a quantitative-qualitative study has also been devoted to observing and measuring the number of times students use cyber language in journal blogging sessions. Thus, results have indicated that most of the participants did use forms of netspeak at least once during a session. Furthermore, Thangaraj and Maniam (2015) have also interviewed five (5) participants on whether or not they have committed spelling or grammar mistakes in their academic writings. The responses have indicated that some cases may have occurred unintentionally despite their awareness of when to use formal or informal language.

On a different note, recent studies have shown a radical change in attitudes towards this new sort of language. For instance, a two-year-old study on North American youth has been carried out to analyze certain linguistic phenomena related to cyber language in three

different registers; instant messaging, email, and phone texting. During the thirteen-week course, students have fulfilled several assignments in which they were asked to interact spontaneously with their friends. The data collected has offered a clear insight and linguistic evidence that there is no infiltration of CMC forms in any of the participants' academic essays during their extensive exposure to netspeak. Moreover, the researcher, investigating the forms of netspeak used, has revealed that there is no breakdown of grammar in internet language use; instead, the youth are fluidly navigating a complex set of newly written registers over which they have complete control. (As cited in Tagliamonte, 2016, para. 17)

Cyber language is said to cause no danger to the field of academia, but it has also been seen as a facilitative impulse for FFLs. More precisely, in an attempt to foster distance learning via the integration of CMC in the field of foreign language learning, Garrote (2018) carried out an investigation that has been aimed to increase EFL students' hours of exposure to English because of class-time limitations. The researcher exposed the students to a software through which they were invited to chat with each other daily and then collected attitudes toward its effectiveness in fostering literacy and communication skills. Results have been positive; the researcher noted that not only that the activity was enjoyable to most of the participants and increased their motivation, but it also has met some of the principles of FLT, namely, cooperative learning, blended learning, and student-centeredness or project-based learning and thus has succeeded in fixing the little exposure that EFL students were facing.

However, the activity faced some limitations in teaching pronunciation because it mainly depended on text-based chatting. Based on this assumption, not being able to teach pronunciation was not the only limitation faced throughout the experiment, because even though instant messages have been able to yield some positive outcomes in terms of

cooperative learning and learners' motivation, however the researcher may have disregarded the cultural aspect of Netspeak's features that can contribute to more than just foster their literacy but other more specific language skills as well as cultural background.

Correspondingly, further research is required to explore the amount of authentic opportunities cyber language can provide EFL students with, in order to learn detailed aspects from the target culture namely, slangs and idiomatic expressions. Therefore, filling the literary gap, this study aims at investigating EFL learners' attitudes towards the use of this newly emerged linguistic variety and its influence on their fluency.

Conclusion

This chapter has provided insights on how the newly emerging media is continuously triggering the birth of a new linguistic variety which was given several names, mainly, netspeak. The writers of this paper tried to cover the most relevant issues to this notion, starting by CMC; its modes and paving the way to the reasons behind the evolution of cyber language and closing up with a thorough description of its features followed by their examples. The chapter ended by matching the two variables of the current research; particularly, by tackling a short literature review on the different studies which investigated either fluency in FLL or cyber language characteristics.

CHAPTER THREE: CHAT ONLINE FOCUS GROUP

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Introduction

This chapter endeavors a thorough explanation of the methodology used, tools and sampling techniques, as well as it initiates the analysis of the focus group discussion. However, the analysis of the questionnaire will be devoted a full chapter; that is the following chapter.

3.1 Research Methodology Design

Since this study aims at investigating cyber language and its role on EFL students' level of fluency from EFL learners' perspectives, the exploratory method has been used to quantitatively and qualitatively answer the research's questions. The latter were about EFL students' frequency of cyber language use on their online chats, in addition to elicit their perspectives upon its role in fostering their fluency development. Therefore, two data gathering tools were used: an online chat focus group and a survey questionnaire. The overall population is constituted of first-year students of Master in Language and Culture, at the department of English in University of 8 Mai 1945, Guelma. On the one hand, the focus group is constituted of seven (7) participants who were invited to chat on a group "Messenger" in order to analyze the language they use. On the other hand, a survey questionnaire was distributed online to ninety-seven (97) students and was dispatched on their Facebook group.

3.1.1 Research Method

Commonly, a qualitative approach often opts for a super limited number of participants and different natures of interests among any investigated research. Correspondingly, Aspers and Corte (2019) viewed it as a communicative operation which aids in having clear insights about the target group of individuals through which final outcomes are drawn in relation to the conducted sphere. Thereby, Dworkin (2012) stressed that this approach's number of participants is almost much lower than a quantitative study.

As for a quantitative research, Apuke (2017) regarded it as the process of examining numerical data via shedding more lights on the number of participants to gather information. Therefore, according to the aforementioned basic assumptions that every research design appeals for, a mixed method has been applied in the current study. Particularly, a qualitative focus group has been set as it acts as the most fitting research tool to observe the real phenomenon, with a small group of seven (07) chatters, to examine the use of the English language in accordance to cyber language's key characteristics in a virtual conversation. Besides that, in order to gain much more numerical data about EFL learners' attitudes and perceptions towards the possible fruitfulness of cyber language in fostering their level of fluency, a quantitative survey questionnaire has been administered to ninety-seven (97) respondents. Hence, both approaches have been needed as well as integrated.

3.1.2 Data Gathering Tools

As long as a mixed method of approaches encompasses the use of quite discrepant data collection tools, chat online focus group as well as an online survey questionnaire have been used in the practical field of investigation, and are discussed in following two practical chapters. The former was borne by Watson et al. (2006) as a virtual location through which a panoply of exchanged data are collected. Thus, investigators are given spaces to delve into more details in such a digital group of people and thereby to attain an eligible level of findings. Hence, this would justify the implementation of a chat online focus group that has been performed as an optimal data gathering tool which aided to observe and then to analyze a particular linguistic phenomenon labelled cyber language among a virtual setting. The latter, the survey questionnaire, is viewed by Roopa and Rani (2012) as a compilation of queries posed to respondents to come up with final and large

range of statistics. Thus, this justifies the choice of such a data gathering tool to address more details and questions with further number of first-year Master students.

3.1.3 Population and Sampling

The current field of investigation is fulfilled at the Department of Letters and English language at the University of 8 Mai 1945 Guelma. The participants that are involved in the research are first-year Master learners specialized in language and culture. The factor behind targeting this population is that all learners have been subject to a period of four years of English learning and exposure and they seem to have considerable cultural insights which would provide valuable data towards the core conducted sphere. On the one hand, the sample's selection of the focus group is purposive, by which seven (7) female participants were selected and invited to chat on a chatgroup via the "Messenger" platform. The reason behind choosing a female based sample from the same class was to stress out the spontaneity of communication through the friendship ties shared among the participants. On the other hand, the questionnaire's sample was set following Krejcie and Morgan's sampling technique. Correspondingly, out of a hundred and thirty (130) students, the survey questionnaire targeted ninety-seven (97) respondents in order to deduce a holistic perspective about the role of cyber language in fostering their fluency skill.

3.2 Chat Online Focus Group

In order to initiate the exploration of EFL students' attitudes about whether or not their fluency skill is enhanced via the use of the cyber language, an exploratory study had to be piloted first. Correspondingly, an online chat focus group of seven (7) participants was administered to highlight and investigate the chat language in use by the sample.

3.2.1 Administration of Students' Chat Online Focus Group

The focus group is administered online, in a group that was created on the “*Messenger App*” whereby seven (7) participants were invited to chat on a certain topic of their choice. It was managed by an admin who played the role of the interviewer and monitored the pace of the conversation. Participants, on the other hand, chatted in a message circulation of a relatively high speed that does not exceed 60seconds. Accordingly, the communication lasted for one hour, from 2pm till 3pm on April 23th, 2022 and included a total number of a hundred seventy-nine (179) exchanged messages.

3.2.2 Description of Students' Chat Online Focus Group

This chat online focus group reflects a synchronous interaction between seven (7) chatters. In particular, it is designed to spotlight the possible lexical, orthographical and paralinguistic features that netizens may get involved within their digital exchanged discourses. After greeting them, chatters were straight informed that their online performance will be included in an academic investigation; therefore, the group of participants started initiating the scheduled conversation via texting one another. With respect to the core discussed theme, chatters tackled two main topics; their conversation begun by discussing the issue of fasting in relation to their study progress, yet their attention was shifted to the appropriate selection of a dissertation’s specialty as they are going to conduct a research the forthcoming year. Thus, as long as chatters were not constrained with a precise topic, a high level of spontaneity was attained.

3.2.3 Analysis of Students' Chat Online Focus Group

It is proclaimed that "it is the characteristic of openness that enables languages readily to create new words to express new things, events, and ideas that come along." (Hudson, 2000, as cited in HadziahmetovicJurida et al., 2016, para. 4). Correspondingly, it is identified that chat-speak reflects the excessive use of shortened forms, acronyms, the

inclusion of expressive emoticons as well as the use of some prominent slangs (Wahid & Farooq, 2022). In light of this, this study targets the three following primordial questions:

- 1) Do EFL learners use cyber language?
- 2) What are the various chat features commonly used by them?
- 3) Which chat feature is the most applied?

After performing a quick skimming and scanning of the chat group discussion, it is deduced that the language in use is a non-standard form of English that is full of colloquialism, internet slangs, abbreviations, acronyms and emoticons. The following analysis tends to include a thorough investigation on each of the netspeak's features applied by the learners along with examples from the discussion which can support each of them.

1. Abbreviations

First of all, the participants are observed to over depend on abbreviations whilst chatting. Therefore, some examples are attached below to illustrate the overly used abbreviations by different chatters from the focus group.

a) You / Your / You are

Figure 3.1 Abbreviation Use (You/ your/ you are)



Figure 3.2 Abbreviation Use (You/ your/ you are)

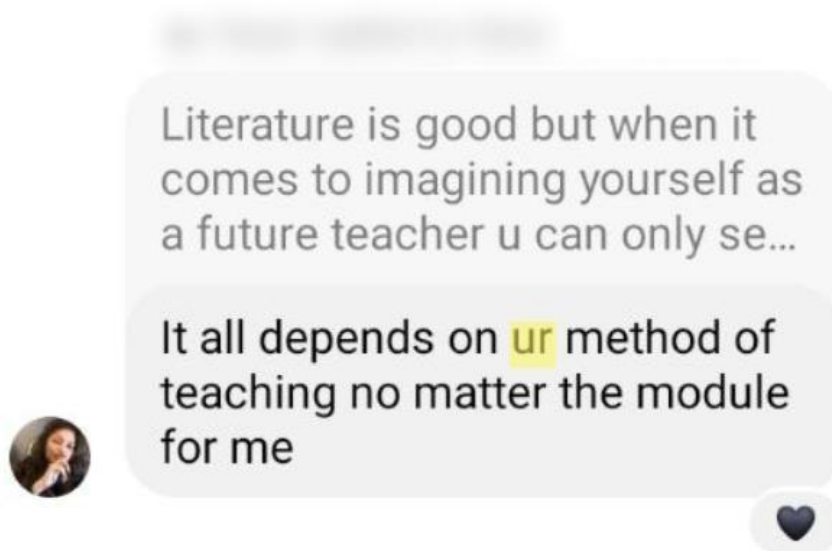
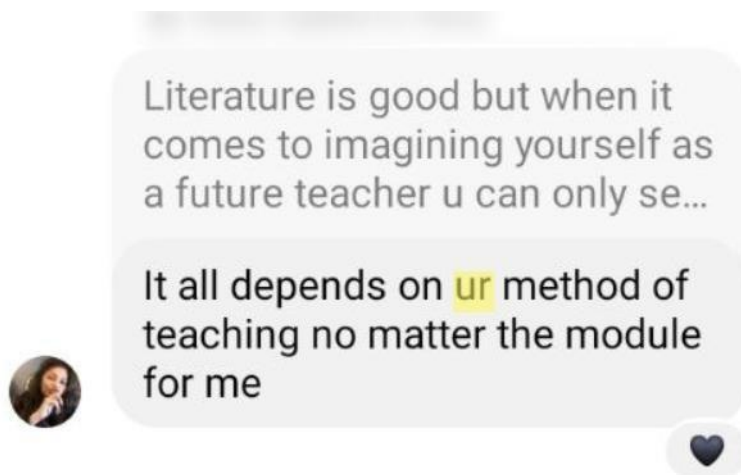


Figure 3.3 Abbreviation Use (You/ your/ you are)



Figure 3.4 Abbreviation Use (your)



Correspondingly, the use of “*you, your and you are*” is substituted by “*u, ur, and u’re*”. Doing so, the participants tend to reduce time consumption when they chat.

b) About

Figure 3.5 Abbreviation Use (About)

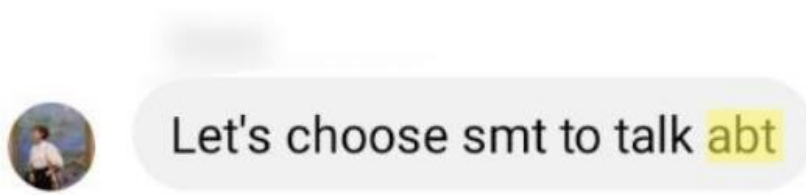
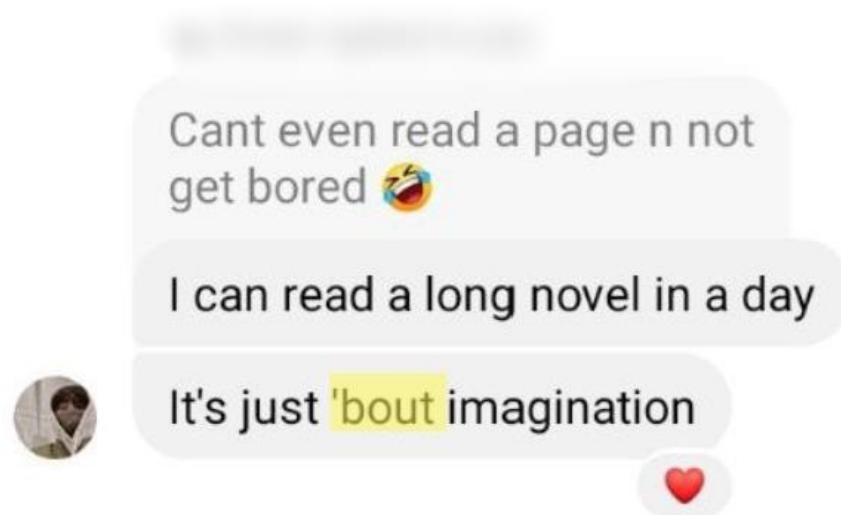
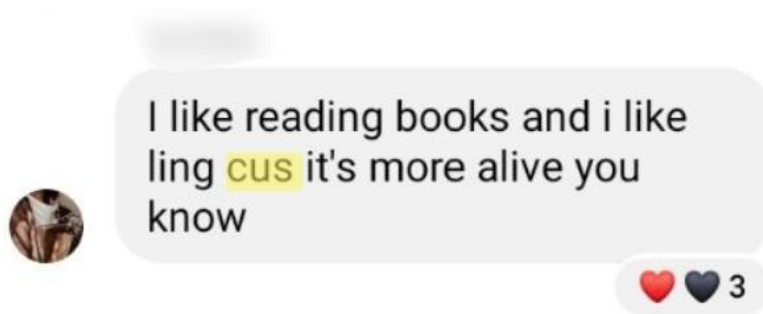
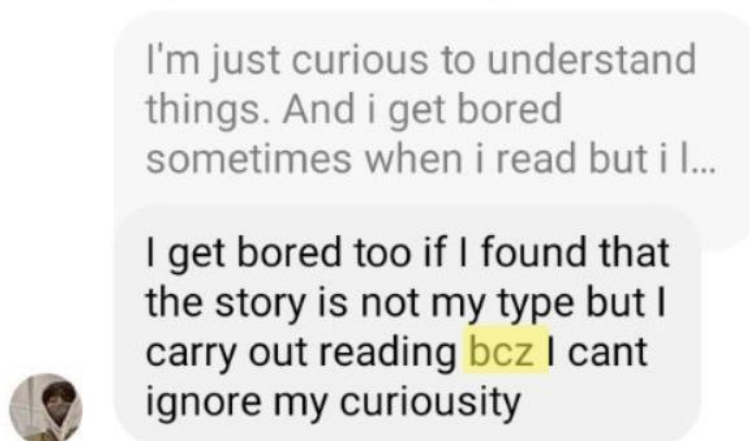


Figure 3.6 Abbreviation Use (About)



As displayed on the figures above (6, 5), “*about*” is often replaced by two terms. First of which is “*abt*” whereby the user excludes most of the vowels in the word. Second of which is “*'bout*”, users of such abbreviation intend to approach written to that one of native speakers when producing discourse in a flowing manner.

c) **Because**d) **Figure 3.7** Abbreviation Use (Because)**Figure 3.8** Abbreviation Use (About)

The inserted figures (7, 8) above show that the term “*because*” is substituted by “*bcz*” and “*cus*”. As a common point between the two, is that both tend to transliterate the term according to its pronunciation by either replacing a letter with a sound or omit the first unpronounced letters. As conclusion, most participants of the current chat focus group constantly rely on abbreviation when typing, for several intentions; namely, to avoid consuming time, or to approach written to spoken discourse.

2. Acronyms

The second heavily used chat feature by the group members is “acronyms”. They are reciprocally grasped between netizens, so, if one cannot deduce the meaning behind those acronyms, communication may break down. Find attached below some of the acronyms used by the participants:

Figure 3.9 Acronym Use (OMG)



Figure 3.10 Acronym Use (IK-LOL)

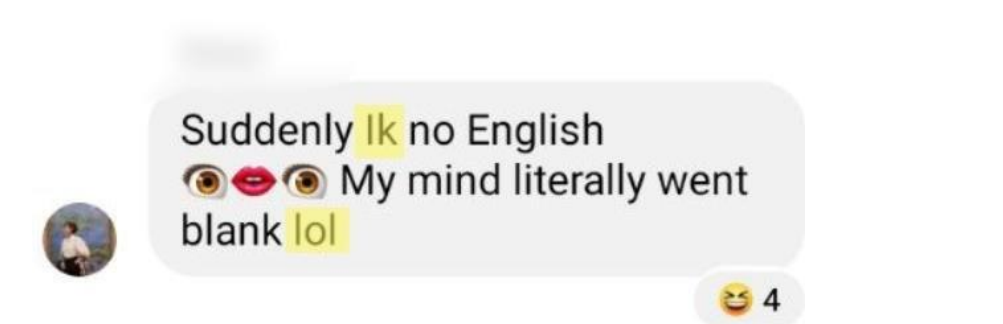


Figure 3.11 Acronym Use (BTW)



Btw have you girls chose the specialty for next year?

Figure 3.12 Acronym Use (TBH)



My problem with lit **tbh** is that i found it a bit useless for humanity 😏
I feel like I'm wasting time to do a psychoanalytic analysis to harry potter

😏❤️ 5

- OMG: Oh My God! is often used to express exclamations.
- LOL: Laughing Out Loud. It is used to express laughter.
- BTW: By The Way.
- TBH: To Be Honest.
- IK: I know.

3. Emoticons

The integration of emoticons is the most applicable chat feature by the focus group. Their efficiency in online communication cannot be denied because they compensate the lack of body language when interacting online. Therefore, they represent one of the salient paralinguistic features of chat language.

Figure 3.13 Emoticons' Use (Laughter)

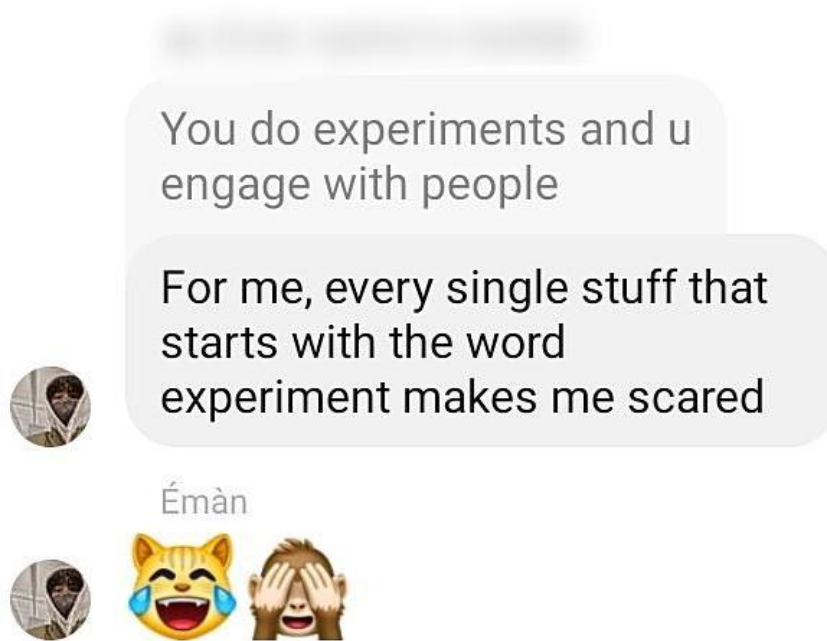


Figure 3.14 Emoticons' Use (frustration)

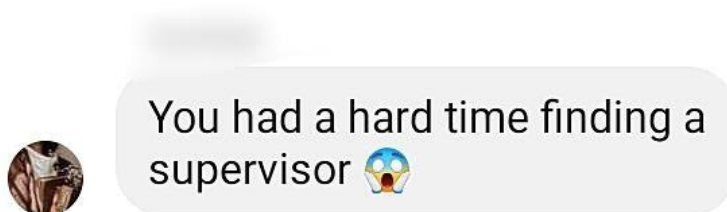


Figure 3.15 Emoticons' Use (Displeasure)

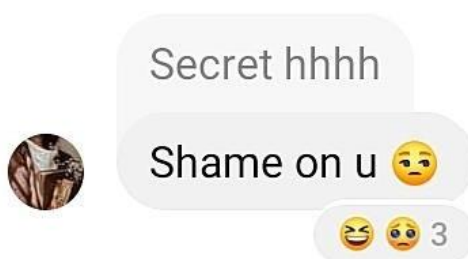


Figure 3.16 Emoticons' Use (running)

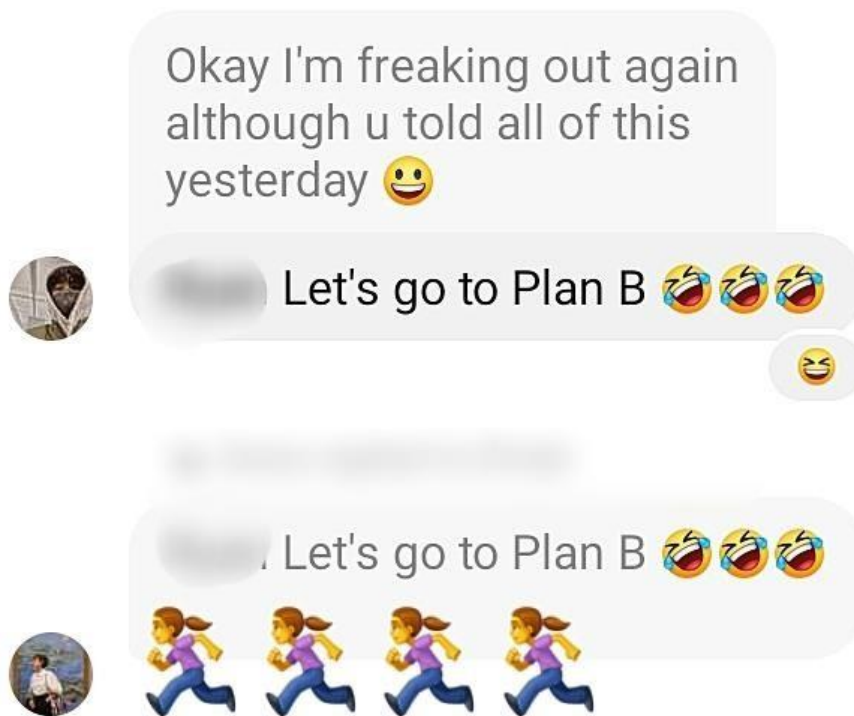


Figure 3.17 Emoticons' Use (fear)

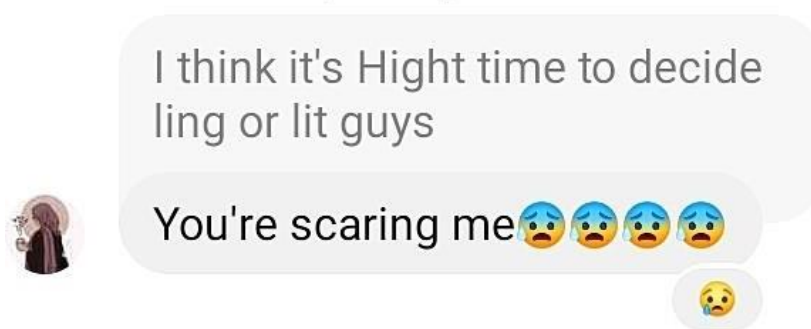


Figure 3.18 Emoticons Use (flex)



Thank me for choosing the topic 💪 ✨ 😂

😏 4

4. Approaching Written to Spoken Discourse

On the internet, the language in use blurs the line between orality and literacy, online communication is claimed by academics to be a hybrid that is characterized by a strong influence of oral speech in written discourse. (Overbeck, 2017b) In the same line, the sample has also shown signs of such discourse use in mainly verbs.

Figure 3.19 Internet Slang (Gotta/ 'em)



U gotta be pretty cool teacher I guess to get 'em involved with whatever you're teaching

❤️ 🖤 2

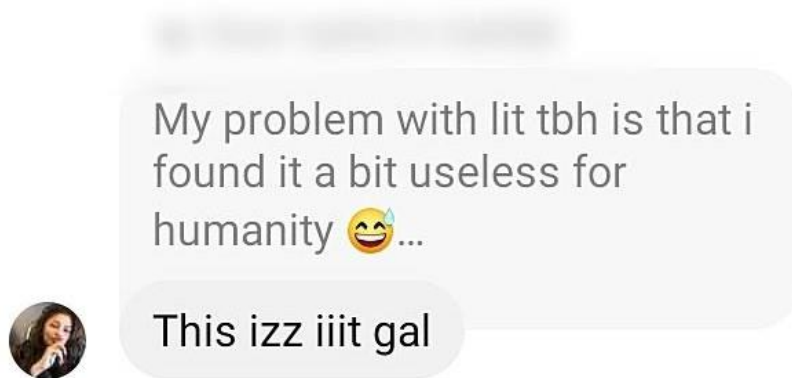
Figure 3.20 Internet Slang (Wanna)



I wanna ask u 'bout some qsts in ly mind

If u have no prob ofc

Figure 3.21 Internet Slang (iz)



5. Repeated Letters and Capitalization

Despite the restrictions faced by online communicators, youth net users tend to express intonation through two ways; repeated letters and intended capitalization. (Crystal, 2006) By way of illustration, the following screenshots are previews from the chatters that demonstrate their ways of showing intonation.

Figure 3.22 Repeated Letter Use 1



Figure 3.23 Repeated Letter Use 2

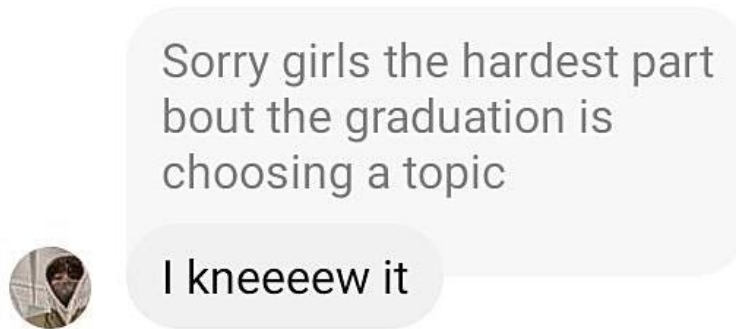


Figure 3.24 Repeated Letter Use 3



Figure 3.25 Repeated Letter Use 4

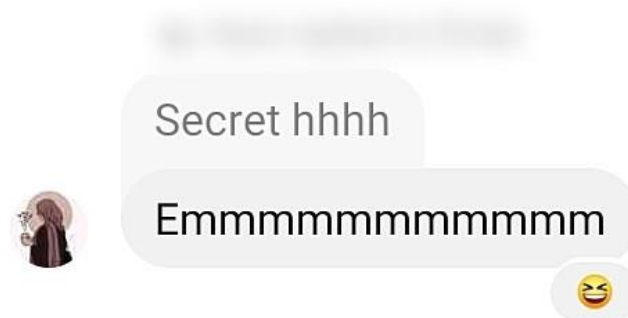


Figure 3.26 Intended Capitalization



It was fun and informative

YESSSSS

3.2.4 Summary of Results and Findings from students' Chat Online Focus Group

According to the upward detailed analysis of chatters' exchanged discourses, it is eventually inferred that they showed a considerable use of cyber language features which could reflect their awareness towards this modern linguistic phenomenon along with its use. Particularly, it is worth mentioning that this sample relied on, to a great degree, shortening their texts when chatting with one another through the use of discrepant forms of abbreviations in order to convey variant situations, yet a high level of understanding's reciprocity was achieved. Such a use reflects either chatters' intention to reduce time when texting others or to make their discourses look more oral and spontaneous.

Besides that, participants could point their familiarity of acronyms they have moderately been typing with according to the case they were expressing, such as laughter and exclamation; hence, any wrong perception of one these acronyms would literally impede the communication process. In addition to that, it is also concluded that chatters' instant messages detected a massive integration of emoticons to denote different immediate responses with each other; consequently, each used emoticon contributed in maintaining their conversation meaningful as well as mutually understood. Thus, the overuse of emoticons in online communication is one of netspeak's dominant features that the overall participants have been integrating and manipulating as well.

Furthermore, integrating oral qualities into chat was one of the involved chat-speak features in which some trending terms of approaching orality to writing were noticed,

mainly the use of "gotta", "wanna" along with some others to stress the real meaning behind their delivered texts. This implementation spotlights EFL learners' consciousness towards slangs' various meanings, their appropriate use and most importantly to approach written to oral discourses.

Conclusion

According to the aforementioned focus group's results, it is clearly concluded that EFL learners of first year Master could acted as an eligible sample to point out their awareness and attitudes towards the use of cyber language. In particular, this practical chapter emphasized learners' manipulation of the distinctive features of netspeak; consequently, typing with this sort of language contributes to a great extent in collecting data about upgrading FLL learners' fluency level of the foreign language; precisely English.

CHAPTER FOUR: STUDENTS' ATTITUDES TOWARDS THE ROLE OF CYBER LANGUAGE IN FOSTERING THEIR FLUENCY SKILL.

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Introduction

In order to dig thoroughly into further details about the role of internet language used by EFL learners on fostering their fluency development, a survey questionnaire has been administered to gather a depiction about its actual use on their chats as well as elicit their perceptions towards its role in enhancing their language skills; namely, fluency.

4.1 Administration of Students' Questionnaire

The current questionnaire was administered online via Google forms to first-year students of Master degree at Department of Letters and English language, University of 8 Mai 1945, Guelma through the following link: <https://forms.gle/BH2Zc6PeyrD8rt3Q7>. It was dispatched to most of the sample on their Master's Facebook group and was shared on their messenger group as well. Thus, it was answered by the full sample after ten days of its delivery from May 12th till the 26th, 2022. As promised in the questionnaire, the data were collected with extra precaution and confidentiality, the students' collaboration was of great importance for they have seriously considered the questionnaire and have provided valuable responses and suggestions for the completion and success of this research.

4.2 Aims of students' Questionnaire

The aim of this questionnaire is threefold:

- 1) To portray the use of English in cyberspace.
- 2) To reveal students' viewpoints towards the concept of fluency skill.
- 3) To figure out learners' attitudes towards the possible efficacy of cyber language in progressing their fluency skill.

4.3 Description of Students' Questionnaire

This questionnaire is primarily set on the basis of the theoretical chapters; its overall goal is to reflect the influence of cyber language on EFL learners' level of fluency. It is comprised of thirty (30) questions divided into four key sections. Each section targets asking questions related to one precise objective, most of them are closed-ended (yes/no questions along with multiple-choice ones) in addition to few open questions when participants need to insert comments and recommend further suggestions. It consists of four main sections:

4.3.1 Section One: General Information

This section involves the very first three questions of the survey, which were dedicated to target learners' personal information. Particularly, the first question was set to reveal students' age, because age plays an important role in this research since cyber language is commonly used among the youth. Moreover, the second question (2) was about the gender of the respondents, for the sake of identifying gender differences between netizens' choice of Netspeak's features. Finally, in the third question, (3) respondents were required to provide the number of years that they have spent studying English in order to identify the years of exposure to the English language and culture.

4.3.2 Section Two: English Use in Cyberspace

Typically, the reason behind setting the questions of this chapter is to reveal learners' use of English language in the virtual cyberspace via a compilation of ten (10) questions. More precisely, in the question number one (1), students are asked to select the type of communication they prefer either by selecting face-to-face or online communication or both of them. In the second question, they were asked whether or not they have access to the net connection, and in the third (3) one, they were asked about the

way they frequently use the internet. Then in question number (4), students were invited to select some tasks they may do virtually as well as to suggest further ones. In the fifth (5) one, respondents are required to select one of the following three factors behind progressing their fluency. In the question number six (6), EFL participants were asked to point out how frequently they work on enhancing their level of fluency. Moreover, the question number seven (7) is set to spotlight learners' viewpoints towards the current status of the EFL setting in developing their skill of fluency and in the question number eight (8), the participants are requested to select one of the following factors, or to come up with other possible ones, that may curb their attempts when striving to develop their fluency: lack of authentic atmosphere, lack of interactive tasks or because of the lack of motivation.

4.3.3 Section Three: Fluency in Foreign Language Learning

In this section, fourteenth (14) question, EFL learners are invited to choose one of the options that reflect what is meant by being fluent when using English; to master the use of grammar, to have a good pronunciation, to read, speak, listen and write with no difficulty or to be speedy when producing a language. In question number (15), they are asked to precise the extent to which it is important to enhance the fluency level and in the sixteenth one (16), they are requested to assess their current level of fluency in which they are provided with four major options. Furthermore, in the seventeenth (17) item question, learners are straight asked whether or not they want to progress their level of fluency, and in the eighteenth (18) one, they are required to select one of the three recommended factors behind progressing their fluency level. Then in question number nineteen (19), EFL participants are required to point out how frequently they work on enhancing their level of fluency in which they are given five key options. Moreover, the question number (20) is set to spotlight learners' viewpoints towards the current status of the EFL setting in developing their skill of fluency and in the question number twenty-one (21), they are

requested to select one of the proposed factors that may curb their attempts when striving to develop their fluency or to come up with other possible ones.

4.3.4 Section Four: EFL Students' perspectives Towards the Impact of Netspeak on Enhancing their Level of Fluency

As long as this section reflects the crux of the research's conduction, a set of nine (9) item questions were set to gain clear insights about the interrelationship between both variables; cyber language and its possible contribution in developing the fluency skill. Particularly, in this section's first question, students were asked whether or not they had an interaction of native-speaker of English, then in question number two (2), they were asked if it was an effective interaction or not, yet the third question was designed for those who respond by no, in the previous question, in which they are asked to justify what went wrong via an open statement. Additionally, via the fourth (4) question, learners were required to indicate the reason behind texting in English virtually in which they are provided with four fundamental factors which are as follows: to practice English language outdoor, to have better insights about English and its culture, to develop an adequate intercommunicative competence or straight to become fluent in English. In the fifth (5) question, respondents are required to determine the extent to which chatting in English is primordial for improving their overall English competency, and in the sixth (6) one, they were asked about how often they tend to use slangs via online chat. In the question number seven (7), students are required to indicate the degree to which they agree or disagree that the colloquial nature internet language may boost their fluency level. Similarly, the eighth (8) question also targets to know their viewpoints towards the extent to which they agree or disagree that colloquial language can be thought as an academic subject. As for the ultimate question, respondents are given further space to recommend other slangs that could improve their level of fluency besides the already mentioned ones.

4.4 Analysis of Students' Questionnaire

Section one: *General information (Q1-Q3)*

Q1. How old are you?

Table 4.1: Students' Age

Age	Number of respondents	Percentage
20 years old	2	3.07%
21 years old	37	56.92%
22 years old	15	23.07 %
23 years old	6	9.23%
24 years old	3	4.6%
25 years old	2	3.07%
Total	65	100%

Based on the data tabulated, one can easily observe that the age of the respondents is limited between twenty (20yo) years old and twenty-five years old (25yo). On the one hand, those who are twenty-one (21) years old outnumber the rest with a percentage of (56.92%), followed by category of (23.07%) of those whose age is twenty-two (22) years old. On the other hand, the two age extremes, twenty (20) years old and twenty-five (25) years old represent the little minority of this research by a percentage of (3.07%). Similarly, only three (3) respondents of the whole sample are twenty-four years old with percentage of (4.6%).

Correspondingly, the data analyzed could lead to highlight that despite the heterogeneous nature of this sample, it is still the most fitting one to this research because

according to Chávez et al., (2018), cyber language is generally concerned with the youth.

(Table 4.1)

Q2: What is your gender?

Male

Female

Table 4.2: Students' Gender

Gender	Number of respondents	Percentage
Female	49	75.4%
Male	16	24.6%
Total	65	100%

The aforesaid statistics, on table 4.2, represent a great collaboration from the part female respondents by a percentage of (75.4%), however male respondents do not exceed sixteen individual (24.6%) which may make it difficult to identify gender differences concerning the use of Netspeak's features.

Q3: How many years have you been studying English?

10 years

11 years

12 years

13 years

14years

Table 4.3: Students' Years of Learning English Language

Years of studying English	Number of respondents	Percentage
10 years	0	0 %
11 years	47	72.30 %
12 years	10	15.38%
13years	6	9.23%%

14 years	2	3.07 %
Total	65	100%

The table 4.3 above reveals that the majority of respondents (72.3%) have been learning English for eleven (11) years, ten (10) of them for twelve (12) years and represent a quarter percentage of (15.38%), six (6) of them (9.23%) for thirteen (13) years and finally two (2) of the overall sample have been studying it for fourteen (14) years with a percentage of (3.07%). After data are compiled, it could be assumed that (27.68%) of the sample may have studied English for extra years, which may be justified by dropping one or more years during their educational career and thus are subject to more exposure to English learning than the rest.

Therefore, according to the statistics provided through this initial section, it is deduced that the data to-be analyzed, in the coming sections, is going to be more from a female youth perspective who have been studying English for eleven (11) years or more, and thus may have the potential to use the language inside and outside classroom walls.

Section two: English use in cyberspace (Q4-Q13)

Q4: Which type of communication do you prefer?

- a) Face to face communication
- b) Online communication
- c) Both equally

Table 4.4: Face-to-face Vs Online Communication

Options	Number of respondents	Percentage
Face-to-face communication	21	32.3%
Online communication	19	29.3%
Both equally	25	38.4%
Total	65	100%

The majority of respondents (38.4%) opted for the last option; which entails that they prefer both face-to-face and online communication equally. However, concerning the respondents who restricted their answer to one particular type of communication, it is resumed that devotees of face-to-face communication (32.3%) outnumber those who prefer online communication (29.3%) with only a percentage of 3%. (Table 4.4)

Accordingly, it is contended that despite its restrictive nature, online communication is continuously improving to provide as much effectiveness as face-to-face communication does. That is, perhaps, justified to its adaptability to both linguistic and paralinguistic features of language.

Q5: Do you have access to the internet?

Yes

No

Table 4.5: Students' Access to Internet

Options	Number of respondents (N)	Percentage (%)
Yes	64	98.46%
No	1	1.53%
Total	65	100%

With regard to the results tabulated (table 4.5), the majority of students (98.46%) do have access to the internet, whereas only one (1) respondent has said otherwise. Therefore, this confirms that internet availability is a crucial part in every aspect of human life and that one cannot deny its power to impact it.

Q6: How often do you use the internet?

Always Often Sometimes Rarely Never

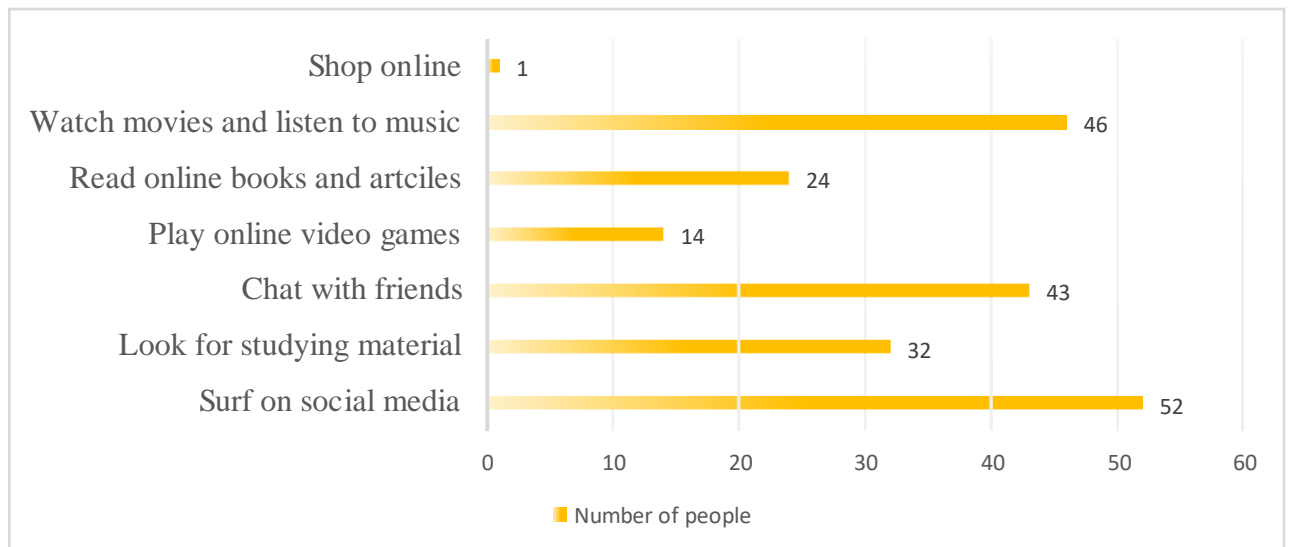
Table 4.6: Students' Frequency of Internet Use

Options	Number of respondents (N)	Percentage (%)
Always	53	81.5%
Often	10	15.3%
Sometimes	2	3.07%
Rarely	0	0%
Never	0	0%
Total	65	100%

Regarding the statistics above, (81.5%) of the sample have declared that they frequently use the internet, as in everyday use. On the other hand, (15.3%) claim to use it often and not on a daily basis. However the last category (3.07%) is consisted of two (2) people who have said that they use the internet only from time to time. Accordingly, this indicates that most of the sample's population are frequent internet users. (Table4.6)

Q7: Which of the following tasks do you prefer to do online?

- a) Surf on social media
- b) Look for studying materials
- c) Chat with friends
- d) Play online videogames
- e) Read online books and articles
- f) Watch movies and listen to music
- g) Others

Graph 4.1: Students' Online Activities

The chart 4.1 represents a series of the most commonly used online activities among net users. As displayed above, surfing on social media is seen to be the most appealing activity by the sample for it was chosen by 52 people with a percentage of (80%). Forty-six (46) respondents, also, have chosen “watching movies and listening to music” with a percentage of (70.8%). Chatting with friends resides in the third position (66.2%), because forty-two respondents have chosen it. Summing up, according to the statistics, the previously mentioned three activities are the top most preferred online activities by the students.

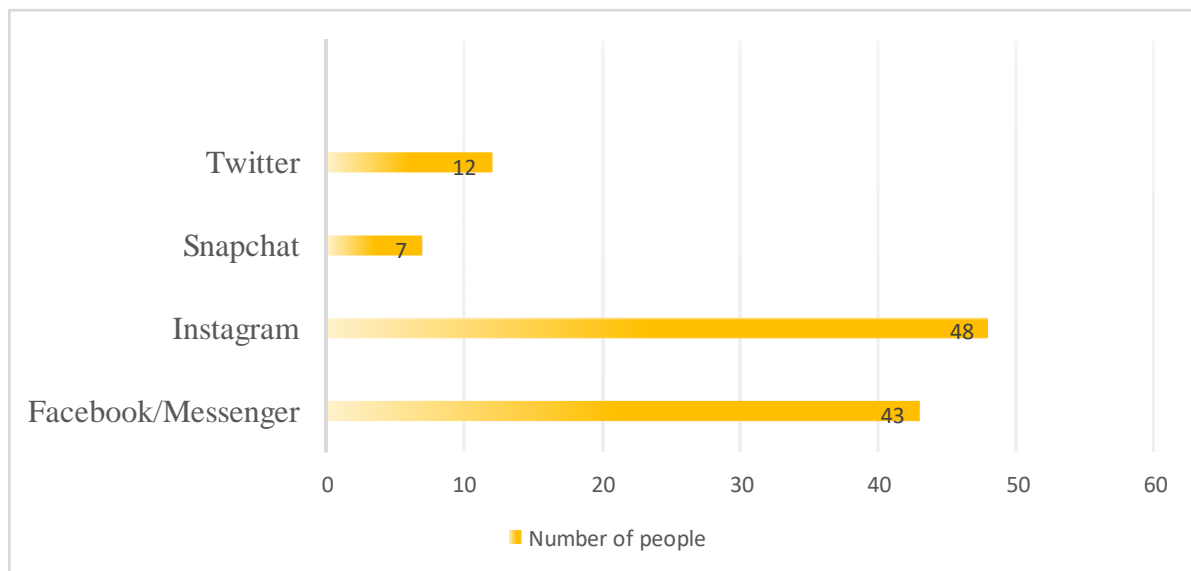
Moreover, thirty-two (32) people of the sample prefer to use the internet for their studies, twenty-four (24) of them prefer online reading and fourteen (14) others prefer playing online video games.

The results imply that the sample of this research are more likely to socialize via the internet and opt to discover the world through social media, movies and music.

Q8: Which of the following social media platforms is your favourite means of communication?

- a) Facebook/ Messenger
- b) Instagram
- c) Snapchat
- d) Reddit
- e) Twitter

Graph 4.2: Students' Most Preferred Social Media Platforms



Observing the data displayed on the chart 4.2, one can easily notice that the majority of the sample are Instagram and Facebook users. On the one hand, forty-eight (48) of the respondents have chosen Instagram as one of their three most favorite social media platform with a percentage of (73.8%). On the other, Facebook have been chosen by forty-three (43) participants, with a percentage of (66.2%). The close approximation of percentages between the two imply that both platform share common points of similarities, however, the deviation towards Instagram is justified by the fact that Instagram provide users with a different experience, because unlike Facebook, it is strictly focused on visual-based content. (Dominique Jackson, 2019) Contrastively, Twitter have been selected by

twelve (12) respondents with a percentage of (18.5%) and Snapchat by seven (7) of them with a percentage of (7.7%).

To sum up, the sample under investigation are primarily Instagram and Facebook users, and Twitters secondarily.

Q9: How often do you use English when chatting?

Always very often sometimes rarely never

Table 4.7: Students' Frequency of English Use in Chat

Options	Number of respondents (N)	Percentage (%)
Always	17	26.15%
Often	22	33.84%
Sometimes	19	29.23%
Rarely	6	9.23%
Never	1	1.53%
Total	65	100%

The table 4.7 above indicates that the vast majority (33.84%) declared that the fusion of English in their chats happens frequently for most of the time. Seventeen (17) of the respondents (26.15%) mainly depend on English when chatting, yet nineteen (19) of them (29.23%) use it occasionally. Contrastively, some of the participants (9.23%) claimed that it is rarely when they use English through their chats and one respondent (1.53%) has claimed to never have used it to before. According to the results, it could be deduced that most of the sample are exposed to English outside the academic context.

Q10: What variety of English do you tend to use?

- a) Formal standard English
- b) Colloquial English (informal)

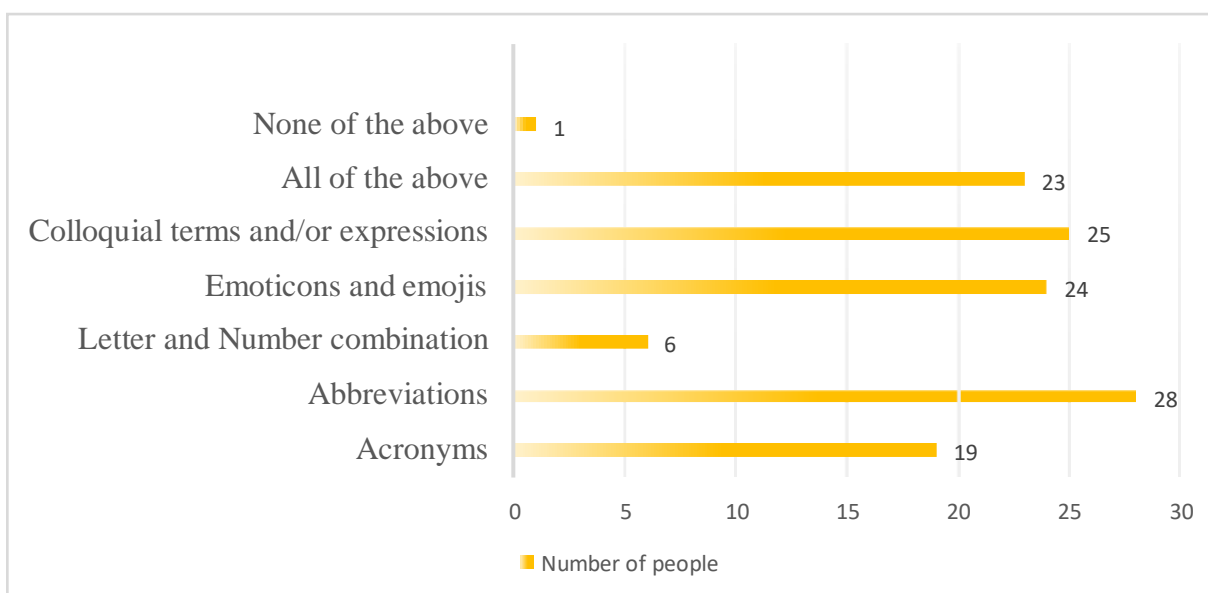
Table 4.8: Standard Vs Vernacular English

Options	Number of respondents (N)	Percentage (%)
Formal standard English	12	18.46%
Colloquial English	53	81.53%
Total	65	100%

According to the data demonstrated on table 4.8, the greater part of the sample of this questionnaire (81.53%) depend on vernacular English, twelve people, however, depend on formal English, representing the minority with a percentage of (18.46%). With regard to the data analysed, fifty-three participants of the sample are students who can provide valuable data and valid insights about the effect of being exposed to the English culture via the use of vernacular English on their fluency skill.

Q11: Which of the following chat features do you use most when chatting?

- a) Acronyms. (TY; *thank you*, GG; good game, Gn; *goodnight*)
- b) Abbreviations. (Wassup/Sup; *what's up*, cus; *because*)
- c) Letters and number combination (G2G, *I've got to go*, Gr8; *great*)
- d) Emoticons and emojis. :-)
- e) Colloquial terms and sentences (*Y'all*, *wanna*, *gotta/ Dope*, *Lit*)
- f) All of the above.
- g) Others.

Graph 4.3: Students' Most Applied Chat Features

The use of abbreviations in chat is depended on by the majority of the sample because, as demonstrated in the chart, twenty-eight (28) participants claimed to use them which equals a percentage of (43.1%), and twenty-five (25) of them (38.5%) opt also for the assimilation of colloquial terms and expressions. Paralinguistic features of chat, i.e. emoticons are approached by twenty-four respondents (36.9%), acronyms are only applied by nineteen (19) of the participants with a percentage of (29.2%), and finally letter and number combination have been selected by only nine (9) participants; which makes it the least appealing chat feature by the current sample. Contrastively, one respondent claim to not use any of the mentioned chat features. Despite that, twenty-three (23) respondents declared that they are likely to use all of them when chatting.

As a result, this could lead to deduce that the majority of the sample use a rich set of Netspeak features varying from linguistic, paralinguistic and cultural aspects. (Chart 4.3)

Q12: Do you think chat features are inevitable?

Yes

No

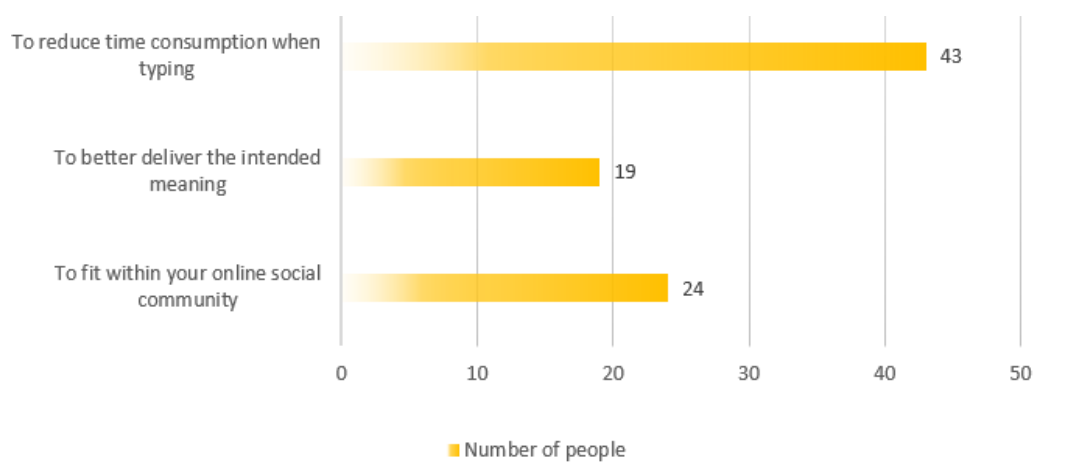
Table 4.9: Students' Opinions about Chat Features Inevitability

Options	Number of respondents (N)	Percentage (%)
Yes	59	90.76%
No	6	9.23%
Total	65	100%

Table 4.9 reveals that fifty-nine of the answers (90.76%) opt to confirm chat features' inevitability, however, the small minority (9.23%), which consists of six (6) respondents, have excluded the idea; claiming that it is possible not to adapt to any of the internet language specialized features. However, it can be assumed that online communication highly depends on these features because they are what collaborate to its efficiency and effectiveness.

Q13: If yes, which of the following factors do you think is the responsible reason behind using such features, i.e.; emoticons, abbreviation, acronyms, etc...?

- a) To fit within your online social community
- b) To better deliver the intended meaning
- c) To reduce time consumption when typing

Graph 4.4: Students' Justification of Netspeak's use

The use of chat features is justified by the vast majority, i.e. forty-three (43) respondents, as the reason behind trying reduce time consumption when typing. On the other, twenty-four (24) others have claimed that they apply them for the sake of the sense of social belongingness. Whereas, nineteen (19) students use them as the only way to deliver the intended meaning, due to certain restrictions that they may have faced in online communication. Correspondingly, in light of the previously claimed reasons, it could be assumed that the larger fraction (72.9%) of the sample depend on abbreviations and acronyms when chatting for the sake of reducing time, others (32.2%) who justified the assimilation of chat features as a reason to better deliver the intended meaning may depend on emoticons and paralinguistic features of the cyber language. (Chart 4.4)

Section three: *Fluency In Foreign Language Learning.*(Q14-Q.)

Q14: According to you, to be fluent in using English language means?

- a) Implement a proper use of vocabulary and grammar
- b) Has good pronunciation
- c) Can read, speak, listen and write without any difficulty
- d) Speedy when producing language (with no sudden pauses)
- e) All of the above

Table 4.10: Students' Definition of Fluency

Options	Number of answers (N)	Percentage (%)
Implement a proper use of vocabulary and grammar	7	10.76%
Has good pronunciation	6	9.29%
Can read, speak, listen and write without any difficulty	44	67.69%
Speedy when producing language (with no sudden pauses)	7	10.76%
All of the above	1	1.53%
Total	65	100%

The table 4.10 indicates students' perception of the term fluency, in which they had to tick one option that is closest in meaning with the term. It could be deduced that the vast majority (67.69%) possesses a valid idea about fluency; that is the ability to read, speak, listen and write without any difficulty. Seven (7) of them however, focus on the accuracy criterion of language when relating to fluency, whereas the other seven (7) participants tend to define the term according to one of its salient components; that is: speed. Moreover, a category of nine (9) participants (9.29%) define fluency in terms of having good pronunciation and one respondent, however, approaches fluency as an inclusive term that can be viewed through different scopes. With regard to the aforementioned data

analysis, it is concluded that the majority of sample are aware of the core meaning behind fluency.

Q15: According to you, how important is to enhance your level of fluency?

Very Important

Moderately Important

Not Important

Table 4.11: Students' Insights about the Importance of Developing Fluency

Options	Number of respondents (N)	Percentage (%)
Very important	56	86.15%
Moderately important	9	13.84%
Not important	0	0%
Total	65	100%

With regard to the stats tabulated above (table 4.11), the vast majority (86.15%) that consists of fifty-nine (59) students, have agreed that it is very important for EFL learners to enhance their level of fluency. However, nine (9) of them (13.84%) find it moderately important to do so. Correspondingly, despite not agreeing on the level of necessity to develop one's fluency skill, it is agreed that it is still important to do so for a certain extent. Thus, it could be assumed that the majority of this sample opt for enhancing their level of fluency.

Q16- How can you assess your current level of fluency?

A. Weak.

B. Average.

C. Good.

D. Excellent.

4.12 Students' Level of Fluency

Options	Participants	Percentage (%)
A	2	03.1
B	27	41.5
C	30	46.2
D	6	09.2
Total	65	100

From the data collected on the upward table 4.12, it is actually indicated that learners' current fluency level varies from a group of respondents to another. Particularly, (03.1%) of them stressed that they have a weak level of fluency; while (41.5%) of them argued that they have an acceptable or an average level. Others, (46.2%) perceived their fluency skill as good; nevertheless, very few of them with a percentage of (09.2%) admitted that they have an excellent mastery of this competence. Thus, these findings imply that the majority of learners embrace either an average or a good skill of fluency, yet few of them have an excellent fluency manipulation as well as a weak level too. As a result, their current level needs to get instantly progressed.

Q17: As an EFL learner, do you want to improve your level of fluency?

A. Yes.

B. No.

4.13 Students Interest in Developing their Fluency Level

Options	Number of respondents (N)	Percentage (%)
A	65	100
B	00	00
Total	65	100

As it is shown in the above table 4.13, it is straight displayed that the overall EFL learners are more concerned of progressing their fluency level into an adequate one with a percentage of (100%). Hence, this would thoroughly confirm the primordial status of the skill of fluency as long as the vast majority of EFL learners are striving to develop it and considering it as one of the most prioritized language competencies that must seriously mastered.

Q18: What is the aim behind developing your level of fluency?

A. To enhance one's intercultural communicative competence.

B. To achieve a native level of fluency.

C. Other.

4.14 Students' Aim Behind Developing their Fluency

Options	Number of respondents (N)	Percentage (%)
A	33	50.8
B	32	48,5
C	00	00
Total	65	100

The collected answers from question five point out that half of the participants, with a percentage of (50.8%), are appealing to improve their intercultural communicative competency as one of the reasons behind their fluency upgrade, likewise, (48.5%) of them reported that their objective is all about to attain an eligible and native level of fluency. Consequently, these results would reflect that each half, approximately, of the sample opted for one of the recommended options equally with no further suggestions. Therefore, this would spotlight the importance of reaching an adequate intercultural communicative competence as an instrument that highly aids students in performing successful conversations with any native speaker of English as well as to improve their fluency native level.

Q19: How often do you work on enhancing your level of fluency?

- A. Always B. Very often. C. Sometimes. D. Rarely. E. Never.

Options	Number of respondents (N)	Percentage (%)
A	17	25.8
B	11	16.7
C	35	53
D	2	03.07
E	00	00
Total	65	100

4.15 Students' Frequency of Enhancing their Fluency

According to the results obtained from the above table to figure out how often EFL learners endeavor to improve their level of fluency, it can eventually be noticed that the higher choice was for "sometimes" option with a percentage of (53%), then "always" with

a percentage of (25.8%). As for the remaining choices, (16.7%) of the respondents picked the "very often" option, then the least proportion (03.07%) was given to the "rarely" one, yet no participant chose the ultimate option that is "never". Hence, these results indicate that the way learners look after their fluency progress differs from one group of respondents to another yet the majority do so from time to time. This implies that students need to frequently improve their fluency competence due to the fruitful outcomes it yields on their English language performance.

Q20: According to you, how well does the EFL setting serve your needs on developing your level of fluency?

A. More than I would like. B. About right. C. Less than I would like.

Table 4.16 Students' Attitudes towards the Role of the Academic Context in Improving their Fluency

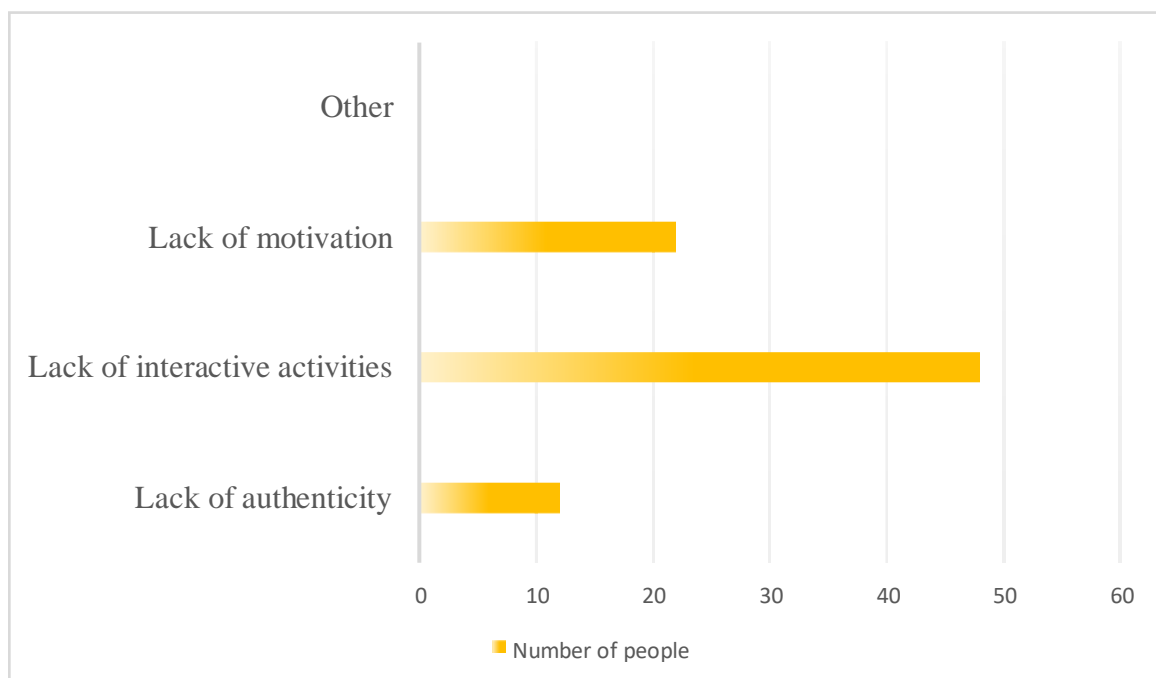
Options	Number of respondents (N)	Percentage (%)
A	10	15.2
B	40	61.53
C	15	22.7
Total	65	100

As it is shown in table 4.16, the majority of participants (61.53%) reported that the academic setting's efficacy in developing their fluency skill is reasonably accurate; while others opposed them and stressed its inefficiency with a percentage of (22.7%). However, a proportion of (15.2%) argued its possible effectiveness. Therefore, this indicates that most of learners perceive the academic context as a helpful setting but not definitely to a great extent. This would straight detect the contribution of the academic institutions in boosting EFL learners' fluency and exhibiting them with enough knowledge.

Q21: Which of the following factors do you think can hinder your efforts of enhancing your level of fluency?

- A. Lack of authenticity.
- B. Lack of interactive activities.
- C. lack of motivation
- D. Other.

Graph 4.5: Students' Factors Affecting Fluency



According to the data displayed on the upward chart, the findings showed that vast majority of respondents (48) with a percentage of (73.8%) reported that one of the factors that may curb their fluency enhancement is the absence of interactive activities; while (22) (33.8%) of participants related it to the lack of motivation. Unlikely, the remaining (12) (18.5%) of them pointed out to the effect of the lack of authenticity as a serious matter. Additionally, no further suggestions were recommended. Accordingly, this would entail that the majority of students feel the lack of interactive activities as they enable them to

develop their skills, knowledge and understandings in different ways, also the lack of motivation that contributes to a great extent on their English language exposure degree. Besides, maximizing the provision of real-life materials is a further detail that must be tackled and well applied as well.

Section Four: EFL Students' Perspectives towards the Impact of Netspeak on Enhancing their Level of Fluency

Q22: Have you ever had an interaction with a native speaker of English?

A. Yes.

B. No.

Table 4.17 Students' Interaction with Native Speakers of English

Option	Number of respondents (N)	Percentage (%)
A	41	63.07
B	24	36.4
Total	65	100

According to the table above, it is clearly displayed that the majority of participants had an interaction with natives of their language specialty with a percentage of (63.07%), while the remaining (36.4%) of them had no sort of conversation with them. This indicates the preponderance of EFL learners have the eagerness to communicate with natives from distinct cultures, and thereby to improve their intercultural communicative competency.

Q23: Was it an effective communication?

A. Yes.

B. No.

Table 4.18 Students' Effective Interaction with a Native Speaker of English

Options	Number of respondents (N)	Percentage
A	38	86.4
B	06	13.6
Total	65	100

This question is considered as a follow-up to the previous one which is dedicated for participants who responded by yes. Particularly, as indicated on the upward table, a massive percentage of (86.4%) of respondents argued that the past communication they had with natives was an efficient and successful one. However, a few of them (13.6%) clarified quit the opposite. Thus, it is fundamental to observe that though most of EFL learners were capable in performing an eligible intercultural interaction, there are some EFL learners who still encounter impeding challenges when conversing with native speakers of English and they are required to immediately look after this cultural fence.

Q24: If no what do you think went wrong?

In this question, respondents are required to interpret the reason behind their failure when having a past intercultural communication. Therefore, their explications are as follows:

- The distance between me and them and also lack of topics we could discuss.
- I lost words. I had anxiety. I was shaking. I wasn't confident.

- Sometimes because the use of the newly said words that I'm not familiar with that had to do with his native culture.
- The difficulties when she was saying words that we don't use them in our daily life.

According to the clarified statements above, it is indicated that respondents had different factors that could hinder their intercultural communication with a native speaker of English. More precisely, one of them is the far distance between both interlocutors which would stress that some communicators often opt for a face-to-face interaction as they may fail when doing so virtually. Besides, choosing an appropriate theme that fits both intercultural communicators could stand as a curbing factor as long as communicators are affiliated to quite discrepant cultures, therefore this would block their intercultural interaction because no topics were found. Moreover, it is also pointed out that the psychic factors could interfere in impacting such a conversation mainly self-confidence level when a confident communicator is more likely to move forward in any interactive event effectively and the vice versa. As far as the remaining issues are concerned, another category of participants encountered further cultural barriers mainly the use of words that seem to look peculiar and unused by native speakers of English.

Therefore, this entails the importance of being familiar with the colloquial language is borne as a mandatory mediator between two giant cultures, and thereby to attain a satisfactory level of fluency. Accordingly, selecting a fitting sphere to discuss, being a confident communicator and being well familiarized with the details of the English language use are all primordial guidelines that must be almost well mastered.

Q25: According to you, what is the reason behind using English in online communication?

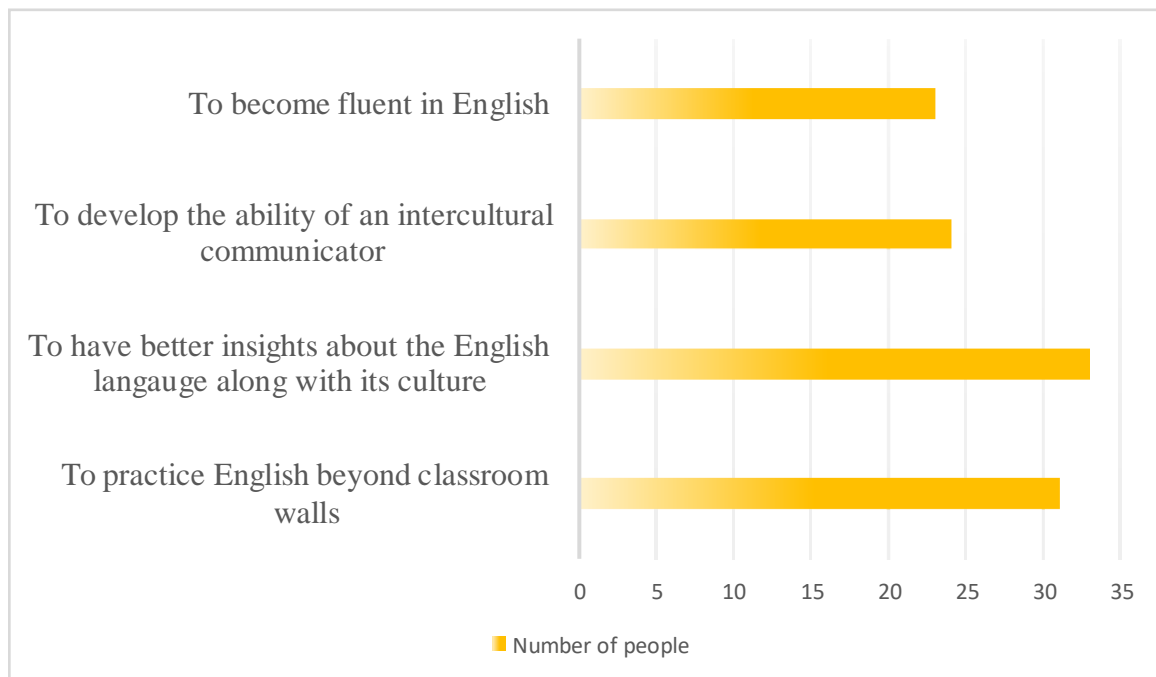
A. To practice English beyond classroom walls.

B. To have better insights about the English language along with its culture.

C. To develop the ability of intercultural communicator.

D. To become fluent in English.

Graph 4.6: Students' Objectives behind their Fluency Progress



As it is shown on the above designed chart 4.6 and after attempting to find out the main factors behind using the English language in virtual interactions, it is clearly displayed that (33) (50.8%) of the participants use it for the purpose of grasping more background about the language of English along with its cultural details. Then, (31) (47.7%) of them stressed that they use English in order to exercise it outdoor the classroom setting, while (24) (36.9%) reported that their English use was for the sake of attaining a qualified level of intercultural communicative competence. Concerning the remaining respondents, (23) of them with a percentage of (35.4%) clarified that the aim behind their English use is to become fluent language users. Accordingly, these results imply that EFL students have various objectives behind texting in English online and all of

their choices feed implicitly the overall progress of the fluency skill along with its core details.

Q26: To what extent is chatting in English is important for developing your overall English proficiency?

- A. Very important.
- B. Moderately important.
- C. Less important.

4.19 Students' Viewpoints towards the Importance of Chatting in English in Progressing their English Competency

Options	Number of respondents (N)	Percentage (%)
A	56	84.8
B	09	13.84
C	00	00
Total	65	100

As indicated in the table 4.19 above number, the vast majority of students with a percentage of (84.8%) stressed the fundamentality of chatting in English language in upgrading their English potential, while few of them (13.84%) detected its possible adequacy in progressing their English. Nevertheless, no student opposed its possible effectiveness with a percentage of (00%). Hence, this reflects learners' awareness of the efficacy of chatting with the assistance of English texting for having a better English language performance; as a result, conversing virtually in English can be implemented as a fruitful method to improve every individual's English background typically.

Q27: How frequently do you tend to acquire new terms/slangs via chatting online?

A. To a great deal. B. Much somewhat. C. Little. D. Never.

4.20 Students' Frequency of Slangs' Acquisition in Online Communication

Options	Number of respondents (N)	Percentage (%)
A	26	40
B	31	47.69
C	08	12.30
D	00	00
Total	65	100

According to the upward conducted data, the highest proportion of respondents detected that they moderately learn new slangs through chatting virtually with a percentage of (47.69%), whereas a portion of (40%) of the overall participants stressed that they always tend to get familiarized with new terms of slangs due to online chats. However, few of them (12.30%) reported that they seldom get benefitted from this technological and linguistic phenomenon, yet no participant validated online chats' inefficiency. These findings point out that the majority of EFL learners are actually served with this outstanding way of conversing. Therefore, the trending use of virtual conversation must be considered as a fitting tool to enhance one of the fluency's essential aspects which are slangs.

Q28: Do you agree that the colloquial nature of internet language can boost your fluency level of English?

A. Strongly agree. B. Agree. C. Neither agree nor disagree. D. Disagree. E. Strongly disagree.

Options	Number of respondents (N)	Percentage (%)
A	23	35.38
B	36	54.5
C	04	06.15
D	02	03.07
E	00	00
Total	65	100

4.21 Students' Opinions towards the Effect of Internet Language on their Fluency Level

According to the above displayed answers, it is detected that the majority of students (54.5%) did agree that the informal status of the English use virtually may progress their English potential and background, likewise, (35.38%) of them strongly agreed. Nonetheless, a percentage of (06.15%) of the participants stayed neutral in which they neither agreed nor disagreed with the recommended notion. As for the left respondents, very few of them with a percentage of (03.07%) who straight disagreed and were not in. Thus, this entails that the majority of EFL students do benefit from using the informal version of English language in online occasions. As a result, the reliance on cyber language when texting others virtually is eventually becoming as a powerful instrument that would enable English users to master the detailed aspects of the fluency skill.

Q29: Teaching slangs/colloquial language should be taught as an academic subject.

A. Strongly agree. B. Agree. C. Neither agree nor disagree. D. Disagree. E. Strongly disagree.

Table 4.22 Students Viewpoints towards the Possibility of Teaching Slangs at the University

Options	Number of respondents (N)	Percentage (%)
A	12	18.2
B	25	37.9
C	20	30.3
D	08	12.30
E	00	00
Total	65	100

According to the upward conducted responses and after posing the possibility of instructing the colloquial version of English in the EFL setting, it is clearly indicated that the majority of participants (37.9%) agreed with the recommended statement, while a proportion of (30.3%) neither agreed nor disagreed. Additionally, a particular group of respondents estimated with (18.2%) did agree, yet the rest of (12.30%) clearly showed a disagreement. Besides, no respondent strongly disagreed. Therefore, these outcomes entail that learners' attitudes towards tutoring slangs at the university varies from one clique to another yet the majority approves this suggestion; whereas, few who stand neutral and some others disapprove it. This leads to infer that EFL learners are truly fostering the idea of involving the colloquial version of English as an academic subject due to its effectiveness in boosting their fluency level.

Q30: According to you, what are some further slangs/new terms you have learnt out of internet chatting and that you can possibly suggest?

Though all fifty-five (65) respondents were requested to recommend further slangs they learnt via online chats, merely thirty (30) participants who did so. Thus, Students' recommendations are as follows:

- Tbh to be honest Ikri know right Ilyi love you
- Hbtybtbnbd
- Dope, tea, stan...
- Buckle down, phoney, keep it dark.
- Well there are other terms like: GOAT, lit, sick,...
- Lingo .ops
- Dope - Cool or awesome. GOAT - "Greatest of All Time" Gucci - Good, cool, or going well. Lit - Amazing, cool, or exciting. OMG - An abbreviation for "Oh my gosh" or "Oh my God" Salty - Bitter, angry, agitated. Sic/Sick - Cool or sweet. Snatched - Looks good, perfect, or fashionable; the new "on fleek"
- Kinda, outta, bae
- kdrama , gm , gn
- Yeet to refer back to EXCITEMENT.
- Cuppa which means cup of tea
- Sike
- Tad to mean little bit
- Guttled = disappointed Knackered = exhausted
- There are actually lots of them
- Lol, myb, u, nn, y, ab

- Ong = on God , red flag = danger , it's bussing
- Abbreviations
- Popo that refers to police in America
- The abbreviation of words that's it
- Emo (someone Who is emotional) Cap (smth fake or lie) YOIO as an expression You only live once
- Fleek which means really good, stylish
- Simpe, cringe, shabby, recursive
- What's poppinv
- Simp Mid
- Dope to mean cool or awesome
- Ha8 :hate
- Kip means to sleep or nap
- The American slang Grub to mean food
- Laid back, chill: relaxed. You bet. Wassup, sup. Welcome:wlcm.

4.5 Summary of Results and Findings from Students' Questionnaire

The data previously reported and analyzed have collaborated to a great extent to detect students' views concerning the role of cyber language in enhancing their overall level of fluency.

Firstly, in the first section labelled as “*General Information*”, three questions were devoted to gather background information about the participants, namely; their age, gender and years of studying English. The overall results have shown that most of the participants are aged between twenty (20) and twenty-five (25) years old, then it was revealed that the sample of the questionnaire is primarily a female based one, for it is

common that female are more motivated learners of foreign languages than are males. In the same vein, the gathered data also revealed that most of the respondents have been learners of English for eleven (11) or more, and thus are assumed to have developed a certain degree of mastery in this language, are likely predicted to have the ability to use it for different purposes than just in learning.

The second section, which was about “*Communication and Cyber Language*”, concludes that EFL learners are undoubtedly exposed to English in the online sphere, they mainly use it to chat via applying a different set of Netspeak’s features out of several intentions. First, it was confirmed that most of the respondents prefer online communication as equally as face-to-face communication, asserting its success in attaining as equal effectiveness and authenticity as it is possible. Regarding this fact, the second question revealed that most of the participants do have access to the internet, for the availability of internet is of a crucial importance in several life domains.

Moreover, it was also deduced that most of the sample’s population are frequent internet users, they have declared that they use the internet for many functions, whereby chatting was regarded as one of the online activities the most appealing on the internet besides surfing on social media (Facebook and Instagram), watching movies and listening to music. Furthermore, the language they mainly depend on is English in its vernacular version. Not only that, but the students have also provided assertive insights about the inevitability of chat features, claiming to use abbreviations, acronyms, slangs, and emoticons throughout their chat. According to them, the aim behind doing so is threefold. Firstly, is to reduce time when typing and secondly is to fit within one's online social community. Finally, the third is to foster the process of delivering the intended meaning.

The penultimate section labelled “*Fluency in foreign language learning*” was set to delve into more perspectives germane to the skill of fluency in typical. Particularly, the

preponderance of respondents had an accurate perception towards the concept of fluency which is to manipulate the four key skills without any sort of hardness. In line with this, the vast majority of them clearly appealed for the progress of their fluency level as one of their target objectives. Additionally, each group of EFL participants could rate their current fluency level differently, which actually differed between average and good, and this would automatically reflect their awareness of their fluency self-assessment. Nevertheless, the overall sample without exception asserted their definite intention to enhance their fluency competency into a developed one. This was due to two main factors; the first is all about upgrading their intercultural communicative competence and the second is about reaching such a level of fluency. By contrast, this section also reveals that the majority of participants occasionally endeavour to improve their skill of fluency.

Additionally, students' attitudes towards the efficiency of the academic context in serving their fluency needs was also one of the core targeted details among this third section in which the bulk of them do find it as a helpful setting, whereas others opposed them and regarded it as unfitting place. However, the majority of them confessed that the absence of interactive tasks are one the most serious factors that could impede their fluency level enhancement.

As for the ultimate section entitled *"EFL Students' Perspectives towards the impact of netspeak on enhancing their level of fluency"* which was designed to make a possible connection between cyber language use and its role in upgrading EFL learners' fluency. More precisely, the vast majority of the research sample stressed their past experience of having an effective interaction with a native speaker of English language; however, the rest of them admitted their disability in performing a successful communication for a set of reasons. The latter were mainly the distance between them and the nature of the discussed themes, and the psychological hindrances such as self-confidence along with the

unfamiliarity of the daily language used by native speakers of English. Hence, EFL learners' need to simultaneously overcome them.

Furthermore, winning more insights about English language and its cultural spheres along with the practicing it outside the classroom setting were one the highlighted factors behind EFL learners' use of English in digital conversations. As a consequence, the vast bulk of them identified the fundamentality of texting netizens in English virtually for developing their English language proficiency. In the same vein, a considerable category of participants validated the fruitfulness of chatting virtually using English in lifting their English language potential up. Moreover, a massive category of participants advocated the recommended possibility of instructing slangs in EFL classrooms in which it would be considered as a further chance for them to get more exposed to English language aspects in the academic context. Accordingly, EFL learners, eventually, shared a compilation of further slangs that they learnt from digital interaction they have been getting through.

According to the obtained questionnaire's results, it is straight deduced that there is an essential connection between cyber language as a trending linguistic phenomenon and the fluency skill. More particularly, this chapter has proved EFL learners' positive attitudes towards the efficiency of netspeak in yielding a native and eligible level of fluency in terms of colloquialism's mastery and slangs. Accordingly, integrating as well as tutoring detailed spheres about both English language colloquialism along with slangs in the academic setting is considered as fruitful instrument that must be well treated.

4.6 Conclusion

The examination of the online survey questionnaire reflects students' positive attitudes towards the efficacy of cyber language in attaining a qualified level of fluency. More particularly, EFL participants stress their English use among digital conversations

yet with the inclusion of netspeak's main distinctive varieties. In addition to that, the questionnaire's findings reveal students' accurate perception towards the overall meaning of fluency as well as their common objectives behind its enhancement, mainly to improve their intercultural communicative competency and to achieve a native level of fluency. Thereby, according to the research sample, cyber language acts as a fitting tool to upgrade their English fluency.

4.7 Contributions and Recommendations of the Research

After having a deep dive in the practical analysis fraction, it is worth mentioning that the current academic study has contributed to a great extent in scrutinizing super detailed aspects in order to validate the target conducted topic. More precisely, various helpful insights have been spotlighted towards the phenomenon of cyber language or what might be labeled netspeak in relation to one the most primordial language competencies that is fluency. Thereby, a considerable range of contributions and recommendations needs to be tackled.

Despite the harsh critics that address cyber language as a trending used stylistic variety, it is mandatory as well as worthwhile to address it from a discrepant positive angle. Particularly, according to the current study, this modern-day language, regardless its unconventional characteristics, undeniably proves its prominent status among virtual communication where all netizens find themselves typing with this fitting sort of language. As a result, with the permanent reliance on, cyber language users would gain particular services, mainly to attain a qualified use of its core features where precise and expressive forms are mutually texted and manipulated as well. In simple words, with the excessive use of these features, netspeak's fans would likely raise their awareness towards its detailed usage among their submitted discourses, yet since a clique of people tend to use

this language to consume less time, this justifies its efficiency in conversing with one another swiftly too.

Furthermore, as long as cyber language encompasses the use of slangs as fundamental cultural constituents, their involvement among written and spoken discourses by language learners would feed their strives to reach an adequate skill of fluency. In particular, with the use of such colloquial versions of the English language, EFL learners' fluency would implicitly be boosted by which they get accustomed to use some expressions that native speakers use in their daily life. Therefore, such an act needs to be highlighted for the purpose of progressing every EFL learner's fluency competence via the use of these cultural expressions; thus, with the possibility of instructing these colloquial forms eligibly in an academic setting, EFL learners' fluency would get more addressed and upgraded too. For instance, there are so many adequate tools through which EFL learners benefit from mainly the use of different authentic materials such as films and role-plays which reflect the real use of the non standard English by native speakers.

Accordingly, the current academic conduction contributed in stressing the essential adaptability of cyber language as an efficient instrument to improve EFL learners' fluency level in typical. When doing so, intensifying the use of netspeak's among chatters' conversation as well teaching them its detailed aspect at universities need to be prioritized. Finally yet importantly, cyber language can no longer be stereotyped as a hindering linguistic variety as so many tend to say.

4.8 Limitations of the Study

Throughout the conduction of the overall current study, there were some serious impeding factors that could influence its progress especially the practical fraction. In particular, the procedure of distributing the survey questionnaire online was a challenging issue at the outset as very few respondents who answered it unlike face-to-face where all

participants are present; therefore, there was a need to re-dispatch once again, yet the operation took a bit long duration. In addition to that, though there was a need for ninety-seven (97) participants to get engaged among this quantitative study, merely fifty-five (65) who did so. Besides, one of the further encountered problems during the practical journey is the exceptional existence of insufficient answers mainly the questions that need justifications. Thus, such an act could curb the general interpretation of data analysis.

GENERAL CONCLUSION

The current research was based on an investigation about revealing EFL learners' attitudes towards the adequacy of cyber language in progressing their fluency skill. More particularly, it targeted raising their awareness towards the role of distinctive use of Netspeak with all of its salient features in enhancing different aspects of language and mainly fluency via the mastery of colloquial version of English language along with slangs.

Thus, with the assistance of a chat online focus group as well as an online survey questionnaire, the efficiency of cyber language in upgrading EFL learners' level of fluency has been tackled. The former was designed with a group of seven (7) students of first-year Master to get a thorough idea about their actual language in use in a pre-planned virtual interaction. As for the latter, it was administered online to students of first-year Master for the purpose of identifying their attitudes, perceptions and viewpoints with regard to the core conducted topic.

According to the implemented data gathering tools, the three key research questions were eventually answered. The very first question was set to measure the frequency of cyber language use by EFL learners'. Consequently, the gathered data justified that the vast majority of participants rely on this new stylistic language when texting as virtual interlocutors. By contrast, a very few of them indicated no reliance on this variety of language among their digital discourses. Concerning the second raised question, it was precisely set to figure out EFL learners' attitudes towards the efficacy of using chat-speak language on different social media platforms. Therefore, a preponderance of participants showed a great familiarity of internet language signs that varied from linguistic, paralinguistic and cultural aspects and reflected upon the reasons behind relying on them such as reducing time and conveying the intended meaning. Besides that, a great

majority of them stressed its inevitability while communicating synchronously or asynchronously.

With reference to the ultimate research question which was set to pinpoint the degree to which nestpeak improves EFL learners' level of fluency. Based on the obtained survey questionnaire's results, it has been inferred that most of the participants emphasized that the colloquial version of English, that they often rely on in the cyberspace, aids to a great extent in boosting their fluency skill when different forms of language are used and perceived. Thus, the majority of them opted for its inclusion as an authentic material within the EFL program.

According to the typical findings, EFL students are highly aware of nestpeak's eligibility in aiding them attain a native level of fluency because they all validated its inevitable use among their modern online communication; as well as; they bore it as a fruitful instrument in achieving a professional fluency skill. Nonetheless, the use of this linguistic phenomenon seems to be very limited in the academic setting; therefore, such an application would enhance learners' fluency along with its detailed features and aspects.

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APPENDICES

Questionnaire for First year Master's Students in Language and Culture

Dear students,

You are kindly requested to go through this questionnaire entitled as "EFL students' attitudes towards the influence of chat language on developing their fluency skill", that is going to be part of a Master's degree research in Language and culture.

This questionnaire aims at exploring EFL students' perspectives towards developing fluency via the constant use of Netspeak and vernacular English.

Please consider answering the questions as honestly as you can for the validity of our research and be sure that your answers are going to be treated with extra precaution and confidentiality.

Thank you for your collaboration.

*Netspeak refers to the language used on the internet.

Please tick (✓) the most appropriate answer and justify it whenever possible



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Questionnaire for First year Master's Students in Language and Culture



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* Required

Section one: General information

1. How old are you? *

Your answer

2. What is your gender? *

Female

Male

3. How long have you been studying English? (including this year) *

Your answer

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Section two: English use in cyberspace.

1. Which type of communication do you prefer?

- a) Face-to-face communication
- b) Online communication
- d) Both equally.
- Other: _____

2. Do you have access to the internet?

- Yes
- No

3. How often do you use the internet? *

- Always
- Very Often
- Sometimes
- Rarely
- Never

4. Which of the following tasks do you prefer to do online? *

- a) Surf on social media
- b) Look for studying materials
- c) Chat with friends
- d) Play online videogames
- e) Read online books and articles
- f) Watch movies and listen to music
- Other: _____

5. Which of the following social media platforms is your favourite means of communication?

- a) Facebook/ Messenger
- b) Instagram
- c) Snapchat
- d) Reddit
- e) Twitter

6. How often do you use English when chatting? *

- Always
- Very Often
- Sometimes
- Rarely
- Never

7. Which variety of English do you tend to use? *

- a) Formal standard English
- b) Colloquial English (informal)

9. Do you think that chat features are inevitable? *

- Yes
- No

8. Which of the following chat features do you use most when chatting? *

- a) Acronyms. (TY; thank you, GG; good game, Gn; goodnight)
- b) Abbreviations. (Wassup/Sup; what's up, cus; because)
- c) Letters and number combination (G2G, I've got to go, Gr8; great)
- d) Emoticons and emojis.-)
- e) Colloquial terms and sentences (Y'all, wanna, gotta/ Dope, Lit)
- f) All of the above.
- Other: _____

10. If yes, which of the following factors do you think is the responsible reason behind using such features, i.e.: emoticons, abbreviation, acronyms, etc...?

- a) To fit within your online social community
- b) To better deliver the intended meaning
- c) To reduce time consumption when typing
- Other: _____

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* Required

Section three: fluency in foreign language learning.

1. According to you, to be fluent in using English language means? *

- a) To implement a proper use of vocabulary and grammar
- b) To have a good pronunciation
- c) To read, speak, listen and write without any difficulty
- d) To be Speedy when producing language (with no sudden pauses)
- Other: _____

2. According to you, how important is to enhance your level of fluency?

- Very Important
- Moderately Important
- Not Important

3. How can you assess your current level of fluency?

- Weak
- Average
- Good
- Excellent

4. As an EFL learner, do you want to improve your level of fluency? *

- Yes
- No

5. What is the aim behind developing your level of fluency?

- a) To enhance one's intercommunicative competence.
- b) To achieve a native-like fluency
- Other: _____

6. How often do you work on enhancing your level of fluency? *

- Always
- Very Often
- Sometimes
- Rarely
- Never

7. According to you, how well does the EFL setting serve your needs on developing your level of fluency? *

- More than I would like
- About right
- Less than I would like

8. Which of the following factors do you think can hinder your efforts of enhancing your level of fluency? *

- a) Lack of authenticity
- b) Lack of interactive activities
- c) Lack of motivation
- Other: _____

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* Required

Section four: EFL Students' Perspectives towards the impact of Netspeak on enhancing their level of fluency.

1. Have you ever had an interaction with a native-speaker of English?

- Yes
 No

2. Was it an effective communication?

- Yes
 No

If no what do you think went wrong?

Your answer _____

4. According to you, what is the reason behind using English in online communication?

- a) To practice English beyond classroom walls
 b) To have better insights about the English language along with its culture
 c) To develop the ability of an intercultural communicator
 d) To become fluent in English

5. To what extent is chatting in English important for developing your overall English proficiency? *

- Very important
 Moderately important
 Less important

6. How frequently do you tend to acquire new terms/ slangs via chatting online? *

- To a Great Deal
- Much Somewhat
- Little
- Never

7. Do you agree that the colloquial nature of internet language can boost your fluency level of English? *

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly Disagree

8. Teaching slangs/ colloquial language should be taught as an academic subject. *

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly Disagree

9. According to you, what are some further slangs/new terms you have learnt out of internet chatting and that you can possibly suggest?

Your answer

Thank you for your collaboration.

Ms. Rim BOURIB
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Department of English
University of 8 Mai 1945-GUELMA

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ملخص

تناقض الدراسة الحالية النقد الشائع بشأن معارضة اللغة الالكترونية للغة الرسمية، و يحاول الكشف عن آراء طلبة اللغة الانجليزية كلغة أجنبية تجاه دورها في تطوير مستوى طلاتهم في اللغة الانجليزية. بتعبير أدق، تسعى الدراسة إلى طرح السؤال حول تكرار استخدام لغويات الانترنت من قبل طلبة اللغة الانجليزية و بناءا على ذلك، تم اعتماد طريقة المنهج المزيح الذي يتكون من وساءل بحث نوعية و كمية لإجراء هذه الدراسة. على وجه الخصوص، من أجل تحليل الاستخدام الفعلي للغة الالكترونية و اكتشاف ميزاته البارزة المختلفة، تم تصميم محادثة عبر الانترنت مكونة من سبعة أشخاص شاركوا في مناقشة عفوية بغرض جمع بيانات نوعية. بالإضافة إلى ذلك، تم توزيع استبيان عبر الانترنت على سبعة و تسعون طالبا في السنة الأولى ماستر تخصص لغة و ثقافة من قسم اللغة الانجليزية، جامعة 8 ماي 1945، بقالمة. يهدف الاستبيان إلى اكتشاف آراء طلبة اللغة الانجليزية تجاه العلاقة المحتملة بين الاعتماد على اللغة الالكترونية و تطوير مهارة طلاقة اللغة الانجليزية لديهم. نتيجة لذلك، اثبت تحليل المحادثة الافتراضية من ناحية، أن معظم المشاركين يعتمدون بشكل كبير على اللغة الانجليزية العامية من خلال استعمال الاختصارات، الرموز، عبارات عامية بالإضافة إلى التحدث بتقنيات الخطاب المكتوب. من ناحية أخرى، كشفت البيانات التي تم الحصول عليها من الاستبيان عن المواقف الايجابية لطلبة اللغة الانجليزية تجاه لغويات الانترنت كمساعد مناسب في تحقيق مستوى مؤهل من الطلاقة من خلال عرضهم للغة المستعملة من قبل المتحدثين الأصليين. في الأخير، اقترحت الدراسة مزيدا من التوصيات العملية لطلبة اللغة الانجليزية لتحسين مستوى طلاتهم.

الكلمات المفتاحية آراء الطلبة، لغويات الانترنت، مهارة الطلاقة، لغة و ثقافة

Résumé

La présente étude vise à déterminer le rôle de la langue d'Internet pour développer la maîtrise d'Anglais sur une frange d'une population des étudiants de la langue anglaise comme langue étrangère. Elle cherche également à répondre à trois questions à propos de l'excès d'usage de cette langue par les étudiants et explore leurs perceptions sur son efficacité à développer une bonne maîtrise de la langue Anglaise. De ce fait, cette étude a supposé que ces étudiants vénèrent l'utilisation de ce système de communication et qui a donné de bons résultats. Afin de répondre à ces questions, une étude exploratrice composée de deux outils pour récolter les données sont utilisés. D'un côté, un groupe de discussion entre sept (7) personnes du même niveau d'étude a été programmé pour que les participants discutent spontanément sur des sujets ordinaires. De l'autre côté, un questionnaire a été rétribué en ligne sur un groupe Facebook aux étudiants de première année Master Langue et culture dans le département d'anglais à l'université de 8 Mai 1945, Guelma pour connaître leurs opinions concernant le sujet de cette recherche. Au final, le résultat était une satisfaction générale des étudiants sur le rôle de l'utilisation de ce mode de langage pour faciliter leurs études dans leur propre filière d'études.

Mots clés : Attitudes des étudiants, langue d'Internet, Maîtrise, Langue et culture.