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Adolescents and language use in
Online social Networking sites :
An investigation of lexical usage on Facebook
– secondary school pupils as a sample –

*A Dissertation submitted in Partial Fulfilment of the Requirement for the
Degree of Master in linguistics.*

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Dedication

I dedicate this work to my lovely mother for her patience, help and encouragement, who supported me from the my birth till now. I ask Allah to protect her and May Allah heal her.

I seek from Allah mercy and forgiveness for my father and sister, and ask the Heaven for them.

I dedicate it to all my family, brothers, sisters, nephews and nieces.

To all my friends.

To my classmates.

Thanks to all who had helped us to present this research.

Belgassim

Dedication

My first and last gratitude goes to Almighty Allah who blessed me with everything I have and everything I am.

This work is dedicated to my parents, especially my grand - parents, for being a constant source of support, encouragement, generosity, and affection.

I ask Allah to protect them.

To my uncle Ahmed and his wife whom I consider my mother, for their support and kindness in the difficult times. To whom I say : I am indebted to you along my life.

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To my beloved son Haithem.

To my nephews Ibrahim, Mohammed, and Anes.

To my brothers, and sisters.

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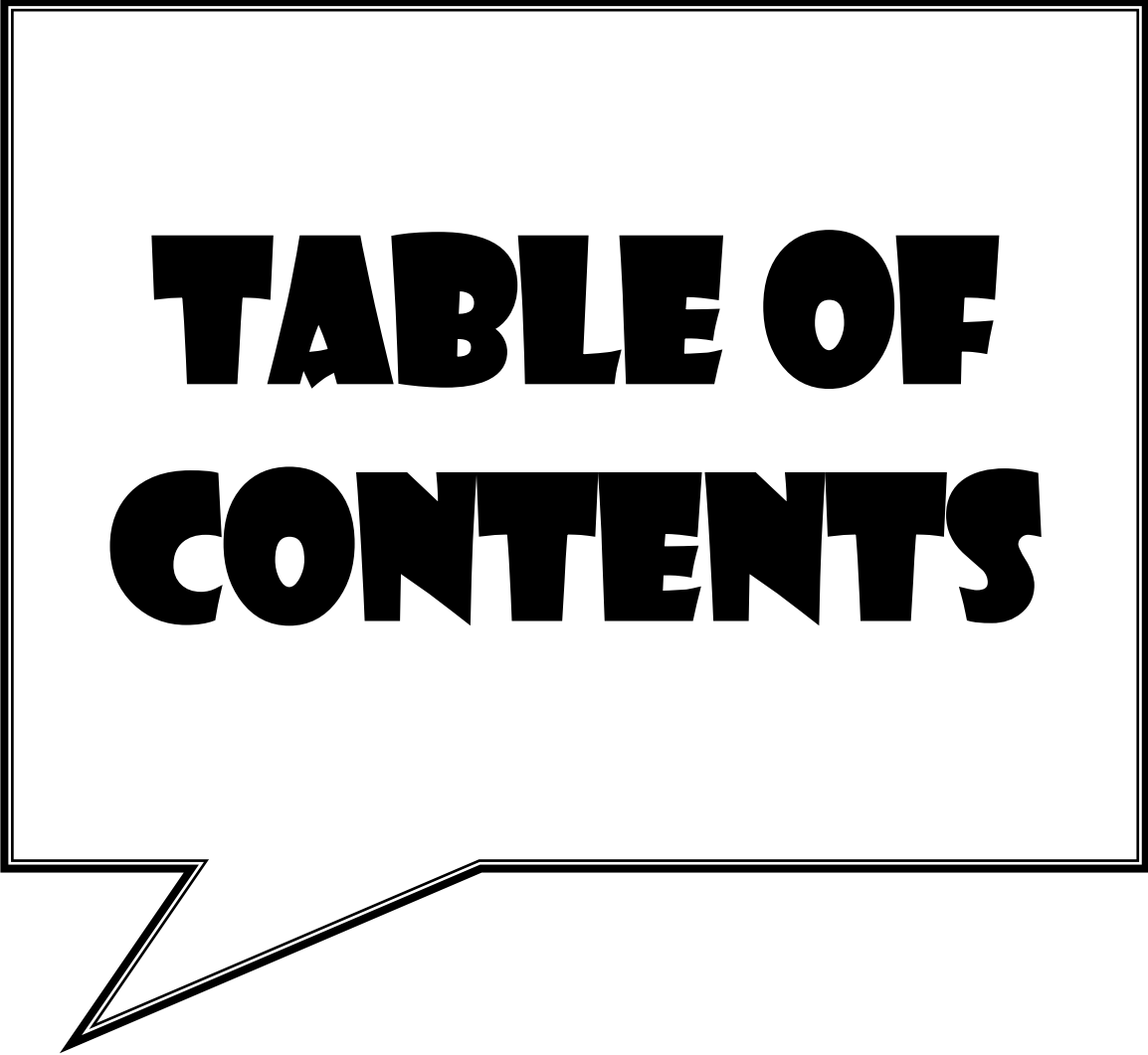


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LIST OF ABBREVIATIONS

LVC: Language Variation and Change

BBC : British Broadcasting Corporation

CMC : Computer Mediated Communication

HTML : The HyperText Markup Language

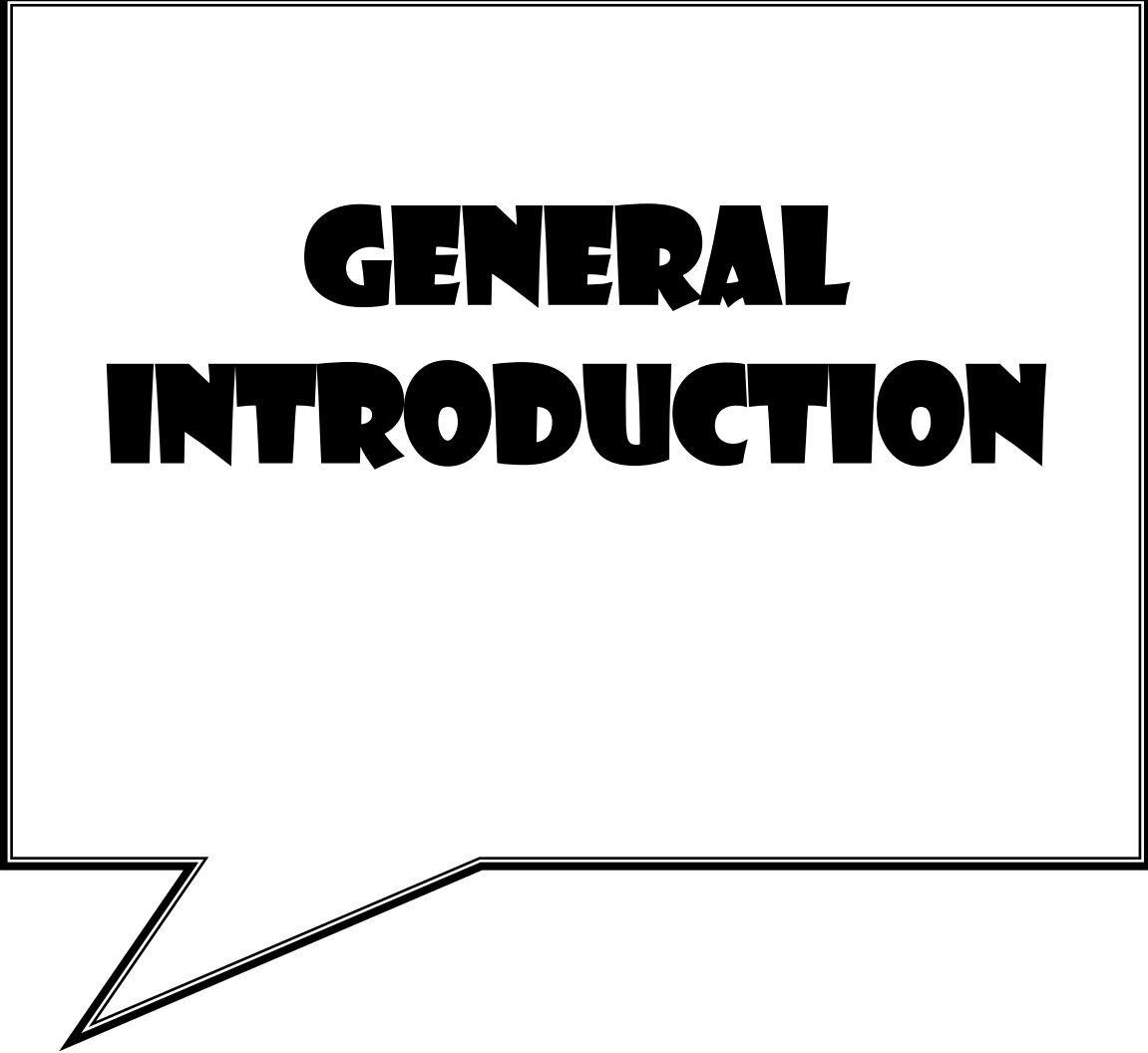
LOL : Laugh Out Loud

NATO : the North Atlantic Treaty Organization

SEO : Search Engine Optimization

SMS : Short Message Service

SNSs : Social Networking Sites



GENERAL INTRODUCTION

General introduction

Today's world is witnessing a rapid acceleration and advancement of technology covering all fields of science and knowledge, and since the network community has overwhelmed the world and entered all fields of life, it is natural to be affected by the language, since it is a social networking material.

It is a fact that linguistic change is further accelerated by the arrival and expansion of the Internet and social media, since they connect people from all over the globe. These individuals speak different languages or varieties of the same language, with diverse backgrounds and who are in contact with other kinds of popular culture, an element that will have also a massive impact on language. It has triggered a linguistic revolution, particularly in the written language, Different formulas have been created to bring more expressiveness to the traditionally formal written mode, and a word or expression can acquire global popularity online in a matter of hours. All these new modifications have created a new variety of online language: the Netspeak. The Netspeak could be described as a hybrid between the written and the spoken modes, since it shares characteristics from both, as well as having its own new features.

As we know, language is changing continuously in order to adapt itself to the new realities of the speech community in which it emerges. The aim of this dissertation is to study the role the Internet, particularly social media, has on language change, more specifically in changes in vocabulary. We have chosen vocabulary because it is the area of language which is most affected by external factors, such as technological advancements like the Internet. For this study, We have focused mainly on social media, as we think social platforms are the best representation of the way people use language on the Internet.

In our everyday interactions, language change may not be apparent . But in fact, languages do evolve and this is clearly noticeable in communication between members of different generations, mainly between adolescents and adults. We notice nowadays that the language or more precisely the dialect used by adolescents and young adults in our society is sometimes 'bizarre' in the ears of adults because youngsters tend to codeswitch, code-mix, and borrow words from foreign languages especially the French language and the English language due to the influence of the French culture on them, on the one hand, and the spread of the new technologies, the evolution of the mass media and the internet on the other. The result is the use of new structures and words giving birth to innovations that did

not exist a few years ago but seem to be gradually adopted and integrated in our language, though some lexical items and expressions might be ephemeral.

In general terms, this research work has the objective of finding out the motivations which lead to language variation and subsequent change, especially during the period of adolescence on the one hand, and to shed light on adults' attitudes towards youth language on the other. Based on the background of the study, the present research processes to answer the following questions :

- * To what extent does the Internet, particularly social media, affect adolescents' language ?
- * What are the changes brought by the utilization of social networking sites, among adolescents, to the field of language change ? and how does their use of innovations affect language use at the lexical level ?
- * What are the factors that contribute most in language change ?

This research work will be divided into three different chapters, the first one focuses on the Internet and social media and provides an overview of the theoretical guiding principles about the most important aspects and concepts of language variation and language change exploring these in correlation with a set of different factors.

The second chapter will be devoted to, the variety of language used on the Internet, the Netspeak. It also provides a list of some of the words that are being used on social platforms nowadays, giving information about their origin, and meaning. At the outset of the last chapter, a concise summary about the methodology conducted including data collection. The main results are then discussed, analysed, and interpreted as objectively as possible to check the validity of the aforementioned hypotheses.

We choose to study the language in relation to Facebook. It is selected due to its daily use by the majority of young people as a social medium, which has expanded worldwide to communicate between us.

As a general aim, this research wishes to investigate the general problem statements, which will hopefully help to understand the role of social networking sites as a promoter of language change.



**CHAPTER ONE:
LANGUAGE VARIATION
AND CHANGE**

1. Introduction

Language is the core and the intrinsic of what make us human. It is used to communicate meanings but also “to establish and maintain social relations”, as Trudgill (1974) says, each language is linked to its social, cultural and political reality. It is the mirror of society, it reflects its identity and develops its economic and technological environment. In addition, language is a living system continuously experiencing birth, growth, decay, and death. Accordingly, it changes as a result of various factors.

The field of sociolinguistics does not put aside all what has been achieved in formal linguistic theorizing which has only been concerned with the basic core of language structure and language universals, but in addition, it tries to explain language in relation to society, focusing on its use and functioning in the socio-cultural context.

This chapter focuses on the branch of sociolinguistics called “language variation and change” (hereafter LVC) or “variationist sociolinguistics” (sometimes also referred to as “Labovian sociolinguistics” or “urban sociolinguistics”). The 1960s saw the rise of this new paradigm inspired by Labov’s (1963) pioneering work “The Social Motivation of a Sound Change” and *The Social Stratification of English in New York City* (Labov 1966), both of which reconsidered the linguistic system in a fundamentally different way from prior models. This new approach was then formulated in a seminal work entitled “Empirical Foundations for a Theory of Language Change” by Weinreich, Labov and Herzog (1968). This paper has become the most important point of reference for research on LVC.

In what follows we will introduce the topic of language change, establishing a distinction between the categories of external and internal history of the language and the extra- and intra-linguistic factors that can cause change.

2. Sociolinguistics as a Field Study

Sociolinguistics is a field which studies language in society, i.e., in its social context. In other words, we can say that it investigates the different uses of language in relation to social contexts since language is not used in the same way by all people and in all situations. Language may vary between speakers of different regions or socio-economic background. On the other hand, it can also vary within the same speaker when she/he moves from formal to informal situations. So, sociolinguistic research aims at finding out the social factors which affect language variation. As language may vary from one place to

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another, from one social group to another or from one situation to another, the task of the sociolinguist is to investigate the influence of language on the society and vice versa (i.e the impact of society on language). From this point of view Trudgill (1992 :68) defines sociolinguistics as :

... a term used to describe all area of the study of the Relationship between language and society ... Sociolinguistic research is thus work which is intended to achieve a better understanding of the nature of human language by studying language in its social context and / or to achieve a better undstanding of the relationship and interaction between language and society.

In his book *Sociolinguistics* (1996 :4), Hudson defines sociolinguistics as ‘the study of language in relation to society’ which means that language is closely related to society and to the context in which it occurs including the speakers who are part of it. In addition Downes points out that sociolinguistics is :

That branch of linguistics which studies just those properties of language and languages which require reference to social, including contextual factors in their explanation.

Downes (1998 :9)

Indeed, the role of the sociolinguist is to explore the different ways of language use by different individuals in different contexts.

3. Language Variation

A great interest in sociolinguistics is given to the study of language variation which is now one of the most rapidly expanding subfields of linguistics and nowadays, the study of sociolinguistic variation becomes much wider taking into consideration the speaker’s style and his / her different ways of speaking in relation to the places (geographical variation) and social groups (social variation). Because no speakers of a language speak exactly the same way, different varieties occur within this language. Then, a variety is defined as : « A neutral term which simply means any particular ‘way of speaking’ ; it is applicable to any linguistic phenomenon we want to treat as a single unit » Downes (1998 :17). In

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sociolinguistics a variety, also called a lect, is a specific form of a language. This may include languages, dialects, accents, registers, styles or others, as well as the standard variety itself. People's way of speaking can differ from one individual to another depending on age, sex, social status etc, or on the person addressed to and finally on the situation or context in which the conversation occurs. In addition, language may vary from one person to another or from one social group to another, from one place to another, and from one situation to another on all linguistic levels : phonetic, phonological, morphological, syntactic, and semantic.

3.1. Regional and Social Variation

Whenever we move from one region to another within the same country, we always encounter regional or social variation. Forms which may be unacceptable in one region or social class may be usual in another. Nowadays, in sociolinguistics, variation is central. It is seen as an integral and essential part of language.

In the 1960's, sociolinguists led by William Labov developed methods of studying language variation and their work has produced something of a revolution in the study of language. One of the early descriptions, variation divided language into two categories : variation according to the user and variation according to use (Halliday, McIntosh, and Stevens, 1964 :87). On the one hand, variation according to the user includes the language aspects that a person always carries with him like gender, age, social class, ethnicity, education. It means that all these are part of the individual's identity. On the other hand, language variation according to use occurs in anyone's speech as they move from one situation to another.

A mother who is a teacher for example, will vary her language use as she moves from talking to her children, to giving a lecture in a classroom, to talking to her colleagues...But, in all these situations her speech will still reveal her accent, her sex, and social class (i.e language variation according to user), and in the same time she will also make changes and adjustments according to the situation she is in and to the people whom she is talking to (i.e language variation according to use).

3.2. Regional Variation

Regional variation makes us discuss about 'dialect geography' since regional dialects refer to the differences in speech within a given area. The study of how languages change over time has encouraged linguists and especially dialectologists in mapping dialects on a regional basis. Regional variation occurs because people often speak differently in

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different places. Indeed, when we travel from one place to another we usually find a lot of language differences. Chambers and Trudgill (1998 :5) say in this respect :

If we travel from one village, in a particular direction, We notice linguistic differences which distinguish one village from another. Sometimes these differences will be larger, sometimes smaller, but they will be cumulative. The further we get from our starting point, the larger the difference will become.

The point is that languages differ when speakers distance themselves from one another depending on time and place and the result is the creation of different dialects. So, any variation found within a language happens because of the two factors, time and distance. In order to study regional variation dialect geographers have attempted to reproduce their findings on maps called Dialect Atlases by drawing lines called isoglosses and trying to show the geographical boundaries of the distribution of a particular linguistic feature. The further the distance is, the less mutual intelligibility occurs. Hudson (1996 :38) states the following :

The dialect geographer may then draw a line between the area where one item was found and areas where others were found, showing a boundary for each area called an isogloss.

It is consequently very difficult to specify boundaries between dialects since those boundaries often coincide with either geographical factors such as mountains, rivers... or political ones.

Since everybody knows that our speech is not only affected by the place we live in, that is, it can also be affected by social and cultural background like age, gender, race, social status, education, etc, studying the geographic origin alone represents a serious weakness in studying language variation.

3.3. Social Variation

Variation in language, as a sociolinguistic phenomenon, may be characterized, as we have already explained, by the geographical and the social background of the speaker.

In the 18th century, dialectologists considered language variation as a result of the geographical origin of the speaker. It was only in the 1960's that sociolinguists started to

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investigate and concentrate on the social factors and their impact on language variation. Dialect differences are not only geographical, social factors too contribute to speech variation between groups of people living in one geographical area .

This is the reason for which sociolinguists agreed that the dialectologists' point of view was too restricted, and that geographical location was not enough to account for linguistic variation. They believe that language is subject to constant same geographical area. Yule (1985:190) defines social dialects as "...varieties of language used by groups defined according to class, education, occupation, age, sex and a number of other social parameters".

The study of sociolinguistic variation is governed by what Weinreich, Labov and Herzog (1968) called 'orderly heterogeneity' or what is known as 'structured variation'. This structure is found when sociolinguists correlate the social structure with the linguistic one. One well-known pattern found for dialect features that are stable (i.e not undergoing change) shows the correlation of the absence of third person present tense marking (eg : 'she play', 'the boy sing') with social class membership in the city of Norwich in England (Trudgill 1974).

The 'higher' the social class of the speaker, the lower the absence of – s marking. Another observation made by Trudgill (1974) when undertaking his research in Norwich showed the correlation of social class, speaker's sex and the use of non-standard [n] variants of unstressed – ing suffixes. He found that within each social class group, women consistently use less non-standard pronunciation than men.

In most communities, we can find differences in the social status of people. Social classes can be ordered from those with the highest prestige to those with the lowest. It has long been recognized that there are differences in the speech of people of different social classes, but it was only in the 1960's that this began to be studied systematically, in America by Labov (1963, 1966, 1972) and in Britain by Trudgill (1974, 1983).

4. Language Change

As the societies change, languages change too. Thanks to the new technologies realized in all the fields of life, our ways of living have changed and among these our lifestyles, attitudes, traditions and language. The change in the way we use the language is not easily apparent or obvious in day-to-day communications since people are not conscious about it.

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As Shigemoto (1996 :1) states :

We are so intimately connected to our language that we may fail to see its changes, in much the same way that our closeness to our children obscures perception of their development. But languages do indeed change.

Thus, language is not static but changes over time. The change is gradual in the sense that individuals of two subsequent generations can understand each other and can communicate without any constraints. Language changes are usually more apparent when a speech community is separated into two parts because of wars and revolutions. As a result, the distance between the languages of the two speech communities steadily increases. Within the same language, there are some levels of linguistic structure which are more subject to change than others. For example the frequent changes are lexico-semantic whereas the least frequent concern the grammar of the language.

Some theorists assert that language change occurs in three situations: spontaneous change, borrowing, and imposition. Spontaneous change means the change over time, not on purpose but rather through interaction because “no two people speak exactly the same » (Jones and Esch, 2002 : 123), and because people tend to adopt new words and utterances. Borrowing is the adoption of foreign features and new concepts in one’s language. Imposition occurs either through colonisation or invasion by forcing the weaker communities to adopt another language, one aim being to eradicate their cultures. It is also reflected through language planning and policy where language planners are seeking for official or national languages in order « to assimilate minority language groups into officially sanctioned language(s) of Nation-State » , as Diamond (1993 :2) states.

4.1. Language change and development

There are two factors in language change; they are internal and external factors. These factors are different in themselves For example, internal factors have very often to do with the establishment of morphological regularity, External factors have primarily to do with the symbolic role of language in society. The levels of language first affected are usually phonetics and phonology, though others may be later embraced by change. They will explain below:

4.1.1. External language change history

External history refers to the social, historical and non-linguistic events that have had an impact on society and, consequently, on language. These changes cannot be predicted, and they are interconnected with the history of a community, as any changes for us as a species will have an impact on the language we use.

Language and culture have also been affected by changes in technology, which have been of great importance. One of these is the printing press which allowed the production a great number of copies of the same work faster and at a cheaper price, whereas before the introduction of printing, books were copied by hand, their production thus being much more expensive. To sum up, the printing press has been one of the most important inventions in relation to linguistic change and the creation of new words. Nowadays, this role has moved on to the Internet, which has as much influence on language as the printing press did at the time.

4.1.2. Internal Language Change History

While, as we have seen, external history is the reflex of extralinguistic features, internal history takes place within language itself and can be defined as the linguistic developments that occur at the morphological, syntactic, semantic, pragmatic and phonetic level. It should be noted, however, that changes at one level may lead to other ones in another level of the language.

Internal changes are more predictable than the external ones due to the fact that they affect the weakest parts of language as a system, but both types can take part at the same time in linguistic change, as one may trigger the other, similarly to how it happened between the different linguistic levels. the French Conquest was one of the external factors that led to internal changes in the language, especially at the level of vocabulary. It introduced several French loanwords during the colonial period.

4.1.3. Temporary and Permanent Change

Change does not occur at the same time and at once, that is, it is a slow process that sometimes happens under the radar, and there are periods in which linguistic change is accelerated by factors that tend to coincide with the external ones mentioned previously, while other periods do not experience as many alter Not all changes are permanent in a language, as some features or expressions may become ‘trendy’ and be used regularly for a certain time, but then they may die out and become obsolete. For a change in language to be considered permanent, this feature has to be used relatively frequently for an extended period of time, usually more than 30 years, which is unlikely to happen with every novelty despite their possible popularity at the time. This is especially so in the age of technology, where words or expressions go in and out of fashion at great speed.

Furthermore, there are several factors that contribute to the manner in which people speak, such as their age, their education level or where they come from, and play a role in linguistic change, as has been shown by research in sociolinguistics. Change does not affect the whole speech community at once. Nowadays, it can be imagined that the changes that come with the arrival of the Internet are also going to become a factor that distinguish those who are in contact with this tool or that belong to a particular group within said environment, and those who are not, with their speech becoming a marker of identity that may contribute to changes in the long run. It is known that the leaders of language change tend to be the younger generations, especially the females (Thompson, 2015). This coincides with the fragment of the population the Internet has the most influence on, as they are the ones making the most use out of social media, for instance. actions in language.

5. Types of language change

There are types of language change. They include Lexical, semantic, phonology and syntax. General ideas about these changes are explained below with few examples. Lexical and semantic change will be explained in one category as, in general, they are closely linked to one another.

5.1. Lexical and Semantic Change

Lexical change refers to people using different words today than people from the past. A semantic change is very closely linked to lexical change but semantic change has something to do with changes in meaning behind the words. It is probably the most frequent type of language change and certainly the easiest to observe. For instance, as an

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example, an older person would use the word “wireless” to mean “radio” whereas the word wireless would certainly mean wireless technology such as phones and laptops for a younger person (McMahan,1999: 90).

Semantic change which is also known as semantic shift describes the evolution of word usage. In semantic change, the modern meaning of the word is different from the original usage. For example, the word “gay” used to mean “bright, cheerful” before the 1960s but now it generally means “homosexual”(McMahan, 1999: 175)

5.2. Syntax Change (Grammar)

Grammatical change is the less apparent change because it spreads slowly and takes a longer time than for lexical change. Yet, it is more apparent in vernacular forms. For instance, the dialectal English of New York gang members, who tend to omit the final –ed of the simple past in verbs like ‘to miss’ and ‘to pass’ ; instead, they use : ‘ He miss the bus yesterday’ and ‘It pass me’ respectively (Holmes, 2000).

In Early Modern English, the distinction between subject and object uses of ye and you had virtually disappeared, and you became the norm in all grammatical functions and social situations. The use of “Ye” had eventually become old-fashioned (Thomasom, n.d). Grammatical variation involves two sub-types : morphology and syntax. Morphology refers to the structure or forms of words, including the morphemes or minimal units of meaning which comprise words, for instance the morphemes {un} ‘not’ and {happy} ‘happy’ in ‘unhappy’, or the morphemes {cat} ‘cat’ and {s} plural in ‘cats’. Syntax refers to the structure of larger units like phrases and sentences, including rules for combining and relating words in sentences.

5.3. Phonological Change (SOUND)

Sound change consists of the practice of language change which causes the phonetic change or phonological change. It also includes the substitution of phonetic feature which lead to the total loss of the original sound and a new one is introduced (Wikipedia, 2012).

Concerning the change in the pronunciation of words, an example is given by Hudson (1996: 170) about the word ‘ controversy’. Older speakers tend to pronounce it with a stress in the first syllable i.e. ‘controversy, while younger people tend to stress the second syllable i.e. con’troversy. On the other hand, concerning the change in pronunciation of a particular sound or vowel the word ‘dune’ is pronounced by older people with /j/ sound between the first consonant and the vowel, i.e. /dju :n/ but substituted by /7/ sound by younger speakers. Then, the word is pronounced like ‘June’ /7u :n/.

5.4. Spelling Change

The English language changes with the publication of new dictionaries, or the way media uses language, or with the creation of colloquial terms. Below are a few examples of spelling changes that took place in the history of the English language.

Spelling during 16 and 17 century	Re-spelling
aventure	adventure
avice	advice
crume	crumb
descryve	describe
Langage	language
Neview	nephew
Samon	salmon

Table1.1. Word’s spelling

6. Factors shaping language variation and change

All languages change over time and change is inevitable for any living language. History records that languages change over time at every level of structure which includes vocabulary, phonology, morphology and syntax (PBS, 2005). For many people, it may not be easily apparent or obvious in a day-to-day communication on a personal level because many individuals are so intimately connected to their language that they may fail to see its changes. However, languages do indeed change and some languages flourish, some expand and some languages even die. In studying variation in any language, it is imperative to consider a set of factors/causes which influence and shape the dominant patterns of variation. These factors include but are not limited to the following:

✚ **Political factor** - which is caused by foreign invasion, migration and colonization.

✚ **Social factor** - which means foreign influences from Latin, French, American, Australian, Indian and others. The unique way that individuals speak also fuels language change. Vocabulary and phrases people use depend upon the place, age, gender, education level, social status.

✚ **Cultural factor** - This means the exposure of one language group another via television, radio, films, music, magazines and fashion.

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- ✚ **Technological factor** - which means rapid advances in information technology, industries, products and economy simply require new words that drive language change.
- ✚ **Moral factor** - which is about recent developments in anti-racism and environmentalism (Beard, 2004).

6.1. Political Factor

Many times, language change has some kind of political roots such as human migration and invasion. When people move to a country and learn a new language, they learn their adopted language imperfectly. They then pass on these slight imperfections to their children and to the people in their social circle, and eventually alter the language (Aitchison, 1991: 109). Besides the language changes brought about by migration, colonization plays some roles in language change in more immediate ways, as an example most Arab countries were under Western colonization for most of the twentieth century. This has left a clear linguistic impact on their spoken varieties. For example, the spoken Arabic varieties in north African countries are highly influenced by French at various linguistic levels, while Arabic in Jordan and Iraq is influenced by English.

6.2. Social Factor

Changes in politics, economics and technology usually lead to social changes. Social changes produce changes in language. In other words, once society starts changing, then language change produces special effects. In almost every society, some people have social prestige, power, and money, while others have little of these commodities. Typical variables include occupation, level of education, income, and type of residential dwelling, with ranked levels within each variable. People with different level of social status response and perceive things differently and vocabulary and phrases differently. (Finegan & Rickford, 2004: 62). For example, individuals who are poor and who cannot afford an education or who grew up in a rural area where proper grammar wasn't encouraged, their ways of speaking will not be as eloquent as someone of higher standing. Even within the same small community there are variations according to a speaker's age, gender and ethnicity simply because no two individuals speak identically. Through interactions, people pick up new words and integrate them into a new way of speech. Some of them spread through the population and slowly change the language (Anonymous, 2011). The words and phrases used by our parents or grandparents may ever be the same as the words and phrases we are using right now.

6.3. Foreign Influence Factor

One of the most common reasons for one language to borrow from another is when it needs to refer to notions and things that have been newly introduced to its speakers. For example, the Italian word pizza only entered English when the food to which it refers was adopted by English speech communities. Similarly, glasnost was borrowed from Russian to express a policy of openness and frankness in Soviet political life that came in the wake of Gorbachev era and represented a concept that had hitherto been unfamiliar to the English speech community (Aitchison, 2001: 31)

Although borrowing is extremely widespread, not all loanwords are destined to be incorporated into the borrower language. Many are only transitory and disappear in the space of a relatively short time. The borrowing is likely to be retained if it denotes an object for which no other word exists in the borrower language as in the word pizza, mentioned above (Aitchison, 2001: 32)

6.4. Technology Factor

The world has witnessed in the modern era many events, and most important and most notable of these events, the electronic boom witnessed by the world, which is truly a transformational revolution in communication systems and methods that have shortened distances and contributed to a noticeable change, which has a direct impact on the lives of people and methods of education and ways Communication. For instance, the widespread of satellite TV has led to the infiltration of English into Arabic. This has added another dimension to variation, as many new words have entered Arabic spoken varieties, which has ultimately gave dominance to English in different contexts. The media, especially the availability of TV. Channels from all Arab countries, has also led to convergence of language. Nowadays, for a TV channel to succeed and attract a wider audience, it has to use a variety of Arabic which is comprehensible to audiences that speak different local varieties.

7. The Internet

Today, as a result of globalization and the spread of the new technologies, the daily aspects of human social life are changing. The internet as a means of communication has permitted to enlarge adolescents' world of peer interactions. It has opened new paths of communicating outside their own community on the one hand, and on the other hand it has broken the barriers of distance, age, ethnicity and religion.

7.1. The Arrival of the Internet.

The arrival of the Internet has drastically transformed people's lives, thus also affecting the language they use. This is especially so over the last few decades due to the great speed of developments concerning this kind of technology. Language is becoming more adapted to a type of environment where the written format is used, but unlike expected, a more informal style is used for communication. Language may also vary depending on the online situation speakers are in or on the technological device used, as speakers do not use language in the same way when using a computer or a smartphone as they used to when mobile phones had keyboards where they had to press a button several times to write a specific letter.

According to the Online Library Learning Centre, the official birth of the Internet is usually dated in January 1983, however, its origins can be traced back to the 1960s or even further back to the early 1900s, when Nikola Tesla proposed the concept of a "world wireless system" much before the technology appropriate for its creation was developed.

The creation of the Internet cannot be attributed to a particular person, as there were many programmers and engineers who worked for its development. As mentioned, the Internet began in the 1960s as a means of sharing information among government researchers, which was then stored in large computers that made use of magnetic tapes to share this information. As computers were not portable, these tapes had to be sent through the conventional postal system or the researcher had to go to the place where the computer was set up to get it.

Further improvement in this system took place with the outbreak of the Cold War and the need of the U.S. Defence Department to find a way to be able to pass and recover information in the case of a nuclear attack. This was the reason why the Advanced Research Projects Agency Network (ARPANET) was created. ARPANET was only accessible for a rather narrow group of people in a single network. Other networks were created following this model due to these limitations and they developed into what it is now the Internet after the establishment of the Transfer Control Protocol/Internetwork Protocol (TCP/IP), created by Robert Kahn and Vinton Cerf and adopted in 1983. In the article *Who Invented the Internet?* of the website *History*, Evan Andrews describes the TCP/IP as the development that made possible the communication and connection amongst computer networks.

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Thirty years ago, on March 1989, Tim Berners-Lee submitted the first proposal for the World Wide Web (WWW) called Information Management: A Proposal, which he first explained as:

This proposal concerns the management of general information about accelerators and experiments at CERN. It discusses the problems of loss of information about complex evolving systems and derives a solution based on a distributed hypertext system. (Berners-Lee 1989:2)

Berners-Lee originally called this idea the Mesh, but, even though it was found appealing by those at the European Organization for Nuclear Research (CERN) laboratory, it was not until 1990 when the idea was actually developed into the Web, a hypermedia database of documents and other resources interconnected by hyperlinks,¹ which made the Internet a step closer to the present version of it.

Crystal (2006: 14) describes the functions of the World Wide Web as:

A means of enabling high-energy physicists in different institutions to share information within their field, but it rapidly spread to other fields, and is now all-inclusive in subject-matter, and designed for multimedia interaction between computer users anywhere in the world. Its many functions include encyclopedic reference, archiving, cataloguing, 'Yellow Pages' listing, advertising, self-publishing, games, news reporting, creative writing, and commercial transactions of all kinds, with movies and other types of entertainment becoming increasingly available.

These two terms, the Internet and the Web, are used interchangeably most of the time, but they are not actual synonyms, as the Internet refers to the hardware and software infrastructure that allows computer interconnectivity by using the TCP/IP.

7.2. Internet situations

The Internet is a rather heterogeneous space and we can find ourselves in many different scenarios within it, therefore, the language we use has to be adapted to them in order to follow some of the already established conventions for these situations. This is comparable to how our use of language outside this medium is modified in terms of its

degree of formality or choice of words depending on the interlocutor and the context to make an appropriate use of language and to avoid being judged for our choices.

7.2.1. The electronic mail

Just over a decade ago, electronic mail or e-mail, defined by TechTarget as “the exchange of computer-stored messages by telecommunication”, was one of the most common manners to communicate through a computer and it was not restricted to a certain type of interaction. It was not rare that somebody spoke to their friends as well as their business colleagues through e-mails. In the second decade of the twenty-first century, however, the e-mail has specialised its usage to a more business oriented, academic or to a more formal one, while family members and close friendships are now usually addressed by an instant message through our mobile phones, which avoids the asynchronous aspect of the e-mail. By describing the e-mail as asynchronous, we refer to the fact that the replies in a conversation do not have to occur right after one message is sent and the time span for the response is much wider than that of a real-time conversation.

7.2.2. Instant messaging

Currently, the preferred method of communication is instant messaging, in which a communicative exchange between people occurs in real time, that is, it is synchronous, unlike what happens with e-mails. The participants in instant messaging chats are usually already acquainted with each other, an aspect which differs from the so-called chat groups, where individuals are allowed to enter an online conversation with several others who they may not know previously to the encounter.

Instant messaging has now moved on to mobile phones with the appearance of applications such as WhatsApp or Telegram, but this type of communication has been around even before phones had the possibility of having a service like the ones just mentioned. In this case, MSN Messenger was the most popular computer programme for instant messaging, followed by AOL Instant Messenger and Yahoo! Messenger. Nonetheless, regardless of the already mentioned synchronicity being a significant advantage, it might also carry some problems with it. The portability that comes with mobile phones has affected our dependence on having a constant conversation with somebody to the point of leading to an argument if one of the participants takes a long time to reply. Most often than not, this simply happens because one is not constantly paying attention to their phone, but there are also other implicit meanings this silence may carry, such as conveying annoyance with the interlocutor or wanting the conversation to die out.²

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This is so common that the last implicature of silence has been given a name, ghosting, that is, “the practice of ending a personal relationship with somebody by suddenly stopping all communication without explanation” (OALD s.v. ghost v. 3)

7.2.3. Blogs

Weblogs or blogs, as they are most commonly known, are quite a significant case in the virtual world of the Internet. As stated in the Merriam-Webster Dictionary (s.v. blog n. 1) a blog is “a website that contains online personal reflections, comments, and often hyperlinks, videos, and photographs provided by the writer.” The people in charge of their entries have a wide range of options for their posts regarding length, theme and, most importantly, in terms of language, register and style. They are allowed to post any type of content without further supervision, unlike traditional writing in books, newspapers or magazines, where there is a figure who acts as a mediator to verify that the language used follows a particular variety, usually the standard one.

7.2.4. Social Media

Nowadays, social media play a salient role in the everyday usage of the Web, as most users have at least one account in a social platform, if not in several of them. They are used as a meeting point not only for those who already know each other, but they also provide an environment where people of different cultures get to interact, influence one another, share opinions, create content, etc.

Social platforms such as Twitter, Facebook or Instagram allow their users to post updates about their personal life, pictures, videos, their status, etc. Each of the ones mentioned fulfil a specific purpose, for instance, Twitter is a microblogging social platform which only allows posts of up to 280 characters,³ including as much as four pictures or a video of a maximum of 2 minutes and 20 seconds. Facebook and Instagram realise a similar function in the sense that they work as a journal for their users, but do not have such big limitations when writing a post. It is important to keep in mind, however, that, in the case of Instagram, language is subjected to photographs and is mainly used as a description for them.

Similarly to instant messaging, social media platforms have developed mobile phone applications for their users; thus, they are easier to access and less dependent on the website itself. The topic of social media will be further explored in the forthcoming chapter.

8. The Influence Of Social Media

Social networks have become elements of everyday life for many people. Even though these platforms came into existence relatively recently, their growth has been very rapid and their influence on people and people's behaviour is much greater than ever imagined. People have started to make time in their daily routines to check their social platforms and, nowadays, one can count over 2.62 billion users in these sites. It is estimated that these numbers will increase until reaching 3 billion before 2021, according to the Terrell (n.d.), however, what is uncertain is the future of the leading social networking sites at the present moment. This is due to the fact that the environment of the Internet changes at great speed, making what is 'trendy' at one point in time, old-fashioned the next, which also applies to the vocabulary used on the Web.

It is obvious that anything we use on a daily basis is going to affect our manner of living and acting. As mentioned above, social platforms have experienced a swift expansion in a short time span, carrying with it certain advantages and disadvantages.

9. Social platforms

One may think that there are no rules on the Internet, and, while that is partly true, it is not entirely the case. As has been mentioned throughout this dissertation, trendy becomes old fashioned in a matter of days, especially if the element in question has been heavily and constantly used for a period of time, and meanings or connotations tend to shift overtime, as was the case with LOL. Other times, it is just a matter of breaking rules and knowing when or where it can be done. One would not use a very informal language in a business e-mail, but language could shift to a very formal and correct style during a chat conversation with a friend in order to convey annoyance, especially with the use of the end period.

All of these are rules that apply to the language of the web, but there are also similar others related to the websites themselves. Language is everchanging, and so are social platforms, how they are used, and which ones are popular. This is a consequence of them being created for different purposes or, presumably, having a different demographic.

Based on the Terrell (n.d.) for History Cooperative, the first two social media platforms, called Six Degrees and Friendster, ended up shutting down despite their popularity at the time because of the arrival of newer social sites.

Six Degrees is considered the first social media site, active between 1997 and 2001, when it closed. It had over 3.5 million users and it allowed to add other people to the

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personal network of the user. It was given said name because of the ‘Six Degrees of Separation’ Theory that asserts that the whole of the world’s population is connected by less than six degrees of separation.

Friendster launched in 2002 with the same purpose as Six Degrees, to share information, pictures and videos with other profiles accepted in the user’s personal network. This platform reached a hundred million users before being rebranded as a gaming site in 2011, when its decline started, and in 2015 its services shut down officially.

It was not until 2006 when two of the most relevant social media sites were launched: Facebook and Twitter.

9.1. Facebook

Facebook is potentially the most popular and well-known social platform, not only because of what it has to offer, but also in relation to the story of its creation, especially after the premiere of the movie based on the life and journey of Facebook’s creator: The Social Network (2010) by David Fincher.



Figure 1. Facebook's current timeline. Photo: www.meetnoor.com.

According to Blattner & Lomicka (2012), Solomon and Schrum (2007) claim that FB [Facebook] enhances existing stand-alone services in new ways. It allows its users to send e-mail messages, chat (text and video), participate in discussion forums, write on virtual message boards, which are also frequently used for performing various social tasks, such as wishing happy birthdays or making light- hearted remarks, and creating a profile which can include descriptive elements as well as pictures from a unique interface.

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The first project for what would become Facebook itself some time after began in 2003, when a group of Harvard students decided they wanted to create a site to connect all students of this university.

According to Barr (2018), in his article for the Independent Daily, the first website created by Mark Zuckerberg, the founder and chief executive officer (CEO) of Facebook, was called Facemash. The creation of Facemash nearly got Zuckerberg expelled, since it was a platform dedicated to the objectification of Harvard students that consisted in voting for ‘the hottest person’ between two pictures that were shown on the screen.

It was not until February 4, 2004 when *thefacebook.com* was launched, which would drop the *the* in 2005. This new website resembled the already existing face books with the difference that *thefacebook* connected all the students at Harvard, while face books did not have such reach. Soon after, it became available to other universities in the US and Canada, such as Stanford and Yale, and, by the end of 2006, it became open to anyone. The only condition was to have an e-mail address and being over the age of 13.

The website grew extremely quickly, as reported by *Brandwatch* (www.brandwatch.com), starting with 12 million people registered in December 2006 and reaching 100 million in 2008, when they introduced the feature of the chat. By July 2010, it was already at 500 million, but this increase faced some complications when, in 2014, it was revealed that Facebook conducted an experiment on their users regarding advertisements. This issue concerning the leakage of personal information would be repeated throughout the years, consequently, losing people’s trust. The story told by the Independent Daily also includes that the google searches for delete Facebook also increased around this time. Adding to this, the changes made on the platform in order to improve the engagement between users were not well received, resulting in people spending less time on the platform.

Regardless of all the controversies, Reed (2014) agrees that it cannot be denied that Facebook was the main leader in vocabulary change in relation to technological advancements, creating an alternative meaning to already existing words, as can be seen with *friend* or *wall*, which will be discussed in the next section.

9.2. Twitter

As seen above, Twitter is a microblogging social platform which only allows posts of up to 280 characters, including as much as four pictures or a video of a maximum of 2 minutes and 20 seconds. Until 2017, it only allowed 140 characters per tweet, that is, for

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each post, but this has changed recently since the amount of space languages need to convey the same message can differ drastically.

MacArthur (2019) tells us in her article for Lifewire that Twitter was originally conceived by Jack Dorsey in 2006 as a platform that tried to recreate SMS conversation. This way, friends or relatives could keep updated on each other's lives based on their status. This is the reason for the limitation of characters, since phone companies usually placed SMS character limit at around 140, but they decided to keep it as it had become a characteristic feature of the website.



Figure 2. Twitter's current timeline. From: freshvanroot.



Figure 3. Twitter's first tweet. Screenshot of @jack.

Before changing the name of the social platform, the vowels were removed from it, owing to a popular trend at the time and hoping it would bring attention to the site. Indeed, Twttr¹ was a success from the Figure 3. Twitter's first tweet. Screenshot of @jack.

Beginning, with over 60,000 tweets sent each day of the South by Southwest Interactive Conference of 2007. At the moment, Twitter has 200 million users who tweet over 140 million times per day and other 460,000 register each day (Picard 2011).

Picard (2011) affirms that, with the arrival of Twitter, also came a new trend concerning the brevity of the language. This not only includes writing, but also reading

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information, as Twitter has become a relevant source for people who want to keep up to date with what is happening in the world, but in short. According to the website of the Encyclopaedia Britannica (<https://www.britannica.com>), this phenomenon started when Janis Krums told the story of a water landing of US Airways Flight 1549 in New York, to which was a photograph attached.

Moreover, most of the innovations related to language that are now typical of Twitter were created by users for their convenience when using the platform. Examples of this are the @ they used to signal the fact that they were addressing a particular user, which later would develop into an actual feature, and the hashtag. The hashtag is probably one of the most characteristic features of this social network, and it is defined by the Merriam-Webster Dictionary (s.v. hashtag n. 1) as “a word or phrase preceded by the symbol # that classifies or categorizes the accompanying text (such as a tweet).” It also adds further down on the page: “the hashtag can now be a tool for a supplementary coy or witty comment (e.g., #awkward).” Furthermore, Lifewire explains that the retweet was also done manually by adding RT, since people wanted to find a way to repost tweets without plagiarizing. The feature was added in 2010.

9.3. Instagram

Of the three social networks taken into consideration, Instagram is probably the fastest one in terms of growth, considering it only started towards the end of 2010. It has become one of the most popular social platforms to share photographs in less than 10 years and it is also a source of income for the so-called influencers.



Figure 4. Instagram's current timeline.

The history of Instagram is shared in the website Medium (www.medium.com). It begins in San Francisco, where Kevin Systrom built a prototype for a website similar to

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Facebook. It allowed users to share information, pictures and to keep up with what others were doing. This website was originally named Burbn, after the alcoholic drink bourbon, before being changed to Instagram, a blending of instant (camera) and telegram. The rebranding of the name occurred after Systrom and his new partner Mike Krieger modified the purpose of the website. They believed there were already many other platforms with the same purpose on the Web and, when they realized people were mainly attracted to Burbn by the photo-sharing feature, they took advantage of it and turned it into the whole site.

In the beginning, this photo-sharing platform allowed users to publish photographs with the condition of them being square-shaped, and these were accompanied by a caption under the post. When it was bought by Facebook in 2012, several improvements were made, such as giving users the possibility of tagging friends, the option of the direct message or the stories, a feature that allows content to be on show for 24 hours before it disappears. The restriction of the square-shaped photograph was also removed in 2015.

Unlike Facebook and Twitter, Instagram was originally an application for mobile phones. Despite being only accessible to those with an iOS device, that is, the operating system of Apple Inc.'s devices, it gained popularity very rapidly. According to Candybit Social (www.candybitsocial.com), it reached a million users in two months and 10 million in only a year, a number which greatly increased with the launch of a version for Android devices.

However, the main difference between these platforms lies in the fact that Instagram sets aside language in favour of photographs, as mentioned above, making them the most important part of the website. This does not mean that language does not play an important role in it, in fact, many writers use Instagram to give a more creative spin to their works.

10. Conclusion

The purpose of this chapter is to give a theoretical background to the study of language variation and change. In addition, the discussion above suggests that variation occurs in any language in the world. Such variation exhibit tendencies and trends of divergence and convergence, depending not only on typical socio.linguistic variables but also on a host of factors which seem to play a major role in shaping the linguistic situation in any country in the world. These factors may include political (wars, occupation, peace

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process, internal conflicts, power changes,) ethnic, social, (urbanization, pluricentricity, immigration, economic (globalization), and cultural factors (types of communities, media) contribute to the manner in which people speak, and play a role in linguistic change, as has been shown by research in sociolinguistics. Furthermore, globalization has been an on-going process in the modern world and this is due to the explosion of mass-communication, world trade, tourism and language contact. This kind of revolution has made every kind of information accessible from anywhere and to everywhere in the world. The next chapter deals with the features of the language used by adolescents in social networking sites, and the influence of its utilization on adolescents' language in general and particularly at the lexical level since it is the most frequent one and can be easily recognized.



**CHAPTER TWO :
LANGUAGE OF
THE SOCIAL
MEDIA**

1. Introduction

This chapter deals with how social networking sites have transferred the way which in people communicate and interact to each other. There is no one who can deny that social networking sites have affected our language use in both positive and negative sides. In this part, we are going to shed the light on the immense change happens not only in language use, but also in our thoughts because technology and innovation have gained a major importance in human life.

2. Innovation in vocabulary

Vocabulary is the corn stone of a language. The mastery of any language is due to the vocabulary. According to Haddad (2016), through speaking, listening and reading learners develop vocabulary. It is also affected the previous experiences of people. Thus, the instruction of vocabulary had been issued by different scholars such as Song and Chen (2017).

Online vocabulary has a relation with both academic and non-academic activities that users of social networking sites interact by opening conversation, discussion or sharing different contents.

Vocabulary plays a major role of developing the language skills for both native and non- native, as it is cited by Carlisle, Beerman, Davies, and Spharism (1999). It means, to master a language, vocabulary is the most important improvement. Wilkins (1972 :111) agreed that « without grammar very little can be conveyed, without vocabulary nothing can be conveyed ». in other words,vocabulary has the major imprtance in mastering any language and without it people could not interact with each other.

In the past, social networking sites were limited only to the emailing forms. Nowadays, users of social networking sites live in a virtual sphere, in which the shre all thier daily events and activiteis, post information in differnt forms such as texts, audios, videos, photos or links. These interactions affect the users of social networking sites to develop thier language which includes vocabulary.

Many scholars had conducted various studies on the impact of social networking sites on language usage. Kabilan & Zahar (2016) had drived a study on facebook and Guverdir & Gezir (2015) had studied the impact of facebook games on students' vocabulary development. They found that the results had a positive effects.

By contrast, Monica-Ariana & Anamaria-Mirabela (2014), had found a significant differences between the users of facebook and the non-users. In other words, the language used by the non- users of social networking sites develops in a clean sphere.

3. Words of technology

Gerard Vanterk argues that « Language is always revival, evolving and adapting to the needs of each generation ». This renew in language and particularly vocabulary is considered as inventions. In other words, language is as a manufactory that updates devices or produces new ones.

In the recent years, the rise of technology led to a huge change in the language use by people, and adolescents in particular. According to the Program for Internet Studies Assesment (2015), result, 95 of 15 year old students on average across the Organisation for Economic Co-operation and Development Countries had Internet access at home (Organisation for Economic Co-operation and Development, 2017). In other words, adolescents have all the means access to Internet by various devices (computers, laptops, tablets and smartphones). This phenomenon has a great impact on the mental, physical and psychological development of teens.

4. Slang

Slang is the language used between people who belong to the same speech community. It is the informal side of a language, which is mostly uttered. Linguists have no regular definition to slang, because it can differ from one group to another, also rules are broken. However, they agree that this phenomenon exists.

The penetration of the social networking sites in the people' daily life had evolved the spread of slang language from the smallest sphere or a group speech community to a worlwide language.

Galperin (1956) suggested that slang cannot-called a separate linguistic and the word slang can only be used as a synonym to Jargon , that means a language which belongs to a particular group such as vocabulary used by thieves, beggars or traders.

According to Oxford Learners' Dictionary, Slang is a very informal words and expressions that are more common in spoken language, particularly used by special groups of people, for example, children, criminals and soldiers.

As it is cited before, slang is mostly used by the lower class of a specific society, however, slang can also be used as a highly colloquial type by utilising new words or scientific vocabulary.

4.1. Types of slang

Eric Partidge (1950 : 148) argues that « the different kinds of slang are numerous, and I propose to treat only twenty four most important, after all these limits. »

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According to Partidge, there are many types of slang that we cannot deal to all, however, here the most common types :

4.1.1. Cockney slang :

Its original is from the East End of London, which was more known by films, songs and literatures. It has two kinds, the first is used by the educated and the middle class. The second one is recognized as the English spoken in London streets.

Example :

Giz a butcher's at than then will you? = Let me have a look at that then, will you?

4.1.2. Public House Slang

It is the smallness record vocabulary. Willis says : » for the most part, slang is the result of linguistic inventiveness, particularly of young and lively persons who want fresh, original pungent, or racy terms with which they can rename ideas, actions and objects that they feel strongly about. In effect slang is the result of a combination of linguistic irreverence and reaction against said, stuffy, pompous, or colorless diction ». in other words, slang is the vocabulary created or invented among the smallness group such as family members, brothers and sisters.

Example :

Mazouga= مزعوقة, ugly.

4.1.3. Workness' Slang

It has a link with the previous type, however, workers call something with another name which used to be only understood among the close group.

For example :

Salka= سلكة, salary.

4.1.4. Trademaen' Slang

Which means the language used by traders that cannot be understood outside this sphere. It considers four kinds : tailors, builders, butchers and chemists.

Example :

Taloucha= طالوشة, which is a tool used by builders.

4.1.5. The slang of commerce

It is used between traders and their clients or customers, while making agreements or engagements. It is also used in business activities such as financial transactions and marketing.

For example : contract, balance sheet.

4.1.6. Slang in Schools

In this case, it is the vocabulary utilized among classmates or students' group. There are two kinds which are proper and gibberish, however cannot be generalized.

Example :

Yganen= يقتن, lie.

4.1.7. Society Slang

In every social group, there is a specific language used which is influenced by various elements such as race, social class, gender, age religion and others.

For example : Tgergiba or tchipa= money.

4.1.8. Internet Slang

Which is the language used in websites, emails and social networking sites. Erin Jansen says that the new technology has not fundamentally changed the existing language, but added immensely to vocabulary. In other words, internet becomes a worldwide diverse multilingual web, by using various languages and vocabulary.

Example :

LOL or MDR used by both native and non-native.

5. Abbreviations and Acronyms

5.1. Abbreviations

Abbreviation is the process of removing one of several parts lexical combination, thus it becomes a new form on word status. Another term of abbreviation is shorting, while the result of this process is called abbreviation. Kridalakesana (1989, 159). According to Karidalakesama, it is a morphological process in which moving one part or more that results a new word.

According to Weakly and Schendle (2001 :28) theories, there are five types of abbreviations, which are :

5.1.1. Clipping Words

In this type, the element removed is part of the lexical items, which means the clipping word never removes the affixes, it happens only in the roots.

Example :

Prof= professor

Doc= doctor

Here, are the list of the most common clipping words :

Clipping word	Meaning
flu	influenza
fridge	refrigerator
gas	gasoline
grad	graduate
stats	statistics
stereo	stereophonics
sub	submarine
taxi	taxicab
vet	veteran; veterinarian

Table2.1. abbreviations

5.1.2. Acronyms

It is a word formed from initial letter or multi-word names such as AIDS (Acquired Immunodeficiency Syndrome), those initial letters must be able to pronounce as a whole word.

5.1.3. Initialism

It is a type of abbreviation, which is written in capital letters and must be pronounced separately, such as BBC : British Broadcasting Corporation. Here, some of the most important initialism words :

Initialism	Meaning
DVD	Digital Versatile Disc
CD	Compact Disc
ATM	Automated (or Automatic)
NMHU	Not Much Here, You?
GTG	Got To Go
G2G	Got To Go
JW	Just Wondering
JK	Just Kidding
OK	Okay, "orl korrekt", misspelling of "all correct"

Table2.2. Initialism

5.1.4. Blends

It is the formation of a new word by combining two or more words. For example, Brunch= breakfast+ lunch.

Initial Consonant Blend Word Lists	
“bl-” blends	blend, blue, black, blossom, blur, blind
“br-” blends	break, brown, brace, brick, brand, bright
“cr-” blends	crown, crow, crab, cream, create, cry
“sn-” blends	snake, snack, snow, sneak, snore, snap
“st-” blends	star, stamp, stem, story, steak, stop

Table 2.3. Initial Consonant Blend Word Lists

Final Consonant Blend Word Lists	
“-st” blends	last, first, test, quest, worst, thirst
“-sk” blends	mask, task, risk, desk, disk, tusk
“-ld” blends	cold, told, fold, mold, gold, sold
“-nd” blends	sand, wand, pond, send, tend, find
“-nk” blends	skunk, sink, think, thank, tank, dunk

Table 2.4. Final Consonant Blend Word Lists

5.1.5. Contractions

Is the last type of abbreviations, it is the shortness way to write a word or more, such as ST= street or wont= will not.

Contraction	Meaning
a'ight	alright
ain't	am not / is not / are not / has not / have not / did not (colloquial) [†]
arencha	aren't you / are not you (colloquial)
can't	cannot
'cause	because
'cept	except
could've	could have
dammit	damn it
daresn't	dare not
dunno	don't know / do not know
d'ye	do you / did you
e'er	ever
'em	them
fo'c'sle	forecastle

Table 2.5. Contractions

5.2. Acronyms

As it is defined before, acronym is a word formed from the first or initial letters of each part of the compound term. For example, NATO (the North Atlantic Treaty Organization). The formed letters can be pronounced as word.

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In other words, it is a set of initials representing a name, organization. Thus, it is created word from each word in a phrase or a title.

Acronym	Meaning
RADAR	Radio Detection and Ranging
SMART	Self-Monitoring, Analysis, and Reporting Technology
FBI	Federal Bureau of Investigation
LASER	Light Amplification by Stimulated Emission of Radiation
SWAT	Special Weapons and Tactics
UNICEF	United Nations Children’s Fund
IRL	In Real Life
IDK	I do not know
IMO	In My Opinion
PIN	Personal Identification Number
UK	United Kingdom
USA	United States of America

Table 2.6. Acronyms

6. The importance of social Networking sites in young generation life

SNSs is an integral part of the lives of many teenagers. A 2018 Pew Research Center survey of nearly 750 children aged 13 to 17 found that 45% of them is online almost constantly and 97% uses social media platforms; Like YouTube, Facebook, Instagram or Snapchat.

What is the impact of using social media on teens?

6.1. Positive and negative effects of social Networking sites

There has been more evidence about the pros and cons of using social media sites. A research was conducted in June 2012 at the University of Georgia proved that millions of people, who connect daily to social media sites, improve their self-esteem. Communicating with others and controlling their vision of you positively affects your vision of yourself.

On the other hand, a study conducted in June 2013 at the University of Michigan proved that students who suffer from narcissism tend to have the highest percentage of posts on social networking sites, to feed their ego and control the perception of others, which can have a serious impact on girls.

Another study, conducted by Flinders University in Australia, found a relationship between a girl's time on the Internet and low self-esteem and dissatisfaction with her body image (although a cause-and-effect relationship cannot be proven). After interviewing more than 1,000 high school girls, the researchers also found that social media increased conversations about appearance.

Although 80% of girls participating in the survey are of normal weight, almost half (46%) were not satisfied with their bodies. The results indicate that the concerns of many young women about their body image are not really related to the problem of overweight, but rather to comparing themselves to unrealistic "standards" set by celebrities, which are in fact far from normal.

A research conducted at Stanford University linked the long hours spent in front of a screen, the constant scrolling between the pages of social networking sites and the experience of negative feelings and experiences. The study also considered that a girl who uses more than one means of social communication, lacks social skills and is more likely to establish friendships that her parents do not consider appropriate and that have a negative impact on their daughter.

Parents need to realize that social networking sites have their benefits and risks, and they need to use them realistically and not be afraid of them. In other words, we need to ask our children the right questions, help them navigate social media, and trust our intuitions when things go out of fashion.

6.1.1. Advantages of social Networking sites

Social media allows young people to create identities online, connect with others and create social networks. These networks can provide young people with valuable support, especially by helping those who feel excluded, who have a disability or a chronic illness.

Teens also use social media to entertain and express themselves. Platforms can expose teens to current events, allow them to interact across geographic barriers, and teach them a variety of topics, including health-related behaviors. Social media that is humorous, distracting or offers a useful peer-to-peer connection and a broad social network can help teens avoid depression.

6.1.2. Disadvantages of social Networking sites

However, the use of social media can have a negative impact on teens by distracting them, disrupting their sleep, exposing them to bullying, spreading rumors, unrealistic visions of other people's lives, and peer pressure.

The risks may be related to the use of social media by teenagers. Caitlin Hoffman 2019 had conducted a study of more than 6,500 young people aged 12 to 15 in the United States found that those who spend more than three hours a day using social media can be at high risk of mental health problems. Another 2019 study of more than 12,000 teenagers aged 13 to 16 in England found that using social media more than three times a day predicted poorer mental health and poorer well-being among teenagers.

Other studies have also found links between high levels of social media use and symptoms of depression or anxiety. According to Woods and Scott (2016), a study of more than 450 teens found that greater use or use of social media at night and emotional investment in social media – such as feeling upset when connecting – were both associated with poorer sleep quality and higher levels of anxiety and depression.

How teens use social media can also determine its impact. A 2015 study (J Abnorm Child Psychol) found that the social comparison and comments, teens look for using social media and mobile phones were associated with depressive symptoms. In addition, a small study from 2013 found that older teens who used social media passively, for example by simply looking at other people's photos, reported lower life satisfaction. Those who have used social media to interact with others or post their own content have not experienced these declines.

Grace & Nicholas (2011) have driven an earlier study on the impact of social media on students showed that the more they used Facebook, the happier they thought others were than they were. However, the more time students spend with their friends, the less they feel.

Due to the dynamic nature of young people, experts point out that teens who post content on social media are likely to share intimate photos or very personal stories. This can lead to bullying, harassment or even blackmail of teenagers. Teens often create messages without considering these consequences or privacy issues

7. The expressiveness of Netspeak

Netspeak (also known as internet shortcut, cyber slang, digispeak, internet slang or chatspeak) is a form of non-standard or informal language that people use on the Internet to communicate with each other. An example of Netspeak is "LOL" which means "laugh out loud". Because it is constantly evolving, it is difficult to provide a standard definition. However, it is possible to understand any type of slang that internet users have promoted and, in many cases, invented. Often, such terms appear to save keystrokes or to compensate for the number of lowercase letters. Many people use the same abbreviations in text messages, instant messages, and social networking sites. Abbreviations, keyboard symbols, and acronyms are common types of netspeak. New familiar dialects, such as Lit or Lolspeak, are developing as group Internet memes rather than to save time. Many people use Internet slang not only on the Internet, but also face to face.

7.1. Creation and evolution

Netspeak was born in the early days of the Internet, with some terms predating the Internet. Early forms assumed that people knew about programming and commands in a particular language. It is used in discussion forums, social networking services, online games, video games and in the online community. Since 1979, users of telecom networks such as Usenet have created their own shortcuts.

The main reason for using Netspeak is to facilitate communication. However, while using acronyms save the writer time, they take twice as long as the reader to understand them, according to a study by the University of Tasmania. On the other hand, similar to the use of slang in traditional spoken or written language, netspeak is often a way to indicate group membership.

Netspeak provides a channel that facilitates and limits the ability to communicate in fundamentally different ways than other semiotic situations. Many of the expectations and

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practices we associate with spoken and written language are no longer applicable. The Internet itself is perfect for the emergence of a new slang due to the richness of the medium and the availability of information. Slang is therefore the motive behind "the creation and support of online communities". These communities in turn play a role of solidarity or identification or in an exclusive or shared cause.

David Crystal distinguishes five areas on the Internet where slang is used: the Web itself, email, asynchronous chat (for example, mailing lists), synchronous chat (for example, Internet Relay Chat), and virtual worlds. The electronic nature of the string has a substantial influence on the linguistic medium. Connection options are limited by the nature of the devices required to access the Internet. Thus, productive language ability (the type of information that can be transmitted) is determined by the predefined characters on the keyboard, and receptive language ability (the type of information that can be seen) is determined by the size and composition of the screen. In addition, the sender and recipient are linguistically limited by the characteristics of the Internet, the programs, the computers, and the network devices that connect them. Electronic speech refers to writing that is "often read as if it were spoken, i.e. as if the sender was writing while speaking".

Many debates continue about how the use of netspeak affects language outside of the digital real. Although a direct causal relationship between the Internet and language has not yet been proven by any scientific research, Netspeak has called for a division of opinions on its impact on the standard of language use in non-computer-aided communications.

Prescriptivists tend to believe that the Internet has a negative impact on the future of the language and that this level would deteriorate, such as Emmy Favilla (2017). Some may even attribute any decline in formal English to the increase in the use of electronic communications. It has also been suggested that linguistic differences between Standard English and CMC (Computer Mediated Communication) could have implications for literacy education. This is illustrated by the widely reported example of a school essay submitted by a Scottish teenager, which contained many acronyms and acronyms of the SMS type. There has been significant condemnation of this method by the media as well as by educators, who have expressed that it shows a decrease in reading, writing or language skills.

On the other hand, descriptivists and counter-arguments argue that the Internet allows for better idioms of a language. Rather than established linguistic traditions, language choices sometimes reflect personal tastes. It has also been suggested that, contrary to the deliberate mockery of linguistic conventions, netspeak is the result of a lack

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of incentive to monitor online speech. The language of e-mails as being derived from "writing the way people speak," and that there is no need to insist on "standard" English. English users, in particular, have a broad tradition of label guides, rather than traditional descriptive treatises, which provide guidance on linguistic relevance. The use and dissemination of netspeak is also in addition to the cultural currency of the language. It is important to language speakers because of the basis, it provides for identification within a group, as well as for determining an individual's language and communication skills. The result is a specialized subculture based on its use of the vernacular.

In scientific research, attention has been drawn, for example, to the influence of the use of online slang on ethnography, and especially to how conversational relationships online are structurally altered by the use of slang.

Markman (2013) argued that in German, there is already considerable controversy regarding the use of anglicisms outside the CMC. This position is more problematic within the MCC, where the middle language is dominated by English terminology. An extreme example of an anti-English perspective can be seen in the chatroom rules of a Christian site, which prohibit all language models ("Das Verwenden von Anglizismen ist strengstens untersagt!" [The use of English is strictly prohibited!]), as well as translating the basic terms into German equations.

Although netspeak began as a way to "oppose" the dominant language, its popularity with today's digitally literate population has transformed it into a part of everyday language, where it also has a profound impact.

Frequently, using netspeak has also become traditional in mimetic "cultural information units". These memes have in turn spread through their use on the Internet, especially via websites. The Internet as an "information highway" is also stimulated by slang. The development of slang has also led to the creation of a "slang federation" as part of a unique and specialized subculture. These effects, however, are limited and require further discussion, particularly from the non-English researcher. Indeed, Netspeak is widespread in the most widely used languages on the Internet, such as English, which is the lingua franca of the Internet.

8. The hyperlink

The hyperlink can be a word, a sentence, or even a picture. When we click on it, it takes us to another file or section of the same file. The hyperlink is present in almost all

websites, allowing the user to move from one page to another with the click of a button. The hyperlink text is often blue and underlined, to be distinct. Christensson, (2006).

8.1. Online hyperlink

In HTML (HyperText Markup Language) documents, the hyperlink is implemented using the `<a>` and `<link>` elements, where the `<a>` element indicates the position of the hyperlink to click and the `<link>` element indicates where it will go and the relationship between them. The information in the `<link>` element is processed by the browser, and this element provides logical definitions of the relationship between the pages and the language exchanged; Facilitate and enable communication between here and there.

8.2. Hyperlink structure

As it is said earlier, the hyperlink depends on the anchor element `<a>` in the first place, it represents the original place from which it will be moved, so the code that is written to do this for the element `<a>`: `Linktext` This code is a beginning of programming in order to implement the hyperlink scheme. As can be seen, the `<a>` element consists of leading and trailing parentheses `<>`, which are necessary and known to any HTML document. As for the content of the parentheses, it is known as the text of the link, and this expresses the part that will be pressed, whether it is a word, an image or a sentence.

8.3. Types of links and their meaning for the search engine

A hyperlink with different purposes and functions is used to link internet pages. Different types of links have been established by users on the Internet and are now very common. This hyperlink is divided into two parts, internal links and external links. As for internal links, they are all links between subpages of the same domain, as for external links, they link different domains together (such as linking websites together).

These internal and external links are used by users for the purpose of linking sites to each other. In addition to these advantages of hyperlinking, there is a very vital additional advantage of hyperlinks, hyperlinks contribute significantly to improving the quality of the search engine (SEO) of the content of websites, and anyone who knows this area will know how important it is to have internal and external links in every content on the Internet , as it helps to improve its visibility with website visitors.

8.4. The importance of the hyperlink

The hyperlink offers internet users a simple and flexible opportunity to access internet pages, simply identify more information and navigate comfortably between them.

Hyperlinking goes with the human instinct to recognize information and engage in cognitive curiosity.

Thus, hyperlinks help users to keep track of the facts in a chain of linked information, not only in a simple way, however, also in a way that provides them with a lot of information about the data shared between the pages and their relationships with each other. These hyperlink codes that users do not see, allow them in one click to move to another site linked to the current site, and this indicates the power and importance of programming for users, although behind this simple click a lot of complex codes, but the user never finds a problem in the use of this technique.

9. The impact of social media on language use

The advent of the Internet and the emergence of social networking sites and have transformed communication. For example, social media has an impact on the number of information with whom individuals can communicate, globally, and on the frequency of communications. i.e, social media has a wide-ranging impact on the way people communicate using the English language or other languages. Notably, many changes are evident in the way people write and speak any language due to the changing nature of the language on social networking sites.

It seems that people are always in a hurry to pass messages to each other sometimes without having to worry about using correct English or a language in general. Basically, language evolves, and this is no exception to the language used on social media. One of the most important effects of social media sites and media on oral and written English is vocabulary attribution, according to the study of Dalzell & Victor (2017). Some words that had specific meanings now carry new meanings depending on the context of the application, and the magnitude of this phenomenon has affected verbal communication in formal languages.

According to the Association for Information Resource Management in 2016, there is a potential for general weakness in the appropriate language skills, as most conversations on social media are riddled with acronyms, misspelled words and acronyms. While acronyms and inappropriate use of language may be understandable among adolescents and young adults, older adults sometimes have difficulty understanding modern and informal language. However, for many people, the use of informal language influenced by social media seems to have made language simpler and easier to understand, but may have eroded and lost the ability to communicate deep ideas.

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Another notable impact of social media is that it has also introduced a new vocabulary for communication. With the growing popularity of slang, many words ceased to be slang and were incorporated into common language. New terms such as "selfie", "memes", "unfriendly" and many others are now considered part of daily oral and written conversations. Similarly, acronyms (OMG, TBT, DM and LOL) have shifted from social networking sites to regular oral and written language. According to Horobin (2018), these words are unknown in English usage, and they have become very popular and used all over the world thanks to social networking sites. Some of these words have also been incorporated into English dictionaries. It should be noted that this new vocabulary is introduced very quickly on the Internet, is overused and sometimes rejected at the same rate.

The negative impact on the use of language is the inappropriate use of grammar, informal speech used in bad contexts and spelling mistakes. However, social media has a positive side. In addition, social media seems to create greater awareness of mistakes in any language, as some readers discover and report mistakes through their comments about other people's speech. This is proof of the continued interest of some in the correct language and the importance of using it in our daily lives and on social networking sites.

Of course, social media has many positive effects on how people write and speak English. Requests for faster and more convenient communication have increased with the tendency to misspelling, the use of abbreviations and the inappropriate use of informal language.

In addition, the new vocabulary developed in social media has entered everyday verbal conversations. Some words that were slang have been incorporated into common language, making them easier to understand. More importantly, social media has also increased awareness of the correct use of the language.

10. Previous reserches on social media impact on language use

There are numerous studies conducted by scholars and linguists to identify the effects of social networking sites on language use. Till now, researchers have different arguments to determine the positive and negative impact of social networking side on language development.

Naom Chomsky(2014), had cited that our language is constantly, inevitably, and naturally changing, transforming and becoming more adaptive to its users due to the changes in our contemporaries. According to Chomsky, language is not constant, and it

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develops as a human brain, body, thoughts, and behaviors. Significant factors influence the language such as gender, age, social class, geographical area, religions and others.

Baldwin (2012 :58), says that social networking sites can be both a friend and a foe for natural language processing. He considers the use of social networking sites as the first responsible for : the spelling consistencies, free-form adaptation of new vocabulary, and the regular violation of using languages (grammatically, phonetically, lexical and spelling). Baldwin has also mentioned the ability to disambiguate the textual content, such as sharing web links which have no textual meaning, but it is usefull.

Swon (20017) has found that social media has a negative impact on students' language, particularly on grammar use and spelling. Social networking site users utilize a specific language in their conversation, sharing contents and writings, without taking the grammatical and spelling rules into regard. Jimma (2017) agrees with swon, social media users bring new vocabulary to languages which affect negatively the formal or the academic language.

According to Vygtsky (1987), culture and society have a major role in language development. He called this process as the transfer from inter-psychological to intra-psychological.

Other findings, highlight the positive impact of social networking sites on language use. Khan (2016) cited that users of social media will rich their knowledge with new words, phrases, and information, without the need to read books.

Abbas, Aman, Nurunnabi, & Bano (2019) state that the more time learners allocate on social networking sites, the lesses time the spent interacting in person with real person, which means that social media users will lose their communicative skills and they build barriers between the virtual sphere and the real one, and they could not interact in the real life.

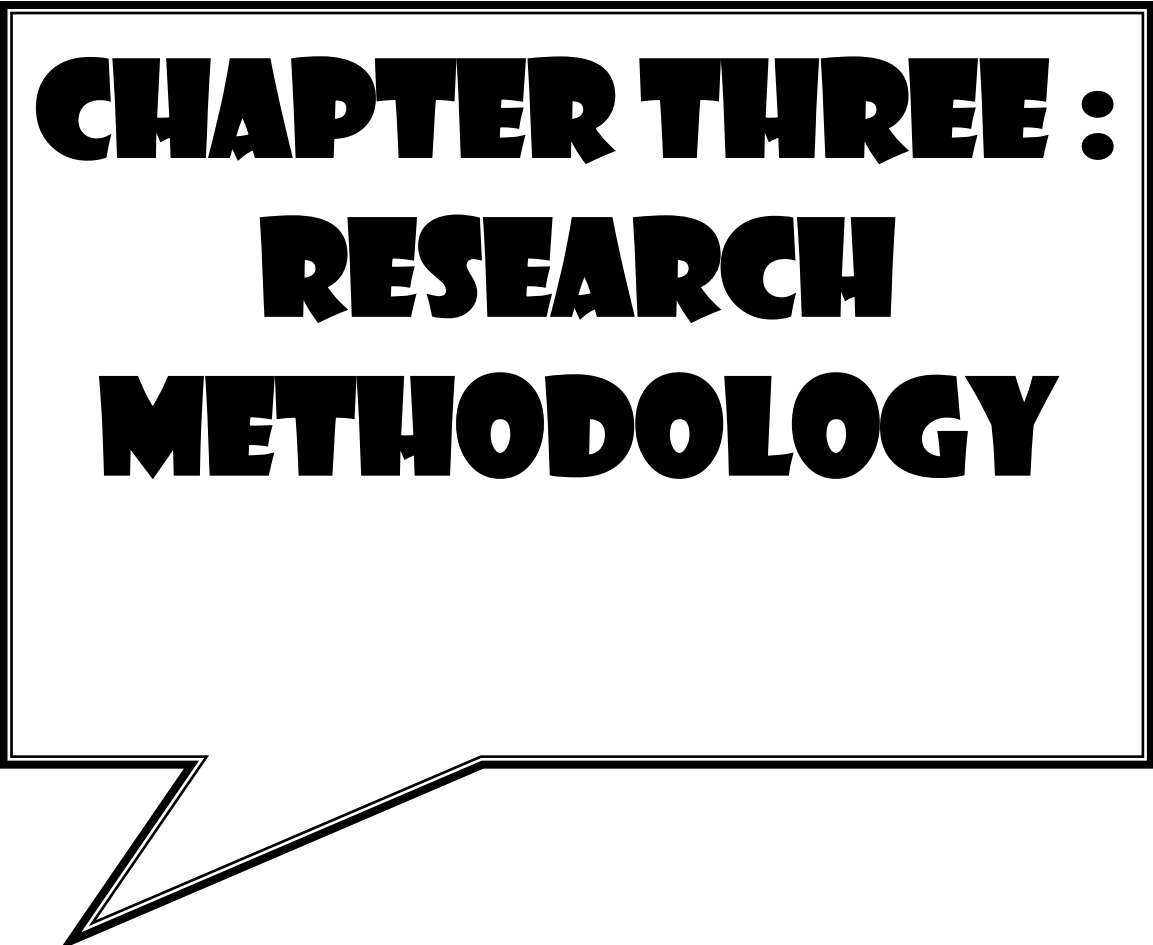
Abbasova (2016) had conducted a study on the impact of social networking sites on students' English proficiency. He found that social media has both positive and negative effects, by learninig new vocabulary, interacting with different persons with different cultures, however, the negative side appears in the use of an hybrid language that break all the language rules, and led users to use and learn language in a wrong way.

11. Conclusion

As a conclusion, it is proved that social networking sites have both positive and negative effects on young people, and based on these influences, individuals must identify

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whether they will continue to use the sites or stop or even moderate their use at least. It is important to note that parents should guide, advise and control their children on current topics such as the use of social media and warn them of its negative effects, when they are abused or overused, by considering social networking sites just as a tool of communication, not a life to live.



CHAPTER THREE :
RESEARCH
METHODOLOGY

1. Introduction

The last chapter is dedicated as the research methodology and design regarding on data to collection and analysis. It is used as a description of case study concerning the impact of social media on language use, this current study aims to investigate the factors that determine how online language used in social networking sites affects offline langAuge (language used out of social networking sites).

The participants of the study was secondary school pupils from different schools at Tissemsilt state. In order to achieve the main objectives of this study which deals with the practical part. We had used one instrument to collect data, which is questionnaire for students, finally this chapter denotes the analysis.

2. The sample population

We have chosen a specifics sample population of eighty (80) users of social Networking sites (Facebook) from different secondary school in Tissemsilt, for representing the whole participants.

3. The research instrument

Questionnaire is the most used by many researchers for collecting data, it can help to get the accurate data, the data that could be not observed. Questionnaire was as a tool of investgation, which is the most useful and helpfull for our research.

3.1. Description of questionnaire

In this research paper. The questionnaire consists of (31) questions which was addressed to (80) secondary school pupils. It aims to again their opinions about the impact of social networking sites on language use, particularly Facebook and wither the effects of online language on the offline one. Concerning the type of questions used in this research paper, the researchers have used multiple choice questions which it provides several answer from which the respondents have to choose the appropriate one according to choose the appropriate one according to their points of views and their opinions, the close-ended questions, the respondents oblige to answer (yes) or (no), we have given some open end questions in which the respondents can answer freely without any limit by using their words. The questionnaire was divided into three section, the first one is about personal information (gender, age, and educational level), then use of social networking sites, which is about if they use social media,types, duration of utilization, people with whom they communicate, reasons of use, and advantages/ disadvantages of social networking sites. Finally, effects of social networking sites section, that contain; negative and positive

impact, languages used, and how social networking sites affect the respondents' language use.

3.2. Analysis of participants' questionnaire

Question one : what is your gender ?

Gender	Rate	Percentage
Male	24	30
Female	56	70

Table 3.1. Respondents' gender

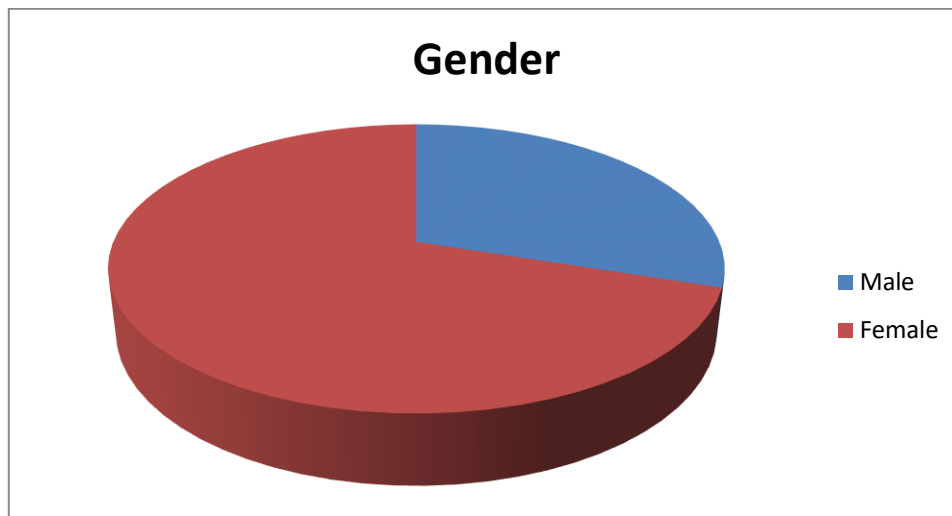


Figure 3.1. Respondents' gender

The participants were asked to precise their gender. Twenty four (24) males and fifty six (56) females were chosen to answer the following questions in order to represent the whole population.

Question two : how old are you ?

Age	rate	Percentage
15 year	19	23.8
16 year	31	38.8
17 year	30	37.5
Other	0	0

Table 3.2. Respondents' age

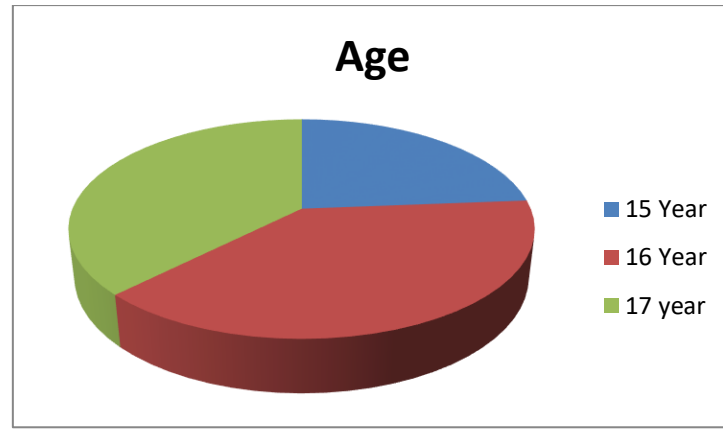


Figure 3.2. Respendents' age

The informants were asked to give their age. They were between 15 and 17 years old. The dominant age among the respondents was 16 year old.

Question three : in which class ?

Level	Rate	Percentage
First year	41	51.2
Second year	24	30
Third year	15	28.2

Table 3.3. Educational level

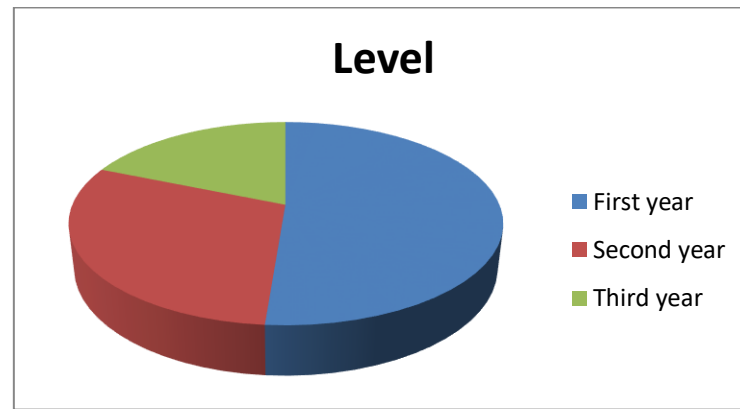


Figure 3.3. Educational level

It is noticed that most of the respendents are in the first year secondary school with 51 percent, 30 percent for the second year and 28 percent et the third year.

Qusetion four : Do you use social Networking sites ?

	Rate	Percentage
Yes	62	77.5
Sometimes	15	18.8
No	03	3.8

Table 3.4. Use of social Networking sites

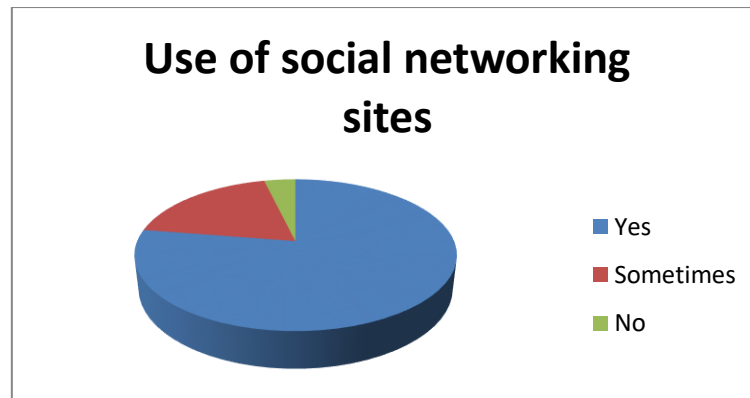


Figure 3.4. Use of social Networking sites

From the above table, we can understand that the majority of participants use Facebook social networking sites with a percentage about 77 percent.

Question five : Which of the social Networking sites do You use ?

Social networking sites	Rate	Percentage
Facebook	64	80
Twitter	13	16.3
Instagram	58	72.5
Snap chat	38	47.5
Skype	04	5
Other	20	25

Table 3.5. Type of social Networking sites usage

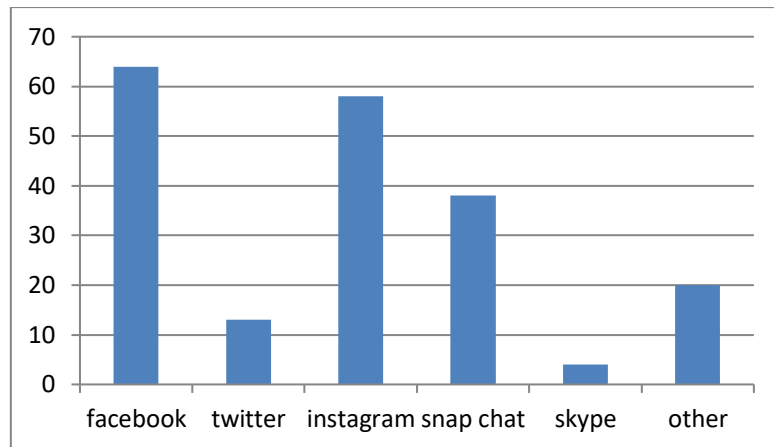


Figure 3.5. Type of social Networking sites usage

According to the table above, we can notice that most of the respondents prefer Facebook and Instagram rather than other social networking sites. Others prefer other social networking sites such as Youtube, Imo and Viber.

Question six : how often do you use Facebook ?

	Rate	Percentage
Always	20	25
Usually	32	40
Rarely	16	20
Never	14	15

Table 3.6. Frequency of using Facebook

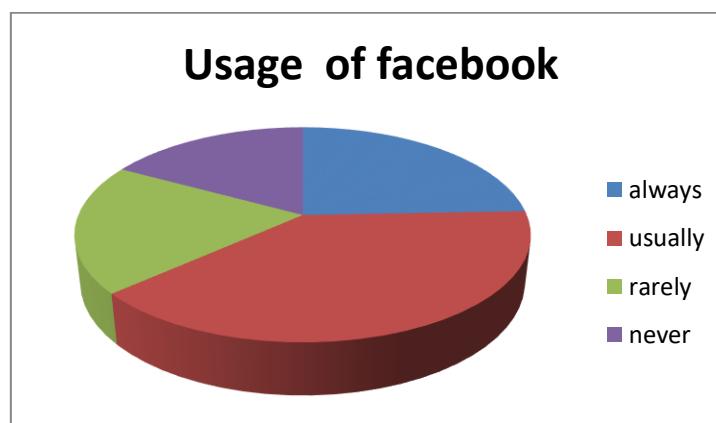


Figure 3.7. Frequency of using Facebook

The purpose of this question to know the frequency of using facebook. From the table above, we understand that participants' answers were equitable, however, 40 percent uses it usually.

Question seven : Who do you communicate with?

	Rate	Percentage
Close friends of the same age	55	68.75
Close friends from different ages	12	15
Persons from different ages	13	16.25

Table 3.7. Friends

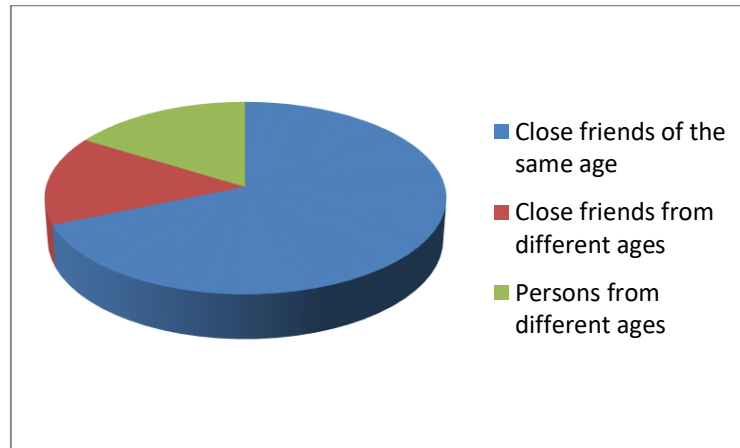


Figure 3.7. Friends

From the table above we can notice that 68 percent of the participants communicate with close friends of the same age, while 15 percent did not care about the age of their friends and the rest communicate with people from different ages.

Question eight : Duration for using social Networking sites

	Rate	Percentage
One year	20	25
Two years	14	17.5
Three years	17	21.3
More	29	36.3

Table 3.8. Duration for using social Networking sites

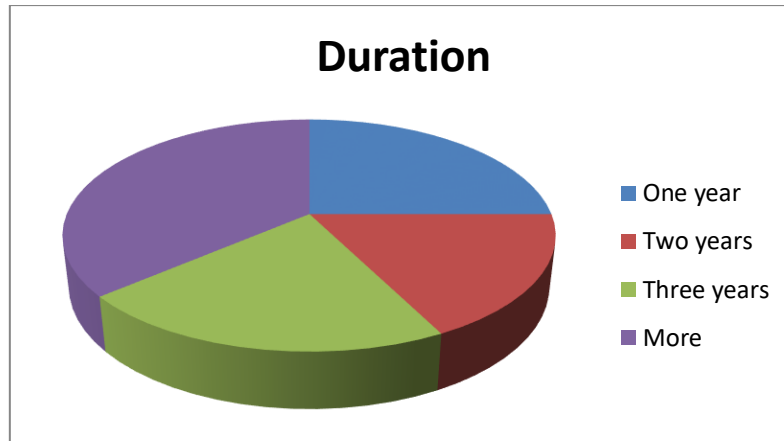


Figure 3.8. Duration for using social Networking sites

It is noticed that 29 of the respondents have more than three years using social networking sites, 20 of them stated that they utilize for one year, 14 respondents only two years ; while 17 of them use them for three years.

Question nine : How often do you visit social networking sites?

	Rate	Percentage
Always	38	47.5
Usually	17	21.3
Sometimes	23	28.7
Rarely	02	2.5
Never	00	0

Table 3.9. Frequency of visiting social networking sites

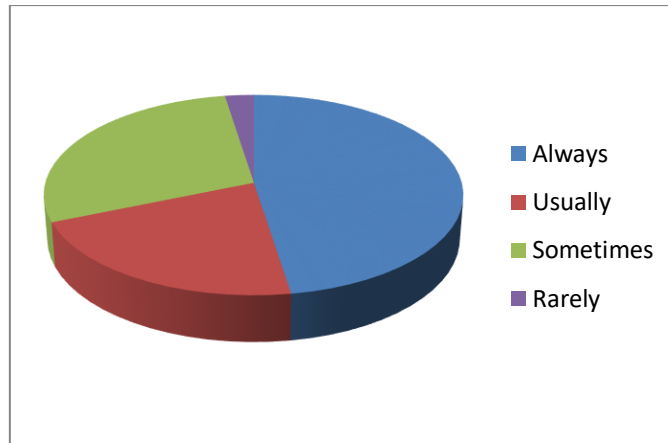


Figure 3.9. Frequency of visiting social networking sites

This question focuses on the frequency of visiting social Networking sites, the findings show that the majority visit them daily, 17 of of the participants usually visit, 23 of them sometimes; while 2 of them visit social networking sites rarely.

Question ten : Time spent in social Networking sites

Hours	Rate	Percentage
One hour	19	23.8
Two hours	13	16.3
Three hours	21	26.3
More	29	36.3

Table 3.10. Time spent on social Networking sites

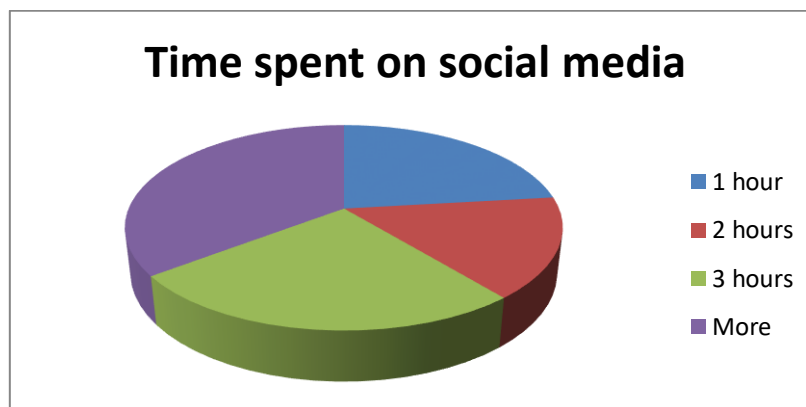


Figure 3.10. Time spent on social Networking sites

The results of this question, shows that 29 of the respondent spent more time than the others ; while the rest of the answers seems to be equivalent.

Question eleven : Reason for using social networking sites

Reason	Rate	percentage
Dating	11	13.8
Making new friends	21	26.3
Remaining updated about trends	46	57.5
Collaborating with fellow pupils and study	34	42.5
Source of recreation and relaxation	32	40
other	12	15

Table 3.11. Reasons of social networking sites’ use

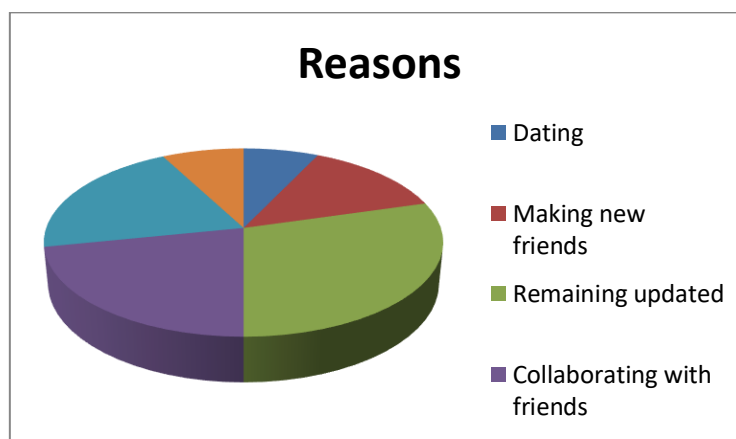


Figure 3.11Reasons of social networking sites’ use

The results find that (13.8 %) of the respondents are interested in dating, , while (26.3%) of them use it for making new friends, (57.5%) use Facebook for Remaining updated about trends, (42.5%) are collaborating with fellow pupils and study, (40%) use it as a Source of recreation and relaxation; whereas (15%) use Facebook for other reasons, they did not mention them.

Question twelve : which language do you use ?

Language	Rate	Percentage
Arabic	59	73.8
Tamazigh	2	2.5
English	32	40
French	56	70
Other	9	11.3

Table 3.12. Languages used on social Networking sites

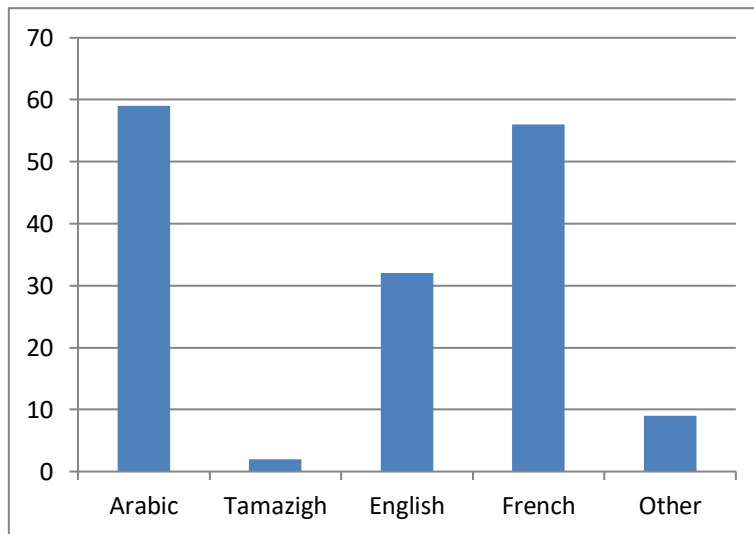


Figure 3.12. Languages used on social Networking sites

Concerning the table above, it is noticed that (59) of the respondents use Arabic as the first language of communicating, (2) Tamazigh, (32) use English, (56) French; while (9) of them use other languages such as Turkish.

Question thirteen : Do you think using social networks are posing positive effects on your studies by any means ?

	Rate	Percentage
Agree	44	55
Strongly agree	12	18.8
Disagree	13	15
Strongly disagree	11	13.8

Table 3.13. Positive effects

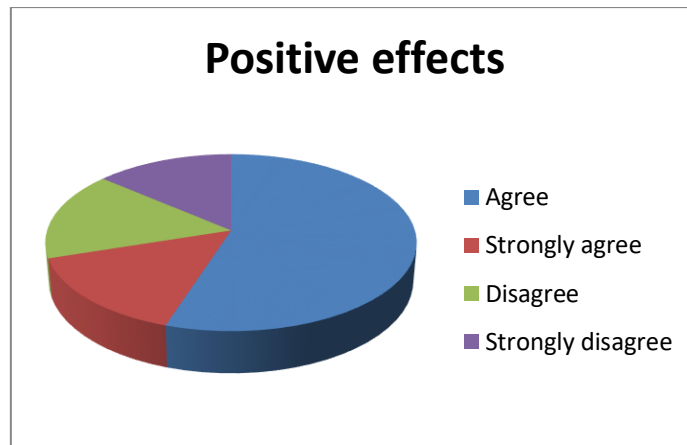


Figure 3.13. Positive effects

From the table above, we notice that 55 percent agree that the use social networking sites has an positive effect on their studies; while other answers were equivalent.

Question fourteen : Do you think using social networks are posing negative effects on your studies by any means ?

	Rate	Percentage
Agree	32	42.5
Strongly agree	11	11.3
Disagree	29	36.3
Strongly disagree	8	10

Table 3.14. Negative effects

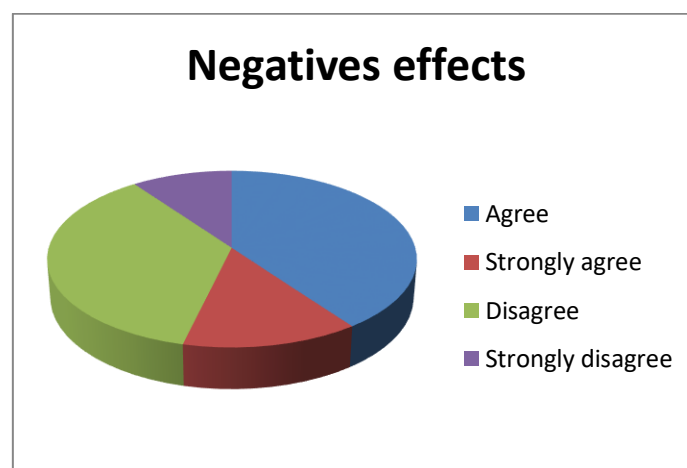


Figure 3.14. Negative effects

According to the table, 32 of the respondents agree that social networking sites has influenced their studies negatively, 29 of them disagree ; while the rest are equitable

Question fifteen : What is the best advantage(s) of using social networks?

Advantage	Rate	Percentage
Meeting new people	23	28.7
Keeping in touch with friends	55	68.8
Learning become easier	33	41.3
Leisure	42	52.5
None	11	13.8
Other	3	3.8

Table 3.15. Social Networking sites’ advantages

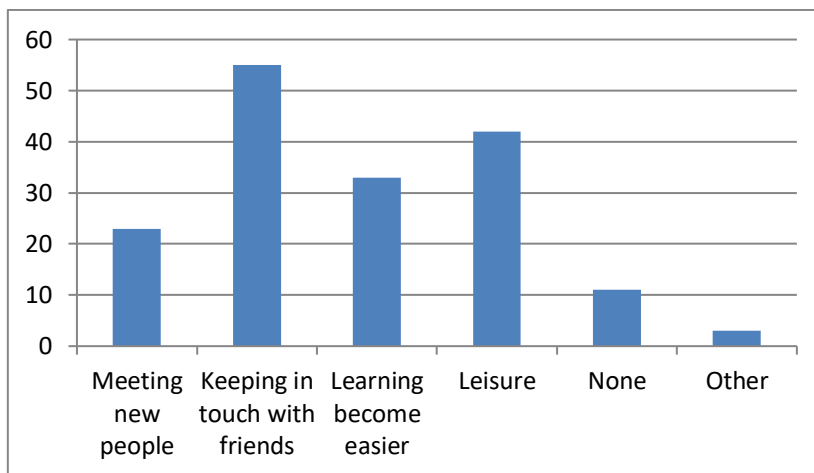


Figure 3.15. Social Networking sites’ advantages

The aim of this question is to identify the advantages of using social Networking sites, it is noticed that 69 percent agree that the most important advantage is to keep in touch with friends, 23 of them for meeting new people, 33 saw that learning became easier, and 52.5 percent just for leisure, while eleven of them said that there is no advantage of using social networking sites.

Question sixteen : What is the worst disadvantage of social network usage?

Disadvantage	Rate	Percentage
There is no concept of privacy	25	31.3
Reducing focus on studies and affects performance	50	62.5
Decreases social skills (not an adequate replacement for face-to-face communication)	25	31.3
Lesser physical activity results in health problems	30	37.3

Table 3.16. Social Networking sites’ disadvantages

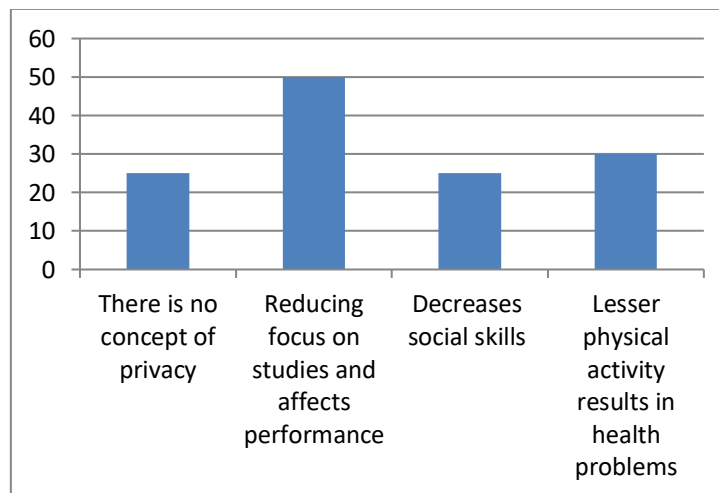


Figure 3.16. Social Networking sites’ disadvantages

From the table, a rate of 62.5 percent agrees that social networking sites affect negatively their studies ; wile other answers were balanced.

Question seventeen : Do you evaluate the content you publish on social networks?

	Rate	Percentage
Yes	28	35
Sometimes	29	36.3
Never	23	28.7

Table 3.17. Conents’ evaluation

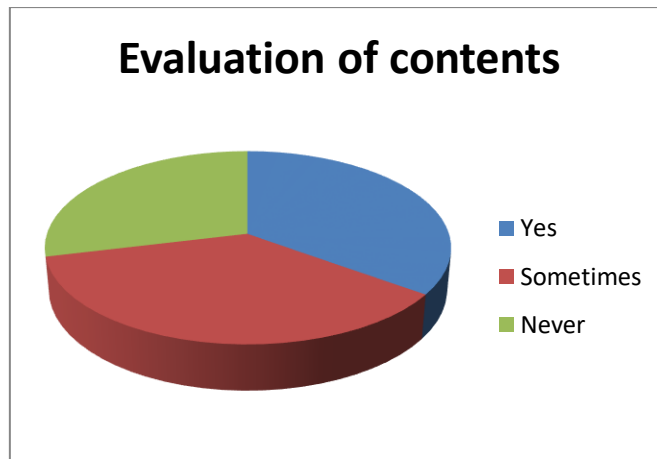


Figure 3.17. Contents’ evaluation

The purpose of this question is to determine if the participants evaluate what they share on social networking sites, the results were quite equitable.

Question eighteen : How do social Networking sites affect your real life?

Effect	Rate	Percentage
Positive effects	28	35
Negative effects	17	21.3
No effect	35	43.7

Table 3.18. Effects’ manner

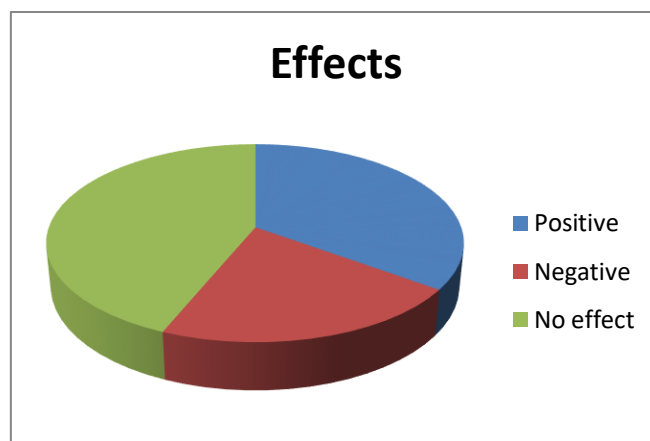


Figure 3.18. Effects’ manner

We notice from the table above that 35 of the respondents said that social networking sites has no effects on their real lives, 17 of them stated that it has a negative effects; while 35 percent cited that it has influenced their real lives positively.

Question nineteen : Do you think the friends made through social media are trustworthy?

	Rate	Percentage
Agree	20	25
Strongly agree	16	20
Disagree	40	50
Strongly disagree	4	5

Table 3.19. Trust

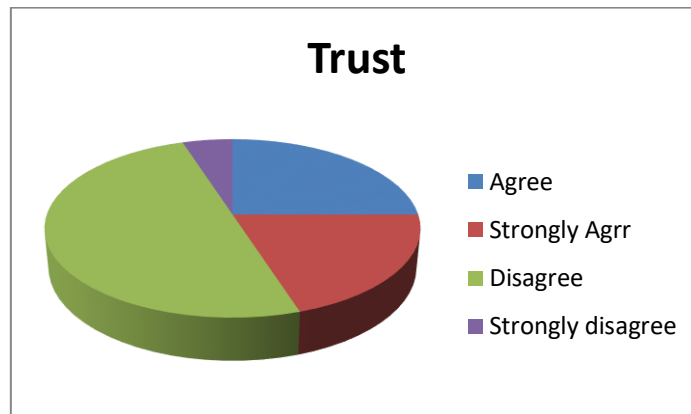


Figure 3.19. Trust

According to the results, 50 percent of the participants disagree with the question of trust, 25 percent agree, 16 of them strongly agree, while the others strongly disagree.

Question twenty : Are your parents aware of your social networking activities?

	Rate	Percentage
All my activities	54	66.3
Some of them	24	30
None	3	3.8

Table 3.20. Parents' awareness

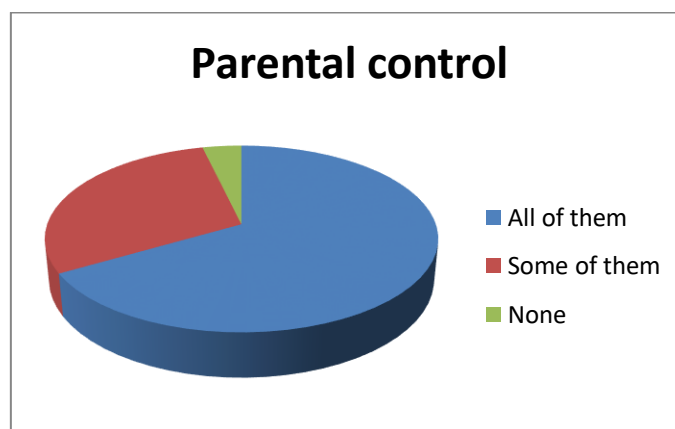


Figure 3.20. Parents' awareness

In this question, we had focused on the parental control for the participants' activities. The results were : 54 of them declared that their parents are aware about all their activities at social networking sites, 24 of them stated that most of them ; while the rest their parents are not aware about their activities.

Question twenty one : Do you think using some kind of social networking is essential for today's life?

	Rate	Percentage
Agree	39	48.8
Strongly agree	16	20
Disagree	19	23.8
Strongly disagree	6	7.5

Table 3.21. Social Networking sites' essentiality

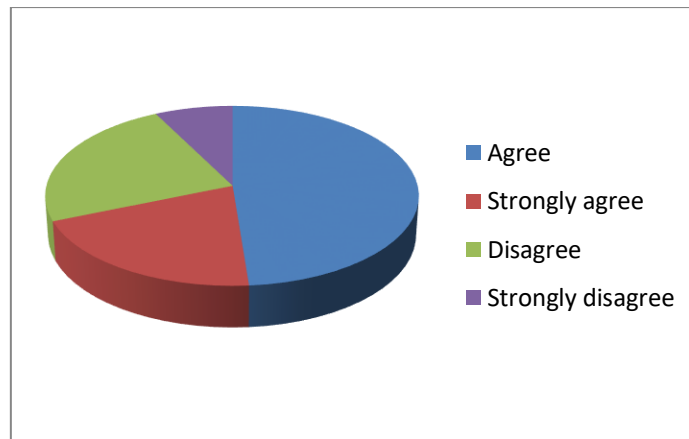


Figure 3.21. Social Networking sites' essentiality

The aim for asking this question is to know the participants' opinions if social networking sites are essential for their lives, we notice that a rate of 48.8 percent agrees that is essential, 16 of them strongly agree, 19 disagree ; while 7.5 percent strongly disagrees.

Question twenty two : Do you think using social networking sites help you in your studies by any means?

	Rate	Percentage
Agree	51	63.75
Strongly agree	15	18.75
Disagree	14	17.5
Strongly disagree	0	0

Table 3.22. Social Networking sites’ help for studies

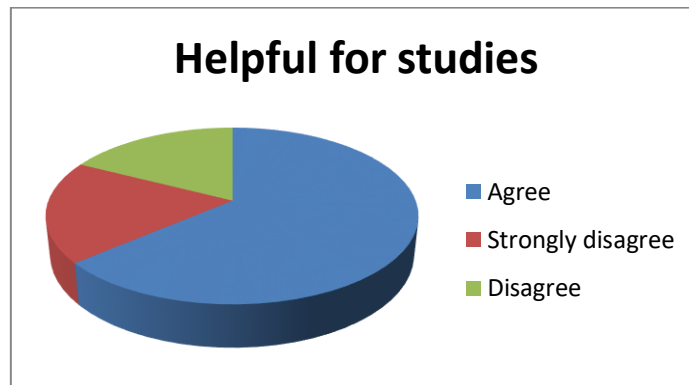


Figure 3.22. Social Networking sites’ help for studies

The results show that the majority of the participants with a rate of 63.75 percent agree that social networking sites are helpful for their studies, 15 of them strongly agree ; while 14 of them disagree.

Question twenty three : Do you focus on correcting your grammar during writings on social networking sites?

	Rate	Percentage
Yes	35	43.75
Sometimes	34	42.5
Never	11	13.75

Table 3.23. Respecting grammatical rules

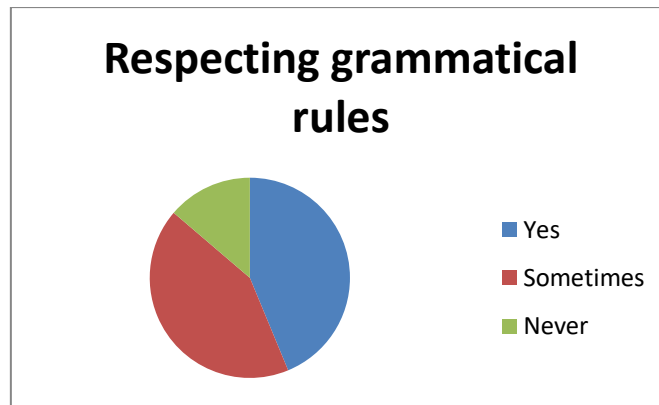


Figure 3.23. Respecting grammatical rules

From the table above we notice that, 35 of the participants take care about correcting grammatical rules during writing, 35 of them often correct their writings, while 13.75 percent did not care about respecting grammatical rules.

Question twenty four : Do you use complete sentences during writing ?

	Rate	Percentage
Yes	25	31.25
Sometimes	41	51.25
Never	14	17.5

Table 3.24. Writing whole sentences

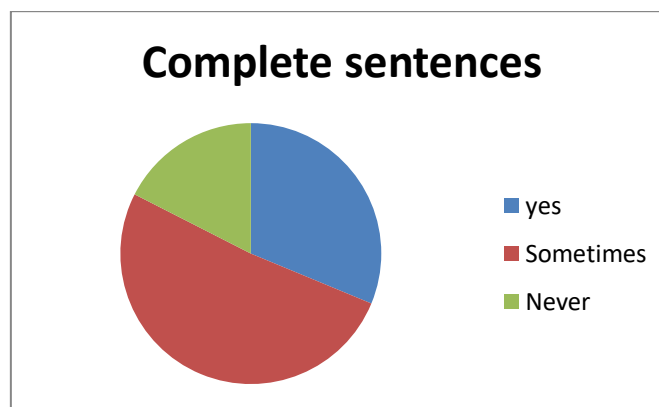


Figure 3.24. Writing whole sentences

The purpose of this question is to identify if the participants respect the sentence' structure while writing, the results show that 41 of them sometimes write whole sentences, 31.25 percent uses complete sentences ; while the rest had never used whole sentences.

Question twenty five : Do you use contractions and abriviations during writing ?

	Rate	Percentage
Yes	48	60
Sometimes	20	25
Never	12	15

Table 3.25. Use of contractions and abbreviations

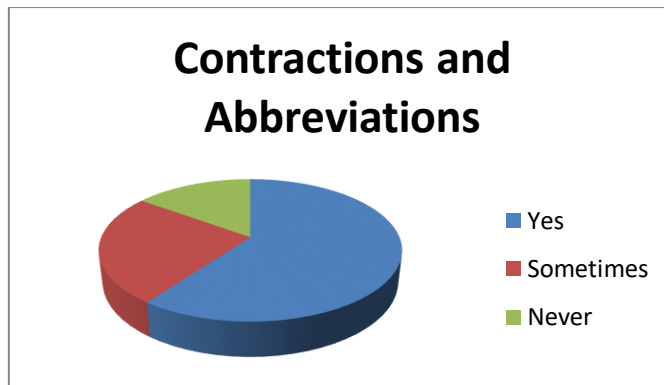


Figure 3.25. Use of contractions and abbreviations

We notice from the table above that the majority of the participant use contractions and abbreviation (60%), 25 percent of them sometimes, and (16.66%) of them never use contractions and abbreviations.

Question twenty six : Do you use acronyms such as LOL, OMG and MDR ?

	Rate	Percentage
Yes	51	63.72
Sometimes	29	36.25
Never	00	0

Table 3.26. Use of acronyms

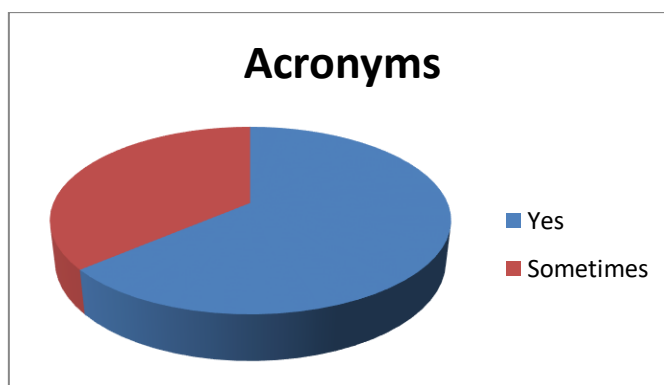


Figure 3.26. Use of acronyms

The findings show that 51 of the respondents use acronyms, however, the others did not use them.

Question twenty seven : Do you use emojis ?

	Rate	Percentage
Yes	72	90
Sometimes	8	10
Never	00	0

Table 3.27. Emojis’ use

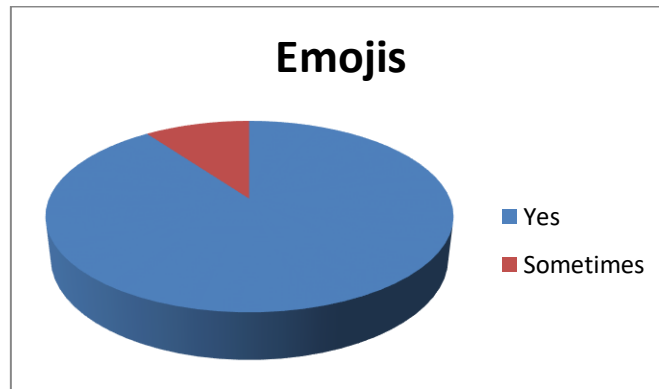


Figure 3.27. Emojis’ use

In this question, 90 percent of the pupils uses emojis, while 10 percent uses them sometimes, and there is none that did not use emojis. The participants cited that they use them in order to express their feelings or thoughts.

Question twenty eight : Do you think social networking sites have changed the way you use language? If so explain.

	Rate	Percentage
Yes	29	36.25
No	51	63.75

Table 3.28. Language change

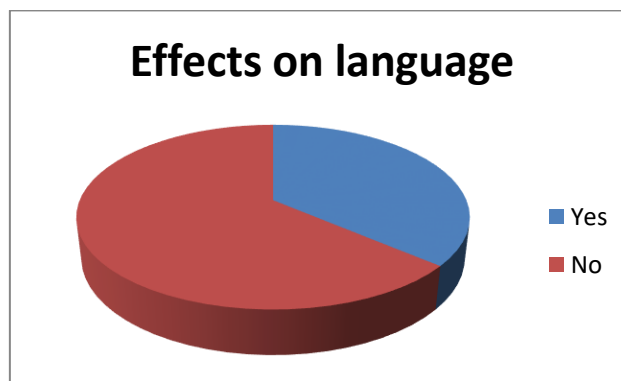


Figure 3.28. Language change

From the table, most Of the participants (63.75%) said that social networking sites did not change their languages ; while (36.25%) cited that their language were affected.

Question twenty nine : Do you think the changes happening to your language are positive or negative?

Change	Rate	Percentage
Positive	39	48.75
Neutral	32	41
Negative	9	10.25

Table 3.29. Language change’s manner

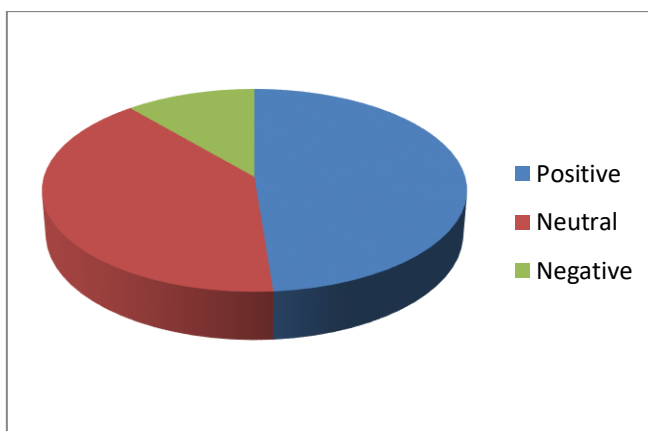


Figure 3.29. Language change’s manner

The question aims to determine the manner in which language is affected, the results show that 39 of the participants found a positive change, 32 of them stated that is neutral ; while the rest touched a negative effects.

Question thirty : Do you think that social networking sites like Facebook have an impact on changing your language?

	Rate	Percentage
Yes, it made a big change to my language	19	23.8
Yes, it made a little change to my language	26	32.5
No	35	43.8

Table 3.30. The impact of SNSs on language change

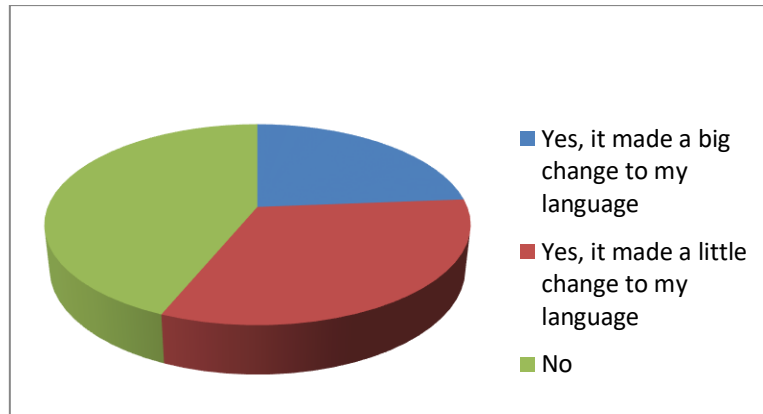


Figure 3.30. The impact of SNSs on language change

The aim of this question is to understand how SNSs effect the participants’ language, 19 of them state that social networking sites had made an immense change on their language, 26 cited that it made a little change; while 35 of them did not agree with and they did not touch any change on their language use.

Question thirty one: Is the language you use always the same language as you use on Facebook?

	Rate	Percentage
Yes	32	40
No	48	60

Table 3.31. Online language versus offline language

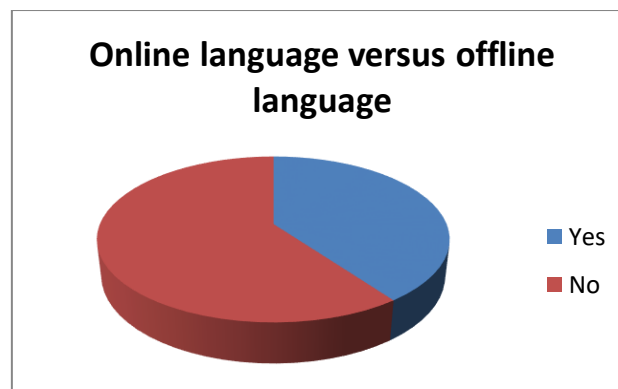
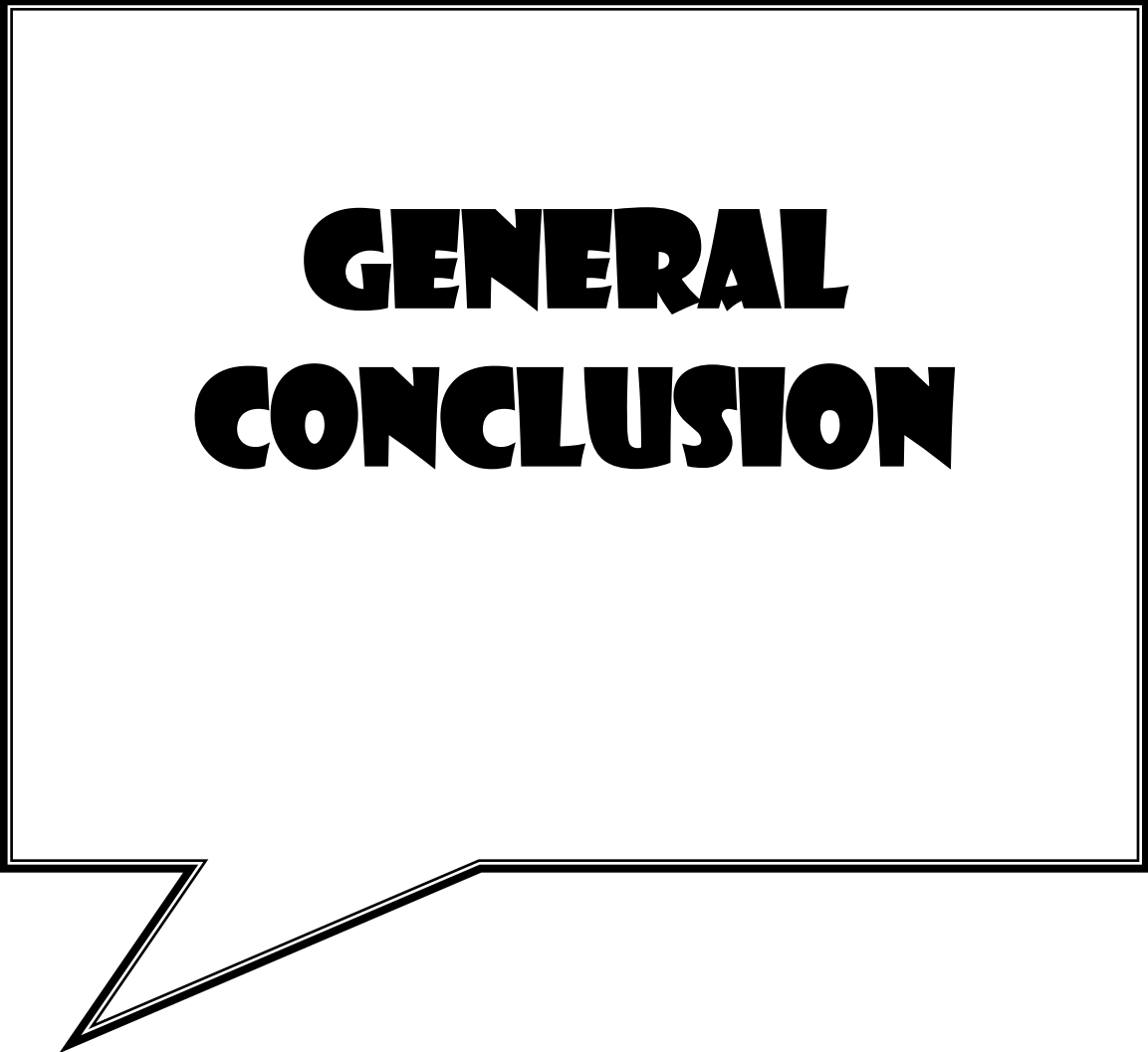


Figure 3.31. Online language versus offline language

The last question shows that (60%) of the pupils did not use the same language on social Networking sites as their daily usage ; while (40%) use the same language online as offline.

4. Conclusion

This chapter tried to investigate the impact of social networking sites, Facebook in particular on language use among the Algerian internet users in Facebook. It provides an overview of the research design and data analysis. In addition, it was concerned with describing analysis methods and research instrument, which is questionnaire. It also analyzed the data collected from questionnaire offered an opportunity to focus on how social networking sites affect language utilization.



**GENERAL
CONCLUSION**

General conclusion

In our dissertation we have discussed how the Internet and social media are changing language, and we have found several examples which lead us to think that a new linguistic revolution is happening at the moment. First of all, written language in the context of the Internet is becoming more expressive, since people have created a set of rules in order to convey information such as the intonation and pronunciation of words and phrases. This has turned Internet language in a hybrid between the spoken and written modes, as it shares features from both, as well as having its own innovations. We have focused on vocabulary change for our dissertation. The most obvious examples of changes in vocabulary come with the need to name certain elements that did not exist prior to the Internet or social media. Some of the terms used to refer to these new realities are new, but many were already present in language and have suffered a semantic shift, in which the new meaning is somewhat related to their original one.

External history has been very relevant for the topic of language change in relation to the Internet, since this relatively new technological invention has altered our lives in almost every way possible, especially in terms of communication. It allows us to have any kind of information at hand and lets us communicate with any person around the world. Within the Web, social media is the clear example of how people use the language online, which is the reason why we have focused on them. Changes in society and ideology have also affected vocabulary through social media, for instance. Old words that had become obsolete, they have become popular again in these sites to the point where people think they are an innovation in language. However, despite having many examples of vocabulary with a history behind them.

Changes in vocabulary are very rapid and are constantly happening, especially when it comes to trends, hence the difficulty of keeping up with all the new meanings and connotations these terms acquire overtime. One word may mean something at a certain point in time, but change meaning in a month or a year.

We hope we have clearly illustrated how social media affects vocabulary and how a word can acquire global popularity online just by being shared with your friends or followers, as well as how easily language can be modified, since even a funny video can trigger the use of a word all over the Internet.



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APPENDIX

Appendix A/ Questionnaire

Section 1 : Personal information

1.1. Gender

- 1- Male
- 2- Female

1.2. Age

- 1- 15
- 2- 16
- 3- 17
- 4- Other

1.3. Educational level

- 1- 1st year secondary school
- 2- 2nd year secondary school
- 3- 3rd year secondary school

Section two : Social media

2.1. Do you use social media networks ?

- 1- Yes
- 2- Sometimes
- 3- No

2.2. Which one of the social media networks do you use ?

- 1- Facebook
- 2- Twitter
- 3- Instagram
- 4- Snapchat
- 5- Skype
- 6- Other (mention them)

.....

2.3. Duration for having used social media

- 1- One year
- 2- Two years
- 3- Three years
- 4- More than three years (mention how many years)

.....

2.4. How often do you visit social networking websites?

- 1- Extremely often
- 2- Very often

- 3- Moderately often
- 4- Slightly often
- 5- Not at all often

2.5. Time spent in social media

- 1- One hour per day
 - 2- Two hours per day
 - 3- Three hours per day
 - 4- More than three hours (mention how many hours)
-

2.6. Reason for using social media

- 1- Socializing
 - 2- Making new friends
 - 3- Remaining updated about trends
 - 4- Collaborating with fellow pupils and study
 - 5- Source of recreation and relaxation
 - 6- Dating
 - 7- Other (mention if there are)
-

Section three : Impact of utilization of social media networks

3.1. Languages used in social media networks

- 1- Arabic
 - 2- Tamazigh
 - 3- English
 - 4- French
 - 5- Others (mention them)
-

3.2. Do you think using social networks are posing positive effects on your studies by any means ?

- 1- Agree
- 2- Disagree
- 3- Strongly agree
- 4- Strongly disagree

3.3. Do you think using social networks are posing negative effects on your studies by any means?

- 1- Agree
- 2- Disagree
- 3- Strongly agree
- 4- Strongly disagree

3.4. What is the best advantage(s) of using social networks?

- 1- Meeting new people
- 2- Keeping in touch with friends
- 3- Learning become easier
- 4- None
- 5- Other (mention them if there are)

.....

3.5. What is the worst disadvantage of social network usage?

- 1- There is no concept of privacy
- 2- Reduced focus on studies and affects performance
- 3- Decreases social skills (not an adequate replacement for face-to-face communication)
- 4- Lesser physical activity results in health problems

3.6. Do you evaluate the content you publish on social networks?

- 1- Yes
- 2- No
- 3- Sometimes

3.7. How does social networking affect your real life?

- 1- No effect
- 2- Positive effect
- 3- Negative effect

3.8. Do you think the friends made through social Networking sites are trustworthy?

- 1- Agree
- 2- Disagree
- 3- Strongly agree
- 4- Strongly disagree

3.9. Are your parents aware of your social networking activities?

- 1- Some of my activities
- 2- All my activities
- 3- None of my activities

3.10. Do you think using some kind of social networking is essential for today's life?

- 1- Agree
- 2- Disagree
- 3- Strongly agree
- 4- Strongly disagree

3.11. Do you think using social networks helps you in your studies by any means?

- 1- Agree
- 2- Disagree
- 3- Strongly agree

4- Strongly disagree

3.12. Do you focus on correcting your grammar during writing s on social networking sites?

- 1- Yes
- 2- Sometimes
- 3- No

3.13. Do you use complete sentences during writing ?

- 1- Yes
- 2- Sometimes
- 3- No

3.14. Do you use contractions and abriviations during writing ?

- 1- Yes
- 2- Sometimes
- 3- No

3.15. Do you use acronyms such as LOL, OMG and MDR ?

- 1- Yes
- 2- Some time
- 3- Never

Mention some of them

.....
.....

3.16. Do you use emojis such as  ?

- 1- Yes
- 2- Some time
- 3- Never

Mention some of them

.....
.....

3.17. Do you think social networking sites such as Facebook are changing your language?

- 1- Yes, it made a significant change to my language
- 2- Yes, it made a small changes to my language
- 3- No, social networking sites has nothing to do with the changes made to my language

3.18. Do you think social networking sites have changed the way you use language? If so explain.

- 1- Yes
- 2- No

.....
.....
.....

3.19. Do you think the changes happening to your language are positive or negative?

- 1- Positive
- 2- Neutral
- 3- Negative

3.20. Do you think that social networking sites like Facebook have an impact on changing your language?

- 1- Yes, it made a big change to my language
- 2- Yes, it made a little change to my language
- 3- No

3.21. Is the language you use always the same language as you use on Facebook?

- 1- Yes
- 2- No



ABSTRACT

المخلص:

في الوقت الحاضر ، أصبحت وسائل التواصل الاجتماعي مثل الفيسبوك و التويتر و الإنستغرام أو اليوتوب والتواصل عن طريق الكمبيوتر قوة متكاملة في حياة المراهقين. حيث أثرت بشكل كبير في طريقة استخدام اللغة وتغييرها. بالإضافة إلى ذلك، أحدثت مواقع التواصل الاجتماعي تغييرات جوهرية في طبيعة اللغة بشكل عام ، وبشكل خاص اللغة المكتوبة في شكل نصوص قصيرة غير منظمة وذات نسق مختلفة والتي كتبها أشخاص مختلفون بالعديد من اللغات والأساليب. تهدف هذه الرسالة الى استكشاف كيفية تأثير مواقع التواصل الاجتماعي على اللغة على وجه الخصوص ، التغيير اللغوي أو الدلالي.

تتكون هذه الرسالة من جزأين؛ في الجزء الأول النظري، سنقدم سردًا لظهور الإنترنت ومواقع التواصل الاجتماعي - التي تستخدمها الغالبية العظمى من الناس بشكل عام - والفيسبوك بشكل خاص. كما سنتطرق أيضًا الى الحديث عن مختلف التغييرات اللغوية على وجه الخصوص التغييرات المعجمية والدلالية ، بالإضافة الى جملة العوامل المختلفة التي تؤدي إلى هذه التغييرات. أما بالنسبة للجزء الثاني من هذا العمل البحثي ، سنقوم باحصاء قائمة المصطلحات والعبارات التي يستخدمها المراهقون في مواقع التواصل الاجتماعي ، على وجه الخصوص الفيسبوك. حيث سنتم دراسة هذه المصطلحات مع الاخذ بعين الاعتبار استراتيجية تكوين الكلمات ودلالاتها؛ تاريخها المعجمي (على سبيل المثال ، متى تم استخدامها لأول مرة؛ هل تم استخدامها حديثًا في مواقع التواصل الاجتماعي، أم أنها أيضًا جزء من المفردات العامة؟)؛ معانيها؛ هل هي مستعارة من اللغة الإنجليزية أو أي لغة أخرى. للوقوف على هذا قمنا بالاعتماد على استبيان وزع عشوائياً على ثمانين تلميذاً في المرحلة الثانوية، قمنا بعدها بتحليل البيانات التي تم جمعها من خلال إجابات التلاميذ. بالإضافة إلى ذلك، تعتبر المنشورات والكتب ومصادر الإنترنت والقواميس مركزية في هذه الرسالة والتي كانت ذات فائدة كبيرة.

الكلمات المفتاحية: المراهقون، وسائل التواصل الاجتماعي، التواصل الحاسوبي، اللغة المكتوبة، تغيير اللغة، التغيير المعجمي والدلالي، الكلمات الجديدة.

Abstract

Nowadays, social media such as Facebook, Twitter, Instagram or Youtube, and Computer-mediated communication have become an integral force in adolescent's lives. They have a great impact in the way language is used, and in language change. In addition, these Social Networking Sites brought fundamental changes to the nature of language in general, and in particular written language in a form of short unstructured texts which are presented in many formats and written by different people in many languages and styles. The aim of this dissertation is to explore how these Social Networking Sites may influence language in particular, both lexical and semantic change.

This dissertation will consist of two parts; in the first part, which will be more theoretical, we will give an account of the appearance of the internet and the Social Networking Sites which are used by the vast majority of people in general, and Facebook in particular. We will also deal with the different types of language change in particular changes in vocabulary which are our concern, and the various factors that lead to these changes. For the second part of this research work, we will compile a list of terms and expressions which are used by adolescents in Social Networking Sites in particular Facebook. These terms will be studied paying attention to the kind of word formation strategy they illustrate ; their lexical history (e.g. when were they first used ; are they neologisms just found in Computer-mediated communication, or are they also part of the general vocabulary?); their meaning; whether they have been borrowed from English or any other languages. We investigate this by means of a questionnaire addressed randomly to eighty secondary school pupils, the data collected are analyzed by contribution of the pupils answers. In addition, publications, books, Internet sources, and dictionaries are central for this dissertation and they were of great help.

Keywords : adolescents, social media, Computer-mediated communication, written language, language change, lexical and semantic change, neologisms.