

A Linguistic Analysis of cmc' s Discourse: A Case Study of Written English And Arabic

تحليل لغوي للأسلوب أدوار التواصل الاجتماعي: دراسة حالة لكل

من اللغتين العربية والإنجليزية المكتوبتين

إعداد

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Abstract

This sociolinguistic study examines the motivations behind some phenomena that have predominated in the electronic communication. The focus will be on using short forms for writing English and using the Latin characters for writing Arabic (Arabizi). The approaches adopted for accomplishing this research are the quantitative method, online questionnaire, and some interviews. The quantitative method was adopted by collecting a large corpus of 1115 screenshots taken by the researcher. The online questionnaire was set up on Google Forms, distributed, and answered by 117 respondents through social media. Finally, the interviews were held with some participants online to get any further motivations. The findings show that people adopt the same language and the same writing forms used by their interlocutors. Most people read what they write before sending it, and they tend to correct any grammatical or spelling mistakes. Regarding Arabizi, the results of the study reveal that Arabic is read faster than Arabizi. When users write in Arabic, the text is longer than they write in Arabizi, which means that people write more — words and expressions — when they write in Arabic than in Arabizi. English short forms users as well as Arabizi users employ these writing methods only with their peers, siblings, and young people who prefer writing it. They use Arabic and English full forms with their parents, teachers, and older people. Most of the respondents believe that Arabizi May have bad consequences on the Arabic language as do the short forms on the English language.

Key words: social media, Arabizi, English abbreviations, code switching.

المخلص

يتناول هذا البحث بعض الظواهر اللغوية التي انتشرت بشكل كبير بين مستخدمي تطبيقات التواصل الاجتماعي. يقوم هذا البحث بتسليط الضوء على ظاهرتين؛ الأولى وهي العربيزي أو الفرانكو وهي ظاهرة انتشرت لكتابة اللغة العربية بمزيج من الحروف اللاتينية (الإنجليزية) و الأرقام، و الثانية هي ظاهرة كتابة اللغة الإنجليزية باختصارات جديدة مفهومة بين مستخدمي تطبيقات التواصل الاجتماعي. و قد تم الاستعانة بالطرق التالية لإتمام أهداف البحث و هي: التحليل الكمي، استبيان عبر الإنترنت، و بعض المقابلات. و قد تم إنجاز التحليل الكمي عن طريق تحليل مجموعة من لقطات الشاشة التي تم تجميعها من قبل الباحثة. و قد وقع الاختيار على عدد محدود من هذه اللقطات للخضوع للتحليل نظرا لكثرة عدد اللقطات التي وصل مجموعها إلى (١١١٥) لقطة. أما الاستبيان الإلكتروني قد وصل الي عدد (١١٧) مشارك.

أوضح البحث ان الناس تتأثر و تميل لاستخدام نفس اللغة و التراكيب المستخدمة بواسطة الأشخاص الذين يتواصلون معهم إلكترونياً. أغلب الأشخاص يقومون بقراءة و تصحيح رسائلهم قبل إرسالها إلكترونياً. و فيما يخص العربيزي أو الفرانكو فقد أوضح البحث ان العربي يُقرأ بسهولة أكثر من العربيزي. و قد أوضح الاستبيان ان مستخدمي العربيزي و مستخدمي اختصارات اللغة الإنجليزية يوظفون هذه الطرق في الكتابة عند التواصل مع أقرانهم أو اخوانهم أو الأشخاص صغار السن و يستخدمون اللغة الصحيحة عند التواصل مع من هم اكبر سنا منهم مثل الآباء و المدرسين. و قد أوضح المشاركون في الاستبيان الإلكتروني اعتقادهم بأن العربيزي قد يَأثر سلبا على اللغة العربية و ان الاختصارات الإنجليزية أيضا قد تأثر سلبا على اللغة الإنجليزية.

1. Introduction:

The Internet has a tremendous effect almost on many aspects of societies' lives nowadays. Modern lifestyle has imposed novel aspects on our lives, and people apply these aspects both intentionally and unintentionally. People can meet, talk, work, study, and do many other things on the Internet. CMC (Computer-mediated-communication) is known as any human communication performed through electronic devices. Given that sociolinguistics is the branch of linguistics that focuses on the impact people cast on languages, the issue of how the Internet has impacted and changed languages has drawn much interest. The focus of this research will be on the influence of the Internet on both Arabic and English.

2. Objective of the study:

The study aims to investigate the phenomenon of writing Arabic in Arabizi on the Internet, which means replacing Arabic letters with Romanized characters and Arabic numerals. Another objective of the study is to find out the potential reasons behind using acronyms, abbreviations, and rebuses in writing English for computer-mediated communication (CMC). The research also aims to explore the extent to which these phenomena have predominated on social media. The main goal of the study is to investigate the age group of these phenomena. One of the purposes of the study is to examine the reactions and opinions of the younger generation who prefer these writing styles, and the older generation who do not use these writings. Another main purpose of this study is to clarify whether these deviant writing forms are threatening the Arabic and the English languages, and may cause a potential change in these languages in the future, or they are just a transient change.

3. Research questions

The main aim of the present research is to examine the new writing forms which are highly used on social media among younger generations. Therefore, the study addresses several questions to be answered through the research.

- 1- What are the reasons behind the phenomenon of writing Arabic with Romanized characters (Arabizi), and using abbreviations, acronyms, and rebuses in writing English instead of writing correct spelling and appropriate grammar?
- 2- What are the age groups which use these writing forms?
- 3- Do they use these forms of writing with specific people, like schoolmates and friends, or use them with everyone?
- 4- May these forms affect Arabic and English? Could it become normal one day to see these forms on a formal piece of paper instead of the proper forms?

4. Data collecting methods

As mentioned above, this research embraces the quantitative method, an online questionnaire, and some interviews for data collecting. The quantitative method was adopted by collecting a large corpus of 1115 screenshots taken by the researcher. The online questionnaire was set up on Google Forms, distributed, and answered by 117 respondents through social media. Finally, the interviews were held with some participants online in order to get any further motivations that might not be included in the choices of the online questionnaire.

5. Review of literature

5.1 The impact of the Internet on the English language

Mokhsin, et al. (2015) conducted a study to explore the impact of using abbreviations and homophones in social networking, and to identify the factors that lead young Malaysians to use these written short forms. The research has revealed that simplicity, popularity, and speed are the factors that contribute to the use of abbreviations and homophones on social networking sites.

Lundell (2012) investigated how initialisms are used online, so he used a corpus contained 31000 words and the data were collected from a bulletin board site where members could leave comments and discuss a wide variety of topics. Five initialisms appeared frequently enough in the study; LOL (which means ‘Laughing Out Loudly’), OMG (which stands for ‘Oh My God’), WTF (‘What The Fuck’), BTW (‘By The Way’), and FYI (‘For Your Information’). The analysis of the study has revealed that people do form and use these initialisms in different genres, except for academic writing.

5.2 The impact of the Internet on the Arabic language

AbuSa’aleek (2014) conducted a study to investigate the Latinized Arabic language and discuss the influence of electronic communication on Arabic language script among Saudi students. The study has shown that the students write Arabic language in Latin letters when they chat electronically. In addition, the students use code-switching and code-mixing with the English language. Using Latinized Arabic has reached to be used in magazines, TV programs, and commercial advertisements.

Alabdulqader, et al. (2014) explored the usage of computer-mediated communication (CMC) and its impact on language transformation in the context of youth in Arabic-speaking populations, especially in Saudi Arabia. The results of the study have shown that most CMC is performed in the native language (Arabic), and Arabizi is not prevalent among Arab youth as expected. As for gender differences, the study has revealed unexpected results that males use Arabizi more than females.

Contrary to the previous study, Taha (2015) referred to the use of Arabizi among Arab users in his research attempting to explore the influences of this type of writing. The results have indicated that the majority of the respondents stated that Arabizi, compared to the classic Arabic language, is more expressive,

trendy, and cool. The majority of the students referred to the lack of learning the Arabic language in private schools, the lack of speaking Arabic at home. They also reported that social media and smartphones have contributed to the widespread use of Arabizi. In addition, the participants mentioned that the use of Arabizi carries a threat to the Arabic language and Arab identity.

Bianchi (2012) has discussed that 3arabizi is used in different topics than either Arabic or English do. 3arabizi is used within forums associated with family and friends, general discussion, gender and age-related groups, and hobbies. Contrary to that, Arabic occurs within forums related to humor, poetry, and local culture. English is the least prevalent and is used in the discussion of work and study-related topics. Hence, this finding challenges the notion of the dominance of English on the Internet and contradicts the results of the study performed by Warschaur, Said, and Zohry (2002) in Egypt. The study has resulted in two interesting findings. First, English is the dominant language used online among those Internet adopters in Egypt. The second finding is that a little-used written form of Romanized Egyptian Arabic is broadly used in informal communication by the young professional participants.

5.3 Code-switching

Hafez (2015) studied the factors that affect code-switching between English, Egyptian Colloquial Arabic, and Modern Standard Arabic. The results of the study have shown that social class, education, and gender seem to be the main factors that affect the participants' choice of codes. In addition, the study has revealed that most of the participants code-switch to put themselves in a powerful state to gain confidence and authority. Some of the participants code-switch to English to reveal their emotions towards certain situations.

Hamouda (2015) conducted a study to investigate Arabic-English code-switching in the Egyptian talk show 'Shabab Beek (literally: Young by You; communicatively: The Young Speak)'. The study has revealed eight functions of code-switching in the data. These functions are difficulty retrieving an Arabic expression, quotation, euphemism, reiteration, message qualification, academic or technical terms, association with certain domains, and objectivization. The study has revealed that the guests, and sometimes the hosts, always code-switch from Arabic to use English for academic or technical terms to show their academic expertise and to make it easier for the audience if they want to research the discussed topics.

Alghamdi and Petraki (2018) wanted to provide Arabizi users with a voice to express themselves. The findings of the study have shown that Arabizi users tend to use it for several reasons: Arabizi is the language of their peers, it's cool and stylish, or because they have difficulties with the Arabic language, and Arabizi constitutes a secret code that provides them with freedom of expression and hides them from being judged by older people, it helps them communicate with non-Arabs who can't read or write Arabic but understand spoken Arabic. The participants of this study believe that Arabizi is cool, trendy, and stylish, but on the other hand, they believe it has negative effects on its users. The participants of this study deny that Arabizi undermine the Arab culture and identity and they assert their pride in being Arabs and Muslims.

6. Theoretical framework

Given that sociolinguistics is the branch of linguistics that focuses on the impact people cast on languages, the issue of how the Internet has impacted and changed languages has drawn much interest. Therefore, the focus of this study is on using short forms for writing English and using Latin characters for writing Arabic (Arabizi). David Crystal is one of the linguists who are interested

in and has many works discussing the impact of the Internet on languages and the phenomena which have popped up as a result of the omnipresence of the Internet. His studies and their findings will be mainly mentioned in this research.

6.1 Acronyms and rebuses

Acronyms and rebuses are short forms used on the Internet, some of which are used everywhere online, and other types are restricted to special occasions or specific chat groups. Acronyms could stand for words, phrases, or even a full sentence, such as these examples: AYSOS [‘Are you stupid or something?’], CID [‘Consider it done’], CIO [‘Check it out’], GTG [‘Got to go’], WDYS [‘What did you say?’]. Individual words can be shortened to two or three letters: PLS [‘please’], THX or TX [‘thanks’], WE [‘whatever’] (Crystal, 2003c, p. 86). Rebus means that “the sound value of the letter or numeral acts as a syllable of a word, or are combinations of rebus and letter initial: B4N [‘Bye For Now’], CYL [‘See you later’], L8R [‘later’]” (p. 86).

6.2 Deviant forms

In addition to the contracted forms and rebuses, it’s also noticeable how deviant forms are used on the Internet. New spelling conventions have emerged on the Internet, such as replacing the letter S with Z (when s is pronounced with the Z sound) at the end of words like ‘warez’, ‘tunez’, ‘gamez’, ‘serialz’, ‘pornz’, ‘downloadz’, and ‘file’. Spelling errors are frequently noticed on the Internet. These errors are not to be judged as a lack of literacy (‘though they may be’), they are interpreted as ‘typing inaccuracy’ (Crystal, 2003c, p. 88).

6.3 Punctuation

Punctuation is minimally used on the internet. Some users tend to maintain the correct punctuation; other users only use it to avoid ambiguity. On the other hand, we can find some users never

use any punctuation, either because of typing speed, or because they are not aware of the ambiguity their message could add (Crystal, 2003c, 89). Punctuation is usually absent from utterances, such as this question which is written without a question mark: 'john are you going to london next week' (Crystal, 2003c, p. 87).

6.4 Grammar

On the internet, grammar is always non-standard, and it uses colloquial constructions. The following sentences show some of these features. Like the absence of a copular verb (verb to be as a main verb), and the omission of auxiliary verbs:

i fine

me is 31

you feeling better now? (Crystal, 2003c, p. 165).

6.5 Capitalization

Capitalization is mostly overlooked in informal online writing and is just used for specific reasons in specific situations to express emphasis or anger. Writing a message all in capital letters means that the sender is shouting. Capitalizing certain words within a sentence poses emphasis and importance on these words. Emphasis could be expressed by capitalization (the most common way), asterisks, or spacing:

This is a VERY important point.

This is a * very *important point.

This is a v e r y important point. (Crystal, 2003c, p. 87)

6.6 How to write Arabizi

Arabizi is a sociolinguistic phenomenon that has emerged online among Arab users. Arab linguists always draw attention to the bad effects of Arabizi on the identity of its users and it could

‘marginalise’ the Arabic language (Alghamdi & Petraki, 2018, p. 4). Studying this phenomenon helps to understand the impact of it on societies and the individuals who use it (Alghamdi & Petraki, 2018, p. 12). “The word “Arabizi” is a blend of the two words “Arabic” and “Inglizee” (The Egyptian word for “English”)” (Attwa, 2012, p. 10).

Arabizi employs Latin or Roman characters as an ‘alternative orthographic form’ of the Arabic alphabet (Aboelezz, 2009, p. 2), and it uses the Arabic numerals to make up for the Arabic phonemes that do not have ‘phonetic equivalent’ in the English language (the Latin script), but share similar shapes ((Darwish, 2014, p. 217), such as writing ‘as7ab’ instead of ‘اصحاب’ (friends). It is the colloquial Arabic, not the standard which is written with this writing style in most cases, except for a few cases.

For representing Arabic with Arabizi, the traditional Arabic vocalization marks are replaced by English vowels. The "fatha" is represented by a; the "kasra" by i or e; and the "damma" by u, ou, or o. The use of these vowels is optional, so they can be used or omitted. Like slang Arabic, Arabizi borrows English words and expressions, such as: ‘please’, ‘ok’, ‘thanks’, etc. It also uses the CMC abbreviation, like ‘plz’ for ‘please’, ‘thnx’ for ‘thanks’, etc.

Arabizi characters

phonetic Description	Arabic letter	Arithmographe	English Letters	Example
Voiced glottal stop /ʔ/	ء	٢	- ---	Bala2 (disaster)
Devoiced pharyngeal fricative /ħ/	ح	7	H	7alwa/halwa (candy)
Voiceless velar fricative /x/	خ	5 - '7	K h	Ru5am/ ru'7am / rukham (marble)
Voiceless velarized alveolar fricative /sʕ/	ص	9	-- --	9ad (catch)
Voiced velarized dento-alveolar stop /dʕ/	ض	'9	D	Ma'9rab/madrab (racket)
6	-----			6alib (student)
Voiced velarized interdental fricative /ðʕ/	ظ	'6	-----	'6abi (gazelle)
Voiced pharyngeal fricative /ʕ/	ع	3	-- --	La3ib (player)
Voiced uvular fricative /ɣ/	غ	'3	-----	3areeb (strange)
Voiceless uvular stop /q/	ق	8, 2 (in some)	K	8arib/ 2arib/ karib (boat)

Note. Reprinted from *Arabizi: An Analysis of the Romanization of the Arabic Script from a Sociolinguistic Perspective*, by Wid H. Allehaiby. Retrieved from Arab World English Journal, 4 (3), 52-62.

7. Data analysis

The corpus of the study consists of 1115 screenshots captured by the researcher; a few of them are used in this research to display the most common phenomena on the internet. Through analysis, not every word in the screenshot is transcribed or translated; only the analyzed text (comment, Reply, post, message, etc.) is transcribed or translated before displaying the screenshot. The words that illustrate the phenomenon are written in bold-face throughout the transcription and translation. Any Arabic or Arabizi words in the analyzed part are translated into English.

7.1 English Short forms and deviant forms

Figure 1 (in the appendix) shows some nonstandard spellings. In this screenshot, the first interlocutor uses 'u' twice as a rebus for the pronoun 'you'. Then she uses two of the nonstandard forms used on CMC. She uses 'dats' instead of 'that's' when she writes 'wow dats nice'. Then, she uses 'nuthin much' in place of 'nothing much'. In 'nuthin' the final 'g' is dropped, the phenomenon which Crystal (2008) names as 'clipping'. The same interlocutor employs the phonetic spelling of 'what' and replace it with 'wat'. Phonetic spelling is "a spelling system which represents speech sounds in a regular, one-to-one way. Many of the forms in texting are phonetic representations, such as wot for what" (Crystal, 2008, P. 184). The same interlocutor uses 'what' twice in the same screenshot; the first is standard (what) and the second is nonstandard (wat). Hence, it seems that they fluctuate between formality which they used to at their schools, and non-formality which they believe to be simpler and cooler. The first interlocutor also doesn't capitalize 'Egypt' and doesn't use a question mark after it, but she uses question marks for the other questions.

Interlocutor 1:
What about **u**?
How is **egypt**

Interlocutor 2:
Egypt is safe and quiet now alhamdulillah

Interlocutor 1:
Ok
So **wat** do **u** do?

Interlocutor 2:
I'm an English course trainer
What about you?

Interlocutor 1:
Wow **dats** nice

7. 2Arabizi

In Figure 2(in the appendix), two interlocutors have a heated discussion about some political affairs. The first interlocutor uses English and Arabic in her comments while the second participant uses Arabizi. Most people who have humble knowledge of English and can't communicate in English well tend to write Arabizi because it uses the same Latin script as English, so the two texts look the same. On the other hand, one of the features of Arabizi is that the users can mix it with English. Therefore, most of the texts written in Arabizi include a lot of English words and expressions, like the second interlocutor when she uses the English expression 'bear **wiz** me' (bear **with** me), and the English names of the countries not the Arabic ones (France, Russia, Syria). Then, the first interlocutor continues writing in English after the second interlocutor's Arabizi message.

Interlocutor 1:

لا معلش

معندوش قناة بتقول فطر فين و اتغدي فين و كلم مين في التليفون و المدام
راحت فين و زارت ايه و كلمت مين في التليفون ... انا قاعده القناه بتاعته دي..

Psycho

And its hilarious (sic)

Transcription:

La ma'lsh

Ma'ndoosh qanah betqool feTer feen w etghadah feen w kalem
meen fe eltelefoon w elmadam raHet feen w zaret eh w kalemt
meen fe eltelefoon ... ana qa'da alqanah bta'toh de ..

Psycho

And its hilarious

(Tr. No sorry. He doesn't have a channel follow where he eats his breakfast or lunch, who makes a phone with him, where his wife is, or what his wife visits or makes a phone with. I'm there, his such channel is psycho ..and it's hilarious.)

Interlocutor 2:

Bs bardo m3lsh bear wiz me howa waf2 3l qarar france
bfard 7azr gawy w waf2 3l qarar russia btd5ol f syria dh m3na eh

(Tr. But, please, bear with me, what does he mean by accepting the resolution of France air embargo and resolution of Russia's intervention to Syria?)

Interlocutor 2:

W el ahm mn kol dh sad el nahda

(Tr. Moreover, what's important now is The Grand Ethiopian Renaissance Dam.)

7.3 Code-switching

Using technical terms is one of the main reasons for code-switching. Code-switching is carried out in this case because most of these terms don't have equivalent Arabic terms or they are overwhelmingly known with the English terms. In Figure 3 (in the appendix), the poster asks about a solution to a problem on her mobile phone. She writes her post in Arabic but she switches many times to English for writing the technological terms. (The English words are written in bold-face)

ios الللي هو iPhone 6splus الموبايل software لupdate انا عملت
11.4.1

فجأة بلاقيه فصل لوحده و مش بيرجع (بيرجع) غير اما wifi المشكلة ان ال
و أدور على اسم الراوتر wifi بفتح ال
update و على فكرة دة اخر
حد حصل معاه كدة؟؟ و ايه الحل؟؟

Transcription:

Ana 'amalt update l software elmobile iphone 6splus elly hwa
11.4.1 ios

Elmoshkela en el wifi fagAa balaqeeh faSal lwaHdoh w mesh
berga' gher Ama baftaH el wifi w Adwar 'ala esm el rawater w 'ala
fekra da Akher update

Had HaSal ma'ah keda?? W eh el Hal??

(Tr. I made an **update** for the **software** of **iPhone 6splus** which is **iOS 11.4.1**. The problem is that the **wifi** stops suddenly and does not work again unless I reopen the **wifi** and search for the name of the router.

By the way, this is the latest **update**.

Anyone faced such a problem? And what is the solution?)

8. Results:

8.1 Discussion of the results:

Among the 117 participants who have contributed to the online questionnaire, the female participants outnumber the male participants (78.3 % are female and 21.7 % are males). The majority of the participants who have submitted their answers to the questionnaire are Egyptians, some of them are from different Arab countries, and very few of them are non-Arab people. The participants are from different age groups.

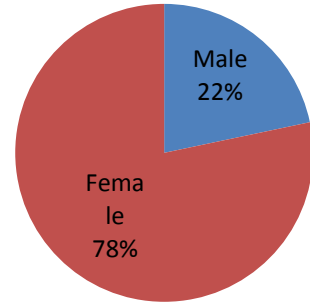


Figure 1

The current study confirms that people have a mutual impact on the way they speak and text (Crystal, 2008). The majority of the participants report that when someone writes in Arabic to them, they write back in Arabic (91.2%). On the other hand, when someone writes in English to them they write back in English, or Arabizi and English (89.5 %). However, Arabic is the language used by the participants to reply to Arabizi (68.1 %). English is used by (26.5 %), and Arabizi is used by (31 %) of the participants to reply to someone writing to them in Arabizi.

Even though the majority of the subjects in Al-Khatib and Sabbah's (2008) study state that switching to English indicates prestige and modernization, they state that Arabic is a prestigious language as well. The current study shows that the Arab people do not stigmatize the Arabic language and they do not have inferior look for those who use Arabic. As a description of the people who use Arabic on social media, (98.2 %) of the participants state that they view the Arabic users as normal, only (0.9 %) of the

participants choose ‘old-fashioned’, and (1.8 %) choose ‘not familiar with social media language’.

The special status of the English language among educated people gives its speakers more value and prestige. According to (Al-Issa and Dahan (2011), (Al-Khatib & Sabbah, 2008), (Mustafa, 2015; Rihane, 2013), Taha (2015), and Crystal (2003b), people use English to show themselves as educated people and to be more ‘valued’ by their interlocutors. Moreover, English is ‘cool’, ‘modern’, ‘smart’, and ‘trendy’; and it provides its users with pride, prestige, and higher socioeconomic class. The outcomes of the questionnaire are in alignment with all these views. The majority of the participants (72.1 %) perceive the English users as ‘educated’ people. In addition, people who use English are also indicated as ‘cool’ (22.5%), ‘modern’ (17.1 %), and high class (8.1 %).

Arabizi is socially ‘stigmatized’ on all kinds of media because writing Arabic with Latin characters is conceived as an image of ‘westernization’ that can strip Arab young people of their identity, language, and culture (Alghamdi & Petraki, 2018, p. 2-3). The participants of the questionnaire perceive Arabizi-users as immature (43.5 %), cool (42.6 %), and modern (18.5 %). Only (0.9 %) view Arabizi-users as people from the high class.

The Arabizi users have their own motivations behind writing Arabizi. But the questionnaire has endeavored to uncover what people think of the Arabizi users in regards to their preference of this writing style. A greater number of participants (74.5 %) believe that the Arabizi users employ Arabizi because they think it is a cool writing style, others think they try to be modern (24.5 %). Other participants (25.5 %) think that Arabizi users do not know English well, and they use Arabizi, which is written with the same alphabet, to hide their poor English knowledge. A few participants believe they want to show off (12.7 %) and impress people (9.1 %).

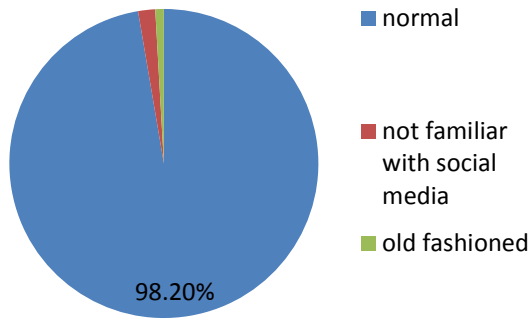


Figure 2. How participants describe Arabic user

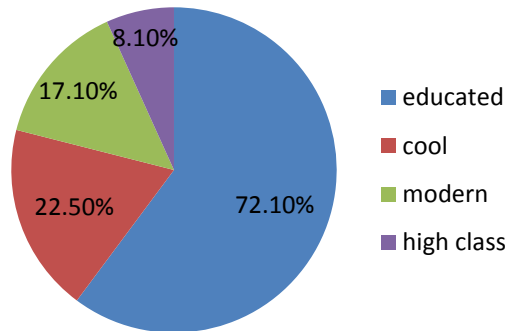


Figure 3. How participants describe English users

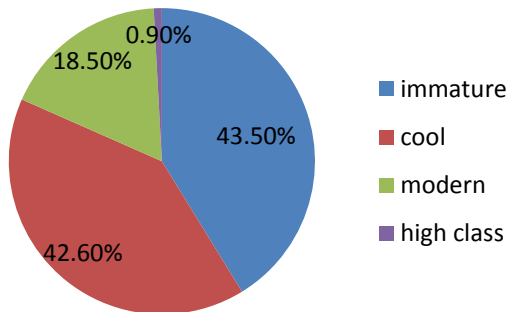


Figure 4. How participants describe Arabizi users

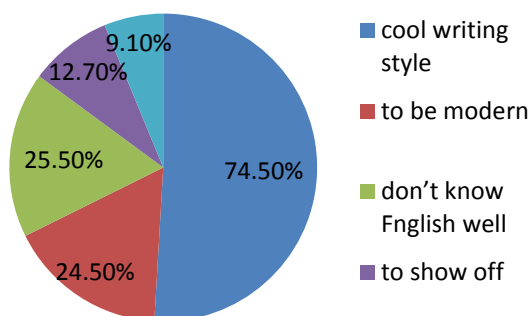


Figure 5. Why participants think Arabizi users use it

Crystal (2003c) discusses that the Internet has witnessed a lot of grammatical mistakes, spelling deviations, and the complete absence of punctuation. However, the outcomes of the questionnaire display that people are keen to avoid any mistakes while they communicate publicly or privately. Hence, (69 %) assert that they do read what they write before they post it publicly, (60.7 %) correct any mistakes they find in public and private communication, and (56.3 %) state that they do not feel lazy to correct the spelling mistakes. Moreover, The outcomes of the questionnaire show that when people have a serious discussion they feel more comfortable expressing their ideas in Arabic (82.1 %). The majority of the participants do read Arabic faster than Arabizi (75.7 %). It should be noted that the percentages mentioned in this paragraph are the highest percentages of 5 different questions in the questionnaire; not the percentages of one question.

A large number of the participants who write in Arabic on the Internet (81.1 %) code-switch to English when they need to use English words while they write in Arabic, (68.5 %) of them write these words in the standard form (like the word ‘thanks’). A little number (12.6 %) write them in the abbreviated form (such as ‘thx’ or ‘thnx’ in place of ‘thanks’). In addition, (16.2 %) write

them with the Arabic alphabet, a phenomenon known as ‘Arabization’ (like writing ‘ثانكس’ for ‘thanks’).

When the participants are asked if they code-switch to English when they write in Arabizi and the method they write these English words, (47.3 %) of them assert that they do not use Arabizi. On the other hand, (38.5%) of the participants code-switch from Arabizi to English in their writing, while (14.5 %) of them never use English words. When the Arabizi-users code-switch to English, (26.1 %) of them write the English words in the standard form, and (19.8 %) of them use the abbreviated form, while the rest of the participants do not write in Arabizi.

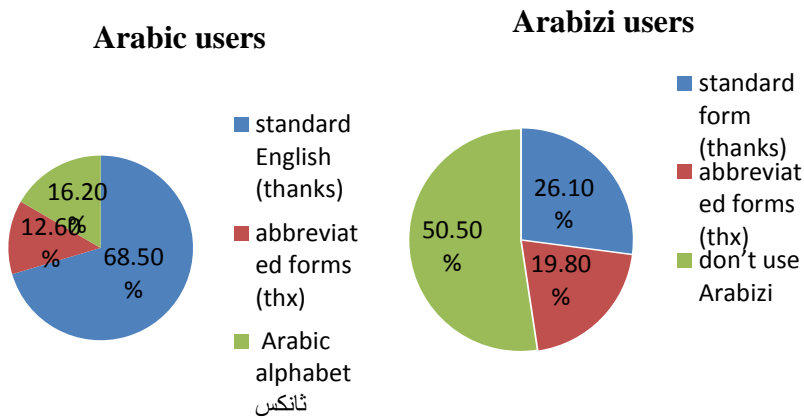


Figure 6 and 7. How Arabic/Arabizi users write English words when code-switch

Arabic is used to display respect to older people, value for religious texts, and for any formal relationships ((Alghamdi & Petraki, 2018, p. 14). The findings of the questionnaire show that (64.9 %) of the respondents report that they do not use Arabizi at all, while (34.2 %) of them use it with their peers, friends, and siblings. Only a few respondents report that they employ it with their parents (2.7 %), and their teachers (0.9 %).

Braun (2007) argues that using informal language and short forms, as well as not caring about the correct spelling is an aspect of the mediums young people use to communicate with each

other. Out of the participants, (39.1 %) do not use abbreviated words at all. While (47.3 %) of them use standard forms with their parents and teachers, only (13.6 %) state that they use short forms and deviant spelling with their parents and teachers. Hence, people on CMC tend to use Arabic or standard English with their parents and teachers. They only use Arabizi, the abbreviated forms, and deviant spelling with their peers, siblings, and young people.

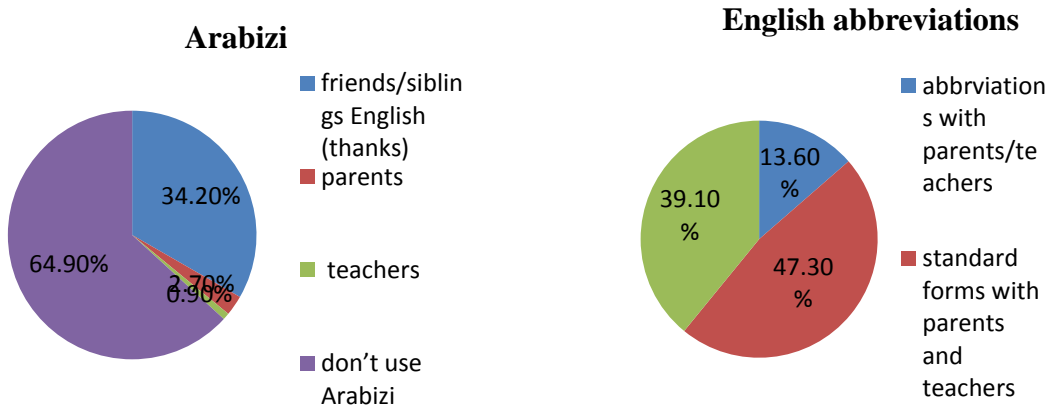


Figure 8 and 9. Using

Arabizi and English short forms

As for the reasons behind using short forms and deviant forms in English; (29.7 %) of the respondents use them to save time, while (13.5 %) use them because it's simpler than writing unpronounced letters, and (9.9 %) use them because they see these forms as the social media language. Very few people of the respondents use them to be cool, or because it's the language of the younger generation. It should be noted that (36.4 %) of the participants report that they do not use abbreviations or deviant spelling.

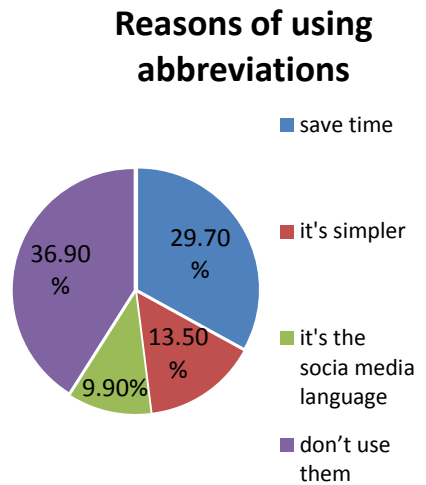


Figure 10

According to Horobin (2013), Crystal (2011 and 2003c), the Internet users often write quickly without paying attention to details like grammar, spelling, and punctuation. Nevertheless, the largest number of participants in the questionnaire (68.2 %) pay attention to using proper grammar and correct spelling mistakes when they write to anyone. On the other hand, (19.1 %) pay attention to employing correct grammar and spelling only when they write to their teachers, parents, and older people, but (14.5 %) do not pay attention to proper grammar and spelling when they write to their mates and siblings. Only (5.5 %) never pay attention to these features when they write to anyone.

As to using punctuation marks, (55.9 %) of the respondents state that they use punctuation marks only when they are necessary for clarifying the meaning, and (36.9 %) of them assert that they always use it. Only (7.2 %) state that they never use any punctuation marks. On the contrary to the outcomes of the questionnaire, the observation of the screenshots illustrate that the majority of people do not always use punctuation marks for CMC unless it is necessary

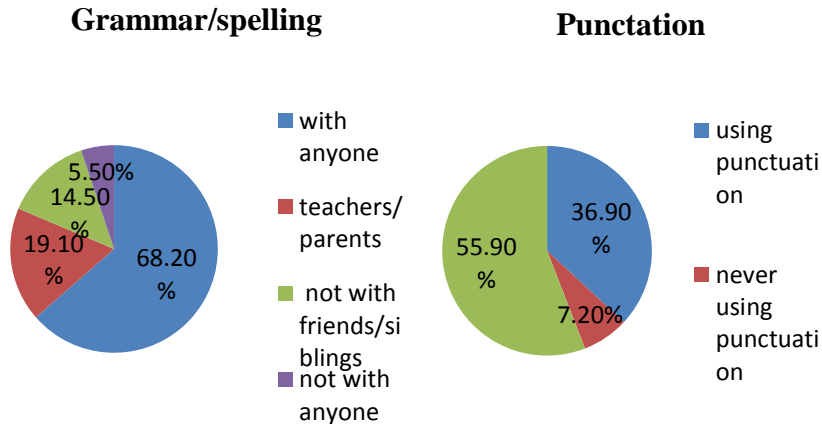


Figure 11 and 12. Minding spelling and punctuation

For the influence of Using Arabizi and English short forms, The great majority of the respondents (90.2 %,) believe that Arabizi may have a bad effect on the Arabic language. While only (9.8 %) of them refute that Arabizi can affect the Arabic language negatively. These results are consistent with the participants' opinion of Alghamdi and Petraki (2018). As for the English language, the majority of the participants (77.4 %) also believe that using short forms in place of standard forms may influence the English language negatively, while (22.5 %) believe that these short forms cannot have a negative impact on it.

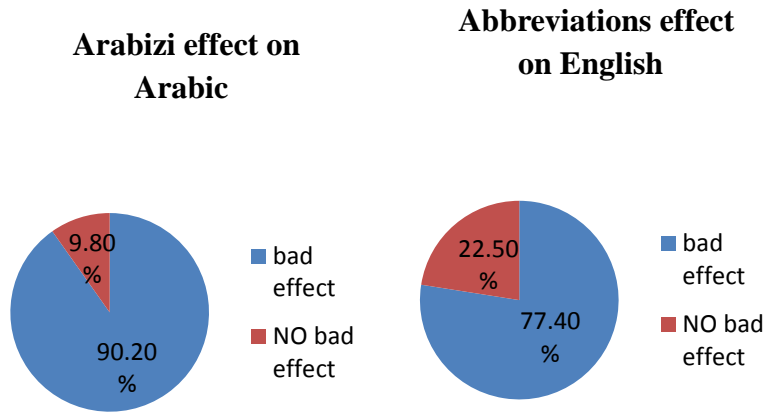


Figure 13 and 14. Arabizi/abbreviation effect on Arabic/English

8.2 Conclusion:

Analyzing the corpus of this study shows many reasons for code-switching from Arabic to English and vice versa. Code-switching from Arabic to English occurs for getting attraction and persuasion, feeling lazy to convert the mobile phone system, acquiring prestige, using academic terms, using technical terms, or using euphemism.

On the other hand, code-switching from English to Arabic is performed for solidarity, socio-cultural functions, religious functions, certain feelings, greetings, or quoting someone. All the previous functions go in line with a number of other studies.

Moreover, the current study has presented more functions for some of the phenomena discussed in the research. The first function the study has found is that code-switching from Arabic to English occurs to mention names of products and brands. The second function is humor, and for this purpose code-switching happens from English to Arabic or from Arabic to English. Code-switching to English or Arabic for adding humor depends on the context, the topic discussed, and the switchers themselves.

The third function the study has observed is that people code-switch from English to Arabic to be able to express themselves and their ideas well. Therefore they write more when they write in Arabic than in Arabizi. They might feel more comfortable and write much more because they don't switch forth and back between letters and numbers in the keypad which are both required for writing Arabizi.

The fourth and last function the analysis has found confirms what Attwa (2012) and Abd-Eljawad (2014) state that Arabizi has widely spread in more domains other than social media. It has recently started to invade printed books, TV commercials, street banners, posters, and newspapers. Young people started to express themselves by writing on walls in Arabizi. The titles of movies are written in Arabizi on the movie posters, and the music CD covers are always written in Arabizi too.

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Appendix 1

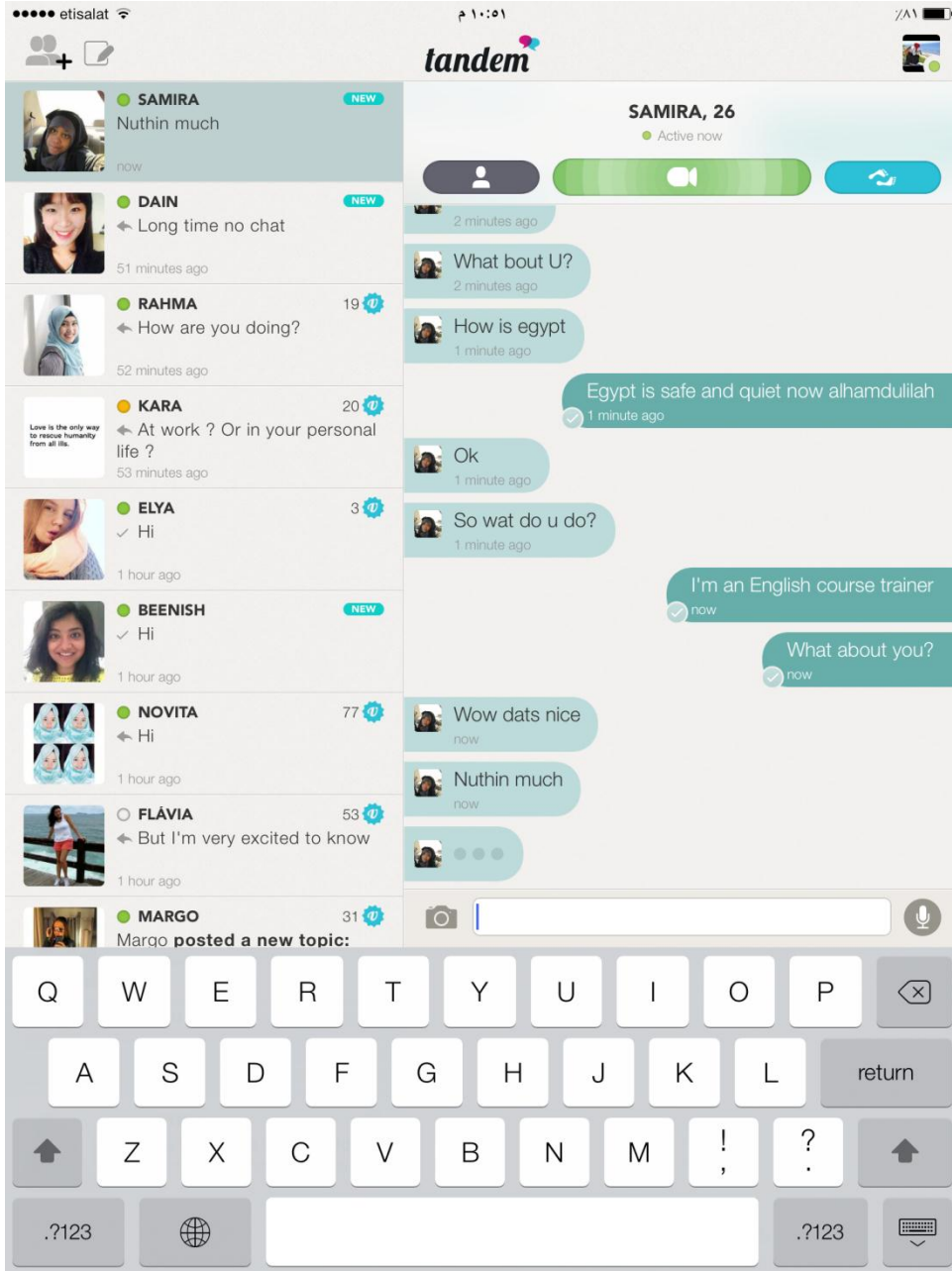


Figure 1
٦٩٦

دورية علمية محكمة- كلية الآداب- جامعة أسوان أبريل ٢٠٢٣

The screenshot shows a Facebook feed on an iPad. The status bar at the top indicates 'iPad' with a Wi-Fi signal and the time '1:37 PM'. Below the status bar is a blue navigation bar with a back arrow on the left and a search bar labeled 'Search Facebook' on the right. The feed contains five posts:

- Post 1:** By Bridget Adams. Text: 'Doaa M. Hamza لا معلش... معندوش قناه بتقول فطر فين و اتغدي فين و كلم مين في التليفون و المدام راحت فين و زارت ايه و كلمت مين في التليفون... انا قاعده القناه بتاعته دي.. Psycho .. And its hilarious'. 1 Like, 15h.
- Post 2:** By Doaa M. Hamza. Text: 'Bs bardo m3lsh bear wiz me howa waf2 3l qarar france bfard 7azr gawy w waf2 3l qarar russia btd5ol f syria dh m3na eh'. 1 Like, 15h.
- Post 3:** By Doaa M. Hamza. Text: 'W el ahm mn kol dh sad el nahda'. 1 Like, 15h.
- Post 4:** By Bridget Adams. Text: 'I actually hoped he would before the session even started.. And never thought they'd have the balls to do it.. Im pro bashar btw... Who is trying to protect his country from the shit going there.. Had it not been for those 2 decisions... Syria would have fallen into the psychopaths ardoghans hands.. And also America's... Those 2 decisions on particular for me were for the best.. Kudos to them.. This is how you play politics correctly.. Please watch the whole sessions.. They're aired at night on the CNN.. Dont read posts about it... Hearing the discussions and arguments of each country will show you the logic behind the decisions and votes'. 1 Like, 15h.
- Post 5:** By Bridget Adams. Text: 'Im sure you are aware that US after the 2 decisions you mentioned has cut some of the aids they send to Egypt. On the other hand, Sisi was not gaining much from Russia at the time. He only took that decision for the benefit of the syrian people. and it takes balls to take deicions for the good of people you dont even rule, and that will affect the aids that you desperately need.'. 1 Like, 14h.

At the bottom of the screen is a navigation bar with four icons: 'News Feed', 'Requests', 'Notifications' (with a red badge showing '8'), and 'More'.

Figure 2

July 30, 2018 · 📷

انا عملت update ل software الموبايل iPhone 6splus الي هو ios 11.4.1 المشكلة ان ال wifi فجأه بلاقيه فصل لوحده و مش بيرجع غير اما بفتح ال wifi و ادور علي اسم الراوتر و علي فكرة ده اخر update . حد حصل معاه كده؟؟ و ايه الحل؟؟

👍 Like 💬 Comment

Noor Abass
أنا 6 iPhone الموبايل مش بيلقط غير وانا قدام الراوتر
سألت في iPhone
اعملي :

Youssef Zidan
Setting>general>reset>reset
network setting
#Admin

46w Like Reply

Noor Abass
او reset all setting و

46w Like Reply

Write a comment... GIF 😊 ➔

News Feed Friends Watch 8 Notifications 9+ Me

Figure 3

Appendix 2

The online questionnaire

This questionnaire is a part of an M.A. thesis. It attempts to investigate the linguistic phenomenon of writing Arabic in Franco (Arabizi), and writing English in short forms (like TTYL which means 'talking to you later'), and writing odd forms (such as luv for love). The whole questionnaire survey consists of 35 questions. Your opinions are valuable. Your responses will be used for scientific goals. You are kindly requested to deal with the items of the questionnaire carefully and sincerely. Thank you in advance for your cooperation!

Some definitions to help you understand the questions:

Franco or Arabizi: means writing Arabic in Romanized characters (like 'ray7 19ob7' instead of رايح الصبح 'I will go in the morning')
Short forms/ acronyms/ abbreviations/ rebuses: means writing English words in fewer letters (like 'plz' for 'please', 'u' for 'you', and 'bcuz' instead of 'because'), or writing the first letter of each word in a phrase or a sentence (like 'TTYL' for 'talk to you later').

Age:

Gender:

Education:

Nationality:

1. How would you evaluate your proficiency in the Arabic language?

- Beginner
- Intermediate
- Advanced

2. How would you evaluate your proficiency in the English language?

- Beginner
- Intermediate
- advanced

3. Which of the following do you use in writing on the Internet (especially on social media)? (You can choose more than one choice)

- a. Arabic
- b. English
- c. Arabic and English
- d. Franco
- e. Franco and English
- f. Franco and Arabic

4. When someone writes in Arabic, which language do you use to reply to him/ her? (You can click on more than one choice)

- a. Arabic
- b. English
- c. Franco
- d. Franco and English
- e. I don't know Arabic

5. When someone writes in English, what language do you use to reply to him/ her? (You can choose more than one choice)

- a. Arabic
- b. English
- c. Franco
- d. Franco and English

6. When someone writes in Franco/ Arabizi, what language do you use to reply to him/ her? (You can choose more than one choice)

- a. Arabic
- b. English
- c. Franco
- d. Franco and English
- e. I don't know Arabic/ Arabizi/ Franco

7. Which of the following describes your perception of people who write in Arabic: (You can choose more than one choice)

- a. Old fashioned
- b. Not familiar with social media language

c. Ordinary/ normal

8. Which of the following describes how you perceive people who write in English: (You can choose more than one choice)

- a. Modern
- b. High class
- c. Educated
- d. Cool

9. How would you describe people who write in Arabizi/ Franco? (You can choose more than one choice)

- a. Modern
- b. High class
- c. Immature
- d. Cool

10. When you have a serious discussion, which language do you feel more comfortable to express your thoughts in? (You can choose more than one choice)

- a. Arabic
- b. English
- c. Franco
- d. Franco and English

11. Do you read what you write before posting it publicly?

- a. Yes
- b. No
- c. Sometimes

12. What would you do if you notice any spelling or grammatical mistakes in your posts, comments or chats? (You can choose more than one choice)

- a. I correct any spelling or grammatical mistakes only in posts or comments
- b. I don't correct them in private messages

- c. I correct them in public and private messages
- d. I don't correct them in public or private messages

13. Do you feel lazy to correct any spelling mistakes in your posts, comments or chats?

- a. Yes
- b. No
- c. Sometimes

14. In your opinion, why do some users use Franco/ or Arabizi in writing? (You can choose more than one choice)

- a. To impress people
- b. to show off
- c. to be modern
- d. They think that Franco/ Arabizi is a cool writing style
- e. They don't know English well, so they replace it with Franco/ Arabizi

15. Do you read Arabic faster than Franco/ Arabizi?

- a. Yes
- b. No
- c. There is no difference
- d. I don't know Arabic

16. If you write in Arabic, do you sometimes code-switch to English (or use English words in the middle of the Arabic sentence)?

- a. Yes
- b. No
- c. Sometimes
- d. I don't know Arabic

17. If you write in Arabic, what method would you use to write English words?

- a. Arabic (like ثانكس)

- b. Standard English (thanks)
- c. Abbreviated form (thx or thnx)
- d. I don't know Arabic

18. If you write in Franco/ Arabizi, do you sometimes use English words (like: ana ray7 NOW (I'll go now))?

- a. Yes
- b. No
- c. Sometimes
- d. I don't use Franco

19. If you use Franco/ Arabizi, what method would you use to write English words in sentences written in Franco/ Arabizi?

- a. Arabic (ثانكس)
- b. Standard English (thanks)
- c. Abbreviated form (thx or thnx)
- e. I don't use Franco

20. If you use Franco/ Arabizi, with whom you always use it?

(You can click on more than one choice)

- a. Mates/ friends/ siblings (brothers and sisters)
- b. Parents
- c. Teachers
- d. I don't use Franco

21. If you write in Franco/ Arabizi, do you use it when you communicate online with your parents and teachers, or do you change to Arabic or English?

- a. I use Franco/ Arabizi with my parents, teachers
- b. I use Arabic/ English with my parents and teachers
- d. I don't use Franco

22. If you use acronyms (such as lol), abbreviations (like plz for please), or deviations (such as luv for love), do you use them

when you talk online with your parents, teachers, and older people or do you prefer to write full forms when you talk with them?

- a. I use short forms/ deviations with my parents and teachers
- b. I use full forms/ standard forms with my parents and teachers
- c. I don't use them at all

23. Do you pay attention to using proper grammar and correct spelling? (Two choices are allowed for this question)

- a. I pay attention when I write to anyone
- b. I don't pay attention when I write to anyone
- c. I only pay attention when I write to my parents/ teachers/ older people
- d. I don't pay attention when I write to mates/ friends/ siblings

24. Do you use punctuation marks?

- a. Yes
- b. No
- c. If necessary

25. Do you think using Franco/ Arabizi for writing Arabic may have a bad effect on the Arabic language?

- a. Yes
- b. No
- c. Maybe

26. Do you think using acronyms and abbreviations in writing English may have a bad effect on the English language?

- a. Yes
- b. No
- c. Maybe

27. Do you like writing in English on the Internet more than in Arabic or Franco?

- a. Yes

- b. No
- c. Sometimes

28. If you use abbreviations or deviant forms in English, why do you

use them?

- a. To be cool
- b. It's the social media language
- c. It's the language of the younger generation
- d. It's simpler than writing unpronounced letters
- e. To save time
- f. I don't use them

29. Please feel free to write why you use Franco/ Arabizi in writing Arabic? And when you started using it? (If you are not a Franco/ Arabizi user, please write 'I don't use it')

30. Please feel free to write why you use abbreviations or deviant forms in English? (If you don't use these forms, please write 'I don't use them')