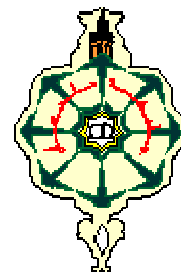
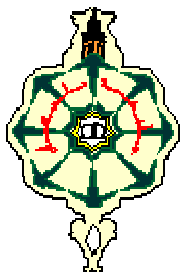


**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Aboubekr Belkaid University of Tlemcen**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**  
**English Section**



**IS ENGLISH THERE?: INVESTIGATING LANGUAGE  
USE AMONG THE YOUNG ALGERIAN USERS OF  
INTERNET AT TLEMCEN UNIVERSITY**

Dissertation Submitted to the Department of English as Partial Fulfilment  
of the Requirement for the Degree of Master in Language Studies

**Presented by Supervised by**

Miss. KRIM Sihem

Dr. AZZOUZ Omar

**Board of Examiners:**

Dr. AZZOUZ Omar

Supervisor University of Tlemcen

Miss. OMARI Fatima Co- supervisor

University of Tlemcen

**Academic Year:2014-2015**



**Dedication**

To my beloved **MOTHER** who supports me with her precious advice and her continual support. She is always with me in sorrow and happiness, wiping my tears as I cry, and smiling with me as I am happy.

To my lovely **FATHER** who always fits my needs and requirements.

To all my **BROTHERS**.

To all my **FAMILY MEMBERS**.

To all who are **DEAR TO ME**.

To all my **FRIENDS**.

I dedicate this modest work.

## **Acknowledgement**

First and foremost, I owe a debt of gratitude to **Almighty ALLAH** who enlightens my path, and gives me the strength to reach for the stars, and chase my dreams.

I am sincerely grateful to my supervisor: **Dr AZZOUZ Omar**, and **OMARI Fatima** for their efforts, advice, and comments to achieve this work.

I would like to express my appreciation to the board of examiners for accepting reading, and evaluating this research paper.

My thankfulness goes to all the teachers and students who participated in the interview and questionnaire, permitting me to collect important data for my thesis.

To all the teachers who support me with their continual incentives, and their encouraging advice.

## **Abstract**

Actually, many people in Algeria use Algerian Arabic and French as languages of their electronic-discourse within other people. However, English is rarely used. This present work tried to investigate how language is used within electronic-conversation, and if English is used via Internet or not. To do so, a case study was conducted at Tlemcen University: the Department of English relying on a set of research instruments for collecting data. The main research tools that were used were teachers' interview, and students' questionnaire. The data gathered from the respondents (Master1 EFL students, and English teachers) were analyzed quantitatively and qualitatively. The main finding of this research revealed that the majority of participants use English within electronic-discourse in which they use a set of unusual forms of language (abbreviations, acronyms, emoticons). They considered electronic-language as free language in the process of development. They claimed that this new media of interaction allowed them to find friends to communicate with them, and exchanging information. However, it may lead to language shift if they don't use the standard form of language. Conclusively, this research paper aimed to give an insight into how language is used within electronic-discourse, and if the participants use English via Internet or not. Accordingly, electronic-language is a means of interaction with others in which the informants use the unusual forms of language. However, it may contribute to language shift if they keep using the unusual forms of language. In addition to this, English is used via Internet among the majority of informants for different purposes. Hence, a set of solutions were presented to make the students benefit from their use of English via Internet.

## **Table of Contents**

|                           |      |
|---------------------------|------|
| Dedication.....           | i    |
| Acknowledgment.....       | ii   |
| Abstract.....             | iii  |
| Table of contents.....    | iv   |
| List of Tables.....       | viii |
| List of Figures.....      | ix   |
| List of Acronyms.....     | x    |
| General Introduction..... | 1    |

## **Chapter One: An Overview about Language and Internet**

|   |   |
|---|---|
| 1.1 Introduction.....   | 4 |
| 1.2 Language Defined.....   | 4 |
| 1.3 The Difference between Language Use and Language Usage.....           | 4 |
| 1.4 Concepts Related to the Field of Computer-Mediated Communication..... | 5 |
| 1.4.1 Information Age.....  | 5 |
| 1.4.2 Internet Definition.....  | 5 |
| 1.4.3 Internet Users in the World.....                                    | 5 |
| 1.4.4 World Wide Web .....  | 8 |
| 1.5 Computer-Mediated Communication.....                                  | 8 |
| 1.5.1 Modes of CMC.....   | 9 |
| 1.5.1.1 Synchronous Communication.....                                    | 9 |
| 1.5.1.1.1 Instant Messaging.....  | 9 |
| 1.5.1.1.2 Chat.....   | 9 |
| 1.5.1.2 Asynchronous communication.....                                   | 9 |

|  |    |
|--|----|
| 1.5.1.2.1 E-mail.....  | 9  |
| 1.5.1.2.2 Blog.....  | 10 |
| 1.6 Characteristics of Electronic-discourse.....               | 10 |
| 1.6.1 Noelogism.....   | 10 |
| 1.6.1.1 Syllabogram.....                                       | 10 |
| 1.6.1.2 Logogram.....  | 11 |
| 1.6.1.3 Emoticon.....  | 11 |
| 1.6.2 Mode Mixing (The Nature of E-discourse).....             | 12 |
| 1.6.2.1 The General Features of Speech and Writing.....        | 12 |
| 1.6.2.2 The General Features of Speech and Writing in CMC..... | 14 |
| 1.7 Conclusion.....  | 15 |

## **Chapter Two: Research Methodology and Data Analysis**

|   |    |
|---|----|
| 2.1 Introduction.....                               | 17 |
| 2.2 Sample Population.....                          | 17 |
| 2.3 Research Instruments.....                       | 17 |
| 2.3.1 Teachers' Interview.....                      | 17 |
| 2.3.2 Students' Questionnaire.....                  | 18 |
| 2.4 Analysis and Interpretation of the Results..... | 18 |
| 2.4.1 Teachers' Interview Results.....              | 18 |
| 2.4.2 Students' Questionnaire.....                  | 20 |
| 2.5 The Main Findings.....                          | 24 |
| 2.6 Implications.....                               | 25 |
| 2.7 Further Suggestions.....                        | 25 |

|                     |    |
|---------------------|----|
| 2.8 Conclusion..... | 26 |
|---------------------|----|

### **Chapter Three: Internet Market in Algeria and Technology Impact on Language**

|  |       |
|--|-------|
| 3.1 Introduction.....  | 28    |
| 3.2 Algerian Internet Market Overview.....                       | 28    |
| 3.2.1 Internet Statistics.....                                   | 28    |
| 3.2.2 Internet Cafés.....  | 28    |
| 3.2.3 PC Penetration.....  | 28    |
| 3.3 Algerian Telecommunications Market Report and Forecasts..... | 28    |
| 3.4 Broadband Technologies.....                                  | 29    |
| 3.4.1 ADSL.....  | 29    |
| 3.4.2 Wireless Broadband.....                                    | 29    |
| 3.4.2.1 WiMAX and Wi-Fi.....                                     | 29-30 |
| 3.4.2.2 EV-DO.....   | 30    |
| 3.5 Algeria's ISPs Market.....                                   | 31    |
| 3.5.1 Eepad.....   | 31    |
| 3.5.2 Djaweb.....  | 31    |
| 3.5.3 Icosnet.....   | 32    |
| 3.5.4 Smart Link Communication.....                              | 32    |
| 3.6 Languages Used in e E-Communications .....                   | 33    |
| 3.6.1.1 Algerian Arabic.....                                     | 33    |
| 3.6.1.2 French.....  | 33    |

|   |    |
|---|----|
| 3.6.1.3 English.....  | 33 |
| 3.7 The Impact of Internet on the Language: Linguistic Change.....      | 34 |
| 3.7.1 Language Change.....  | 34 |
| 3.7.2 The Features of Linguistic Change in Online Language.....         | 34 |
| 3.7.2.1 The Creation of Abbreviations and Acronyms.....                 | 34 |
| 3.7.2.2 Borrowing Words.....  | 35 |
| 3.7.2.3 Capitalization and Repeating Letters and Punctuation Marks..... | 35 |
| 3.7.2.4 Making Pauses and Spaces.....                                   | 35 |
| 3.8 Conclusion.....   | 36 |
| General Conclusion.....   | 37 |
| Bibliography.....   | 39 |
| Appendices.....   | 42 |
| Appendix A: Teachers’ Interview.....                                    | 43 |
| Appendix B:Students’ Questionnaire.....                                 | 44 |



## List of Tables

|   |    |
|---|----|
| <b>Table 1.2</b> World Internet Usage and Population Statistics in 2003's, 2010's,2013's..... | 6  |
| <b>Table 1.3</b> Internet Usage and Population Statistics in the World in 2014.....           | 7  |
| <b>Table 1.5</b> List of Popular Abbreviations Containing Numbers.....                        | 10 |
| <b>Table 1.6</b> List of Popular Acronyms.....  | 11 |
| <b>Table 1.7</b> List of Emoticons (2011).....  | 12 |
| <b>Table 1.8</b> Crystal's Criteria Applied to Spoken and Written Communication (2001).....   | 13 |
| <b>Table 1.9</b> Crystal's Criteria for Speech and Writing Applied to CMC (2000).....         | 14 |
| <b>Table 2.4</b> How Often Learners Use English as E-mail Language .....                      | 21 |
| <b>Table 2.5</b> Internet's Benefit in Improving English Competence.....                      | 21 |
| <b>Table 2.6</b> Skills that can be Learnt When Using English via Internet.....               | 22 |
| <b>Table 3.7</b> Some Abbreviations Used in E-discourse.....                                  | 36 |
| <b>Table 3.8</b> Some Acronyms Used in E-discourse.....                                       | 36 |

## List of Figures

|   |    |
|---|----|
| <b>Fig 1.1</b> Internet Users in the World.....                         | 6  |
| <b>Fig 1.4</b> Internet Penetration Rates in the World.....             | 8  |
| <b>Fig 2.1</b> The Use of Internet among Students.....                  | 20 |
| <b>Fig 2.2</b> Having E-mail Box.....                                   | 20 |
| <b>Fig 2.3</b> Using English as Internet-Language.....                  | 21 |
| <b>Fig 2.7</b> The Frequent Style Used by Learners.....                 | 22 |
| <b>Fig 2.8</b> The Use of Unusual Forms of Language among Students..... | 23 |
| <b>Fig 2.9</b> Has Technology Impact on Language.....                   | 23 |
| <b>Fig 2.10</b> Students' Attitudes towards Internet-Language.....      | 24 |

## **List of Acronyms**

**E-discourse:** Electronic-discourse.

**E- language:** Electronic-language.

**E-mail:** Electronic-mail.

**CMC:** Computer-Mediated Communication.

**WWW/W<sub>3</sub>:** World Wide Web.

**SMS:** Short Message Service.

**IM:** Instant Messaging.

**IRC:** Internet Reply Chat.

**HTTP:** Hyper Text Transfer Protocol.

**GSM:** Global System for Mobile Communication.

**HTML:** Hyper Text Markup Language.

**ICT:** Information Communication Technology.

**IT:** Information Technology.

**ISP:** Internet Service Provider.

**AT:** Algerie Telocom.

**RAN:** Radio Access Network.

**EV-DO:** Evolution-Data Optimized.

# **General Introduction**

## General Introduction

Within globalization process, Internet becomes the fastest communication channels with no boundaries. Indeed, the majority of people in Algeria use Algerian Arabic and French in order to get in contact with others electronically. Although, the English language is rarely used among them. So this research paper aims to investigate the language used by the Algerian surfing the Internet and if they use English or not.

To do this study, a set of research questions are asked as the following:

- ❖ 1) Do the participants use English via the Internet?
- ❖ 2) What are the characteristics of e-discourse?
- ❖ 3) What is the impact of technology on language?
- ❖ 4) How do the informants see e-mail language?

These questions led to formulate the hypotheses below:

- ❖ 1) The majority of the participants use English via Internet.
- ❖ 2) The characteristics of e-discourse are:
  - Unconventional forms of language (abbreviations, acronyms, emoticons)
  - The nature of e-language: e-language is written speech: people write the way they talk.
- ❖ 3) The impact of technology on language: linguistic change.
- ❖ 4) The respondents show positive attitudes towards e-language.

To support the above hypotheses a case study of 20 EFL learners in addition to 8 English teachers was conducted. Furthermore, to get more detailed information two major research tools were administrated to the informants: an interview for teachers, and a questionnaire for students. Thus, the collected data has been analyzed quantitatively and qualitatively.

The present work is structured as follows:

The first chapter sets the literature review defining key concepts related to language and Internet, and clarifying the main characteristics of e-language. The second chapter is devoted to research design and data analysis in addition to the main implications and solutions for this study. Finally, the third chapter examines the position of Algerian Internet market, mentioning the impact of technology on language.

**Chapter One:**  
**An Overview about**  
**Language and Internet**

## 1.1 Introduction

People use language as a means of communication with others from different regions and countries, via the Internet, synchronically or asynchronously.

The current chapter tends to give an overview about language and Internet. It is devoted to define notions and concepts related to the domain of language and Internet. It is also tries to clarify what is meant by Computer- Mediated Communication (CMC) and its major characteristics.

## 1.2 Language Defined

Language is human property. It is also a perfect means of expressing thoughts, feelings, desires...etc. Similarly, the American linguist Edward Sapir (1921: 8) has defined the concept of language as “Language is purely human and no instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”.

It is crucial to distinguish between the dichotomy of “Language” vs “A language”. The former refers to the human faculty to acquire and use a complex system of communication (like: sounds, gestures...). Noah Webster American dictionary (1828) gave precise definition for the term “language” that it is the ability of human beings to speak in which they are genetically endowed with psychological structure that enable them to speak .While the term “a language” as contrast to “language” is a shared linguistic system used by group of people.

## 1.3 The Difference between “Language Use” vs “Language Usage”

People use the language to fulfill different functions in conversation. Although, they need to follow a set of rules that helps them to use language in correct manner.

Hence, the main difference between the dichotomy of ”language use” vs “language usage” is that the former is how people use language. While, the latter refers to how people should use language in terms of grammar, syntax and style.

## **1.4 Concepts Related to the Field of Computer- Mediated Communication (CMC)**

### **1.4.1 Information Age**

It is also known as “computer age”, or “digital age”. It is an era in human civilization characterized by the high intensity of information, and by the rise of information-based industry. It is formed by the growing ubiquity of computers. This technological evolution has allowed for rapid global communication, and networking.

### **1.4.2 Internet Definition**

It is a global network of computer networks. It becomes universal publishing, distribution, and media medium. It offers real- time communication. Internet applications include: e-mail, information browsing, downloading and uploading, file to and from FTP sites, low Internet telephony, video conferencing, and web TV.

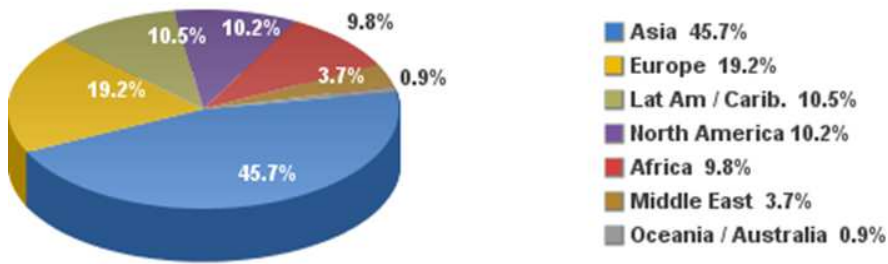
The emergence of Internet dates back to mission commissioned by the US government, in the 1960’s to create robust fault tolerant communication through computer networks. The UK and France have also participated in this work, leading to the primary precursor network “The ARPAnet” in the US. The interconnection of a set of networks in the 1980’s marks the beginning of the transition to modern Internet

### **1.4.3 Internet Users in the World**

According to Internet World Stat statistics by 2014, Asia is among the countries that takes the biggest portion in using the Internet across the world with percentage of 45,7%, while the smallest portion is taken by Australia with percentage of 0,9%. These percentages are represented in the following pie chart:



### Internet Users in the World Distribution by World Regions - 2014 Q2



Source: Internet World Stats - [www.internetworldstats.com/stats.htm](http://www.internetworldstats.com/stats.htm)  
Basis: 3,035,749,340 Internet users on June 30, 2014  
Copyright © 2014, Miniwatts Marketing Group

**Figure 1.1 Internet Users in the World**

Furthermore, the next table demonstrates World Internet Usage and Population Statistics in 2005's, 2010's, 2013's. (According to International Telecommunications Union).

| Years                         | 2005        | 2010        | 2013        |
|-------------------------------|-------------|-------------|-------------|
| World population              | 6.5 billion | 6.9 billion | 7.1 billion |
| Not using the Internet        | 84%         | 70%         | 61%         |
| Using the Internet            | 16%         | 30%         | 39%         |
| Users in the developing world | 08%         | 21%         | 31%         |
| Users in the developed world  | 51%         | 67%         | 77%         |

**Table 1.2 World Internet Usage and Population Statistics in 2003's, 2010's, 2013's**

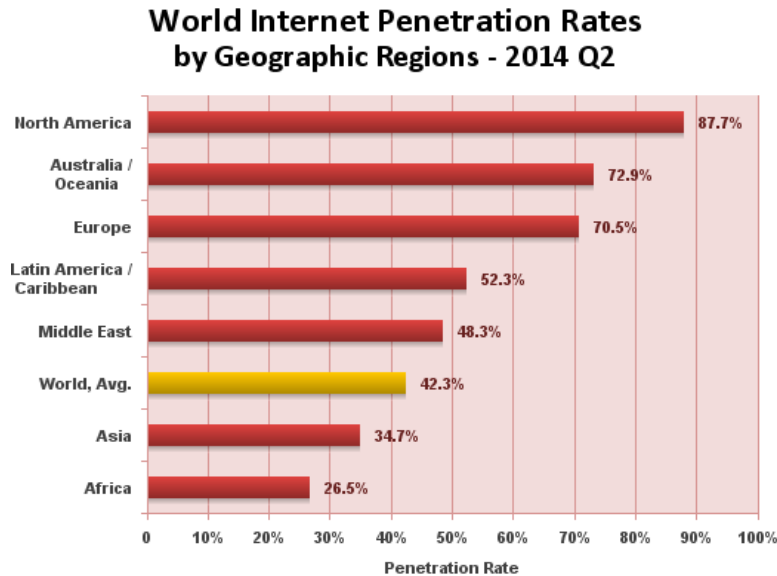
Seemingly, the number of world population increases throughout the years of 2005, 2010, 2013. Additionally, the number of people who don't use the Internet decreases throughout the same years. In other words, people use of Internet increases gradually. And, the number of users of Internet in the developed world is more than those in the developing world.

This table shows also Internet users and population statistics in the world in 2014's.

| <b>WORLD INTERNET USAGE AND POPULATION STATISTICS<br/>JUNE 30, 2014 - Mid-Year Update</b> |                                    |   |   |   |                                  |                                     |
|---|------------------------------------|---|---|---|----------------------------------|-------------------------------------|
| <b>World<br/>Regions</b>  | <b>Population<br/>( 2014 Est.)</b> | <b>Internet<br/>Users<br/>Dec. 31,<br/>2000</b> | <b>Internet<br/>Users<br/>Latest Data</b> | <b>Penetration<br/>(%<br/>Population)</b> | <b>Growth<br/>2000-<br/>2014</b> | <b>Users<br/>%<br/>of<br/>Table</b> |
| <a href="#"><u>Africa</u></a>   | 1,125,721,038                      | 4,514,400                                       | <b>297,885,898</b>                        | 26.5 %                                    | 6,498.6<br>%                     | 9.8 %                               |
| <a href="#"><u>Asia</u></a>   | 3,996,408,007                      | 114,304,000                                     | <b>1,386,188,112</b>                      | 34.7 %                                    | 1,112.7<br>%                     | 45.7<br>%                           |
| <a href="#"><u>Europe</u></a>   | 825,824,883                        | 105,096,093                                     | <b>582,441,059</b>                        | 70.5 %                                    | 454.2<br>%                       | 19.2<br>%                           |
| <a href="#"><u>Middle East</u></a>  | 231,588,580                        | 3,284,800                                       | <b>111,809,510</b>                        | 48.3 %                                    | 3,303.8<br>%                     | 3.7 %                               |
| <a href="#"><u>North<br/>America</u></a>  | 353,860,227                        | 108,096,800                                     | <b>310,322,257</b>                        | 87.7 %                                    | 187.1<br>%                       | 10.2<br>%                           |
| <a href="#"><u>Latin<br/>America /<br/>Caribbean</u></a>                                  | 612,279,181                        | 18,068,919                                      | <b>320,312,562</b>                        | 52.3 %                                    | 1,672.7<br>%                     | 10.5<br>%                           |
| <a href="#"><u>Oceania /<br/>Australia</u></a>  | 36,724,649                         | 7,620,480                                       | <b>26,789,942</b>                         | 72.9 %                                    | 251.6<br>%                       | 0.9 %                               |
| <a href="#"><u>WORLD<br/>TOTAL</u></a>  | <b>7,182,406,565</b>               | <b>360,985,492</b>                              | <b>3,035,749,340</b>                      | <b>42.3 %</b>                             | <b>741.0<br/>%</b>               | <b>100.0<br/>%</b>                  |

**Table 1.3 Internet Usage and Population Statistics in the World in 2014**

According to the latest data (June 2014), as it is shown on the table, Asia is always taking the biggest portion in using the Internet across the world. While, the smallest part is taken by Australia. Moreover, the following diagram clarifies Internet penetration rates in the world in the 2014's.



Source: Internet World Stats - [www.internetworldstats.com/stats.htm](http://www.internetworldstats.com/stats.htm)  
 Penetration Rates are based on a world population of 7,182,406,565 and 3,035,749,340 estimated Internet users on June 30, 2014.  
 Copyright © 2014, Miniwatts Marketing Group

**Figure 1.4 Internet Penetration Rates in the World**

Seemingly, North America is the first country in Internet penetration across the world. Subsequently, Australia, Europe, Latin America come later on. While, Africa is in the final position.

#### 1.4.4 World Wide Web

It refers to all the resources and the users on the Internet that use the Hyper Text Transfer Protocol (HTTP). It has become known as “the web”. Tim Berners-Lee is considered as the inventor of the web. A broader definition is given by the European Organization for Nuclear Research (CERN) (2007) to the (W<sub>3</sub>) that it is a computerized system of interlinked hypertext documents that are accessed via the Internet. It consists of pages that can be accessed by using a web browser. All the web pages are written in Hyper Text Markup Language (HTML), which works in conjunction with (HTTP).

#### 1.5 Computer-Mediated Communication

Computer-Mediated Communication is any human conversation that occurs through the use of two or more electronic devices. John December (1997) has defined CMC as it is a process of human conversation through computers that serves for different purposes. However, this definition seems more enigmatic.

Susan Herring (1996), a scholar who has been associated with this field for time, has claimed that CMC is communication that occurs between human beings through computers. Indeed, Susan's definition gives a precise description for CMC.

### **1.5.1 Modes of CMC**

There are two types of CMC: synchronous and asynchronous conversation. On the one hand, in the synchronous conversation: all the participants are online simultaneously, as with Instant Messaging (IM) and Chat.

#### **1.5.1.1 Instant Messaging (IM)**

It is a type of online chat which operates via the exchange of text messages through software application in real time. In instant messaging software, you can easily see whether your friend is online. Instant Messaging differs from e-mail in the immediacy of exchanging messages.

#### **1.5.1.2 Chat**

It is real time text –based conversation medium, carried out over network or over the Internet. The communication may be private (one- to- one), one-to-many, or conferences. It has its own proprietary protocol, and supporting the IRC (Internet Reply Chat) protocol. On the other hand, asynchronous conversation; in which there are time constraints on communication messages and replying, like e-mail and blogs.

#### **1.5.1.3 E-mail**

It is a means of exchanging documents and digital messages through computer networks or through the Internet. An e-mail message consists of three components: the message envelope, message header including originator's e-mail address and recipient(s)' addressee(s), and the message body. E-mail messages are usually encoded in ASCII text (American Standard Code for information interchange). The user can send not only text messages, but also non-text files (graphic images, sound files...). E-mail was one of the first uses of Internet, and is still the most popular use. Popular e-mail platforms include: G-mail, Hotmail, Outlook...

### 1.5.1.4 Blogs

Blog is also known as “weblog”. It is a personal online journal. It consists of separated entries called posts. A blog includes texts, photos, videos, music and audio posts. It reflects the personality of the author when writing about his/her daily experience. In the same time, it permits the readers to give their comments. Several blogs focus on specific topic like home staging, cell phone technology, sport...

## 1.6 Characteristics of Electronic-Discourse

### 1.6.1 Neologism

It is a new invented word or term that is used in a new sense. It occurs especially in cultures with rapid alteration of technology. A neology is according to Webster dictionary the use of new word, or the use of the existing word but given new meaning. It consists of syllabograms, logograms, and emoticons.

#### 1.6.1.1 Syllabogram

It is a symbol that represents a combination of phonemes of the word. It is also known as” phonogram”. Languages that use syllabic writing include: African language”Vai”, and North American language “Cherokee”.

The following table shows examples of popular abbreviations containing numbers (Maughan, 2011, Top 20 Most popular, 2008, Top50 popular Text,”2011):

| Abbreviations           | Meaning                                |
|-------------------------|--|
| B4                      | Before                                 |
|                         |  |
| Gr8                     | Great                                  |
| L8, l8r, cul8r          | Late, later , see you later            |
| 2, 2 day , 2moro, 2nite | To; too; two; today, tomorrow, tonight |
| B4N                     | Bye for now                            |
| F2F                     | Face to face                           |

**Table 1.5 List of Popular Abbreviations Containing Numbers**

### 1.6.1.2 Logogram

It is a written or pictorial symbol that represents a word or a morpheme. It is known as “ideogram”. Writing systems that make the use of logograms include: Chinese, and Egyptian hieroglyphic writing.

The next table demonstrates examples of popular abbreviations:

| Abbreviations | Meaning  |
|---------------|--|
| BRB           | Be right back                                    |
| BTW           | By the way                                       |
| IMO, IMHO     | In my opinion, in my honest/humble opinion       |
| LMAO          | Laughing my ass off                              |
| LOL           | Laughing out loud                                |
| OIC           | Oh, I see  |
| OMG           | Oh, my God                                       |
| ROFL, ROTFL   | Rolling on (the) floor laughing                  |
| TX, THX       | Thanks   |
| TTYL/TTYS     | Talk/type to you later, talk/ type to you sooner |
| WTF, WTH      | What the funk, what the hell                     |
| ASAP          | As soon as possible                              |
| BF, GB        | Boyfriend, girl friend                           |
| FB            | Facebook   |
| JK            | Just kidding                                     |

**Table 1.6 List of popular Acronyms**

### 1.6.1.3 Emoticon

It is a sequence of characters and symbols that represents a human facial expression, and conveying meaning.

The table below shows examples of emoticons (list of emoticons 2011):

| Emoticons | Meaning                                    |
|-----------|--|
| :)        | Smile, happy face                          |
| :(        | Frown, sad face                            |
| ;) )      | Wink                                       |
| :P        | Sticking one's tongue, out cheeky, playful |
| :D        | Laugh                                      |
| :/ , :\   | Undecided, skeptical/annoyed               |
| :         | Straight face, disgust or disapproval      |
| :8        | Sunglasses (indicating pride), glasses     |
| :O        | Shocked, surprised                         |
| :*        | Kiss                                       |

**Table 1.7 List of Emoticons (2011)**

Actually, the benefit of using these symbols is that they can be easily understood. They also allow people for communication, even their spoken languages are not mutually intelligible, by expressing themselves in written form and with greater ease.

### **1.6.2 Mode Mixing: The Nature of Electronic-Discourse**

The internet is an electronic, global medium of communication. The heart of the matter is to know what is the nature of electronic language: whether it is speech or writing. That what will be proved in the next chapter. Although, many writers have argued that Internet language is “written speech”: write the way they talk. In this regard, Davis and Brewer (1997:2) say that: “electronic discourse is writing that very often reads as if it were being spoken \_that as if the sender were writing talking”.

#### **1.6.2.1 The General Features of Speech and Writing**

Vachek (1973) said that the spoken norm of language and the written norm both make up subsystems of language elements, but one is manifested phonically and the other graphically.

According to him (1973: 15):

The spoken norm of language is a system of phonically manifestable elements whose function is to react to a given stimulus (which, as rule, is an urgent one) in a dynamic way, i.e, in a ready immediate manner, duly expressing not only the purely communication but also the emotional aspect of approach of the reacting language user.

Vachek (1973:16) added that:

The written norm of language is a system of graphically manifestable language elements whose function is to react to a given stimulus (which, as a rule, is not an urgent one), in a static way, i.e, in preservable and easily surveyable manner concentrating particularly on communicative aspect of the approach of the reacting language user.

The following table shows Crystal's criteria applied to spoken and written communication (Crystal, 2001: 26-28):

| Criteria            | Speech                | Writing                   |
|---------------------|-----------------------|---------------------------|
| Space/time relation | Time- bound           | Space-bound               |
| Spontaneity         | Spontaneous           | Contrived                 |
| Visual contact      | Face-to –face         | Visually decontextualized |
| Structure           | Loosely structured    | Elaborately structured    |
| Function            | Socially interactive  | Factually communicative   |
| Revisability        | Immediately revisable | Repeatedly revisable      |
| Richness            | Prosodically rich     | Graphically rich          |

**Table1.8 Crystal's Criteria Applied to Spoken and written communication (2001)**



### 1.6.2.2 The General Features of Speech and Writing in CMC

The table below clarifies Crystal's criteria, with minor changes, for speech and writing applied to CMC (2000: 42-43):

| Criteria                      | CMC(discussion forms)  |
|-------------------------------|--|
| Space/time relation           | Time bound in different ways, space bound with restriction               |
| Spontaneity                   | Variable   |
| Visual contact                | Visually decontextualized  |
| Structure                     | Loosely structured   |
| Function                      | Socially interactive with restrictions, variably factually communicative |
| Revisability graphically rich | Immediately and repeatedly revisable                                     |
| Richness                      | Prosodically rich indifferent sense, variably                            |

**Table 1.9 Crystal's Criteria for Speech and Writing Applied to CMC (2000)**

## **1.7 Conclusion**

With the advent of Internet, people can communicate to each other across the world using different codes. This chapter has identified some key concepts related to the scope of language and Internet. It has also demonstrated what is meant by CMC, its modes, and its major characteristic. The next chapter will examine the position of participants at Tlemcen University in using English via the Internet, and their attitudes towards electronic-language.

# **Chapter Two: Research Methodology and Data Analysis**

## 2.1 Introduction

Actually, not all people use the English language in their e- communications. For this reason, this chapter tries to investigate language use of people of Tlemcen University via Internet and whether they use English as language of e-discourse.

It is divided into three parts: The first part is devoted to research design and methodology. The second part is assigned for the analysis and the interpretation of the data collected from the participants. In the third part, a list of implications and suggestions was presented.

## 2.2 Sample Population

The participants who were targeted to answer the research tools administrated to them, were English teachers and EFL students at Tlemcen University. Although, from this population, we have selected 8 teachers and 20 students to represents the whole population. This study aims to choose a random sampling in order to obtain more accurate and generalizable data.

### 2.2.1 Teachers' Profile

The informants of this study were English teachers at Tlemcen University. They were 8 teachers (mixture of males and females) holding different diplomas. Two teachers were Professors in the field of sociolinguistics and TEFL. Then, three others hold Doctorate Degree in same the fields. The rest hold Majester Degree in the field of ESP, Literature and Civilization, and TEFL. The selection of the teachers was not based on a set of criteria. They were selected randomly for the sake of quality information. All of them were users of Internet.

### 2.2.2 Learners' Profile

Besides teachers, learners were also participants of this study. They were Master 1 Language Studies students (mixture of males and females) whose number doesn't exceed the 20<sup>th</sup>. They were selected randomly. Their ages were between 21\_24 years old. They all use the Internet.

## 2.3 Research Instruments

After selecting the sample, the research instruments were carried out. The research instruments that were addressed to the participants are mainly: an interview for teachers and a questionnaire for students.

### 2.3.1 Teachers' Interview

An interview is a set of questions that were orally asked for the participants. It is tool for eliciting qualitative information on the participants' beliefs, interest, and attitudes about specific theme. Similarly, McNamara (1999) argued that interviews are used to elicit data from the participants. The interview gives a detailed information around the topic.

In this study, structured interview is practised in which it is not permitted to the interviewee to add or change the questions. It consists of 8 questions. These questions go hand in hand with the research questions and research hypotheses. It was designed for 8 teachers who were very kindly and helpful. They gave us some advice and suggestions. Indeed, using the interview allow us to obtain detailed information about personal feelings, perceptions and opinions. It also allows us to ask more detailed questions.

### 2.3.2 Students' Questionnaire

In addition to the interview, a questionnaire is another research instrument used in this work. It is a list of research /survey questions asked to the respondents and designed to extract specific information. It serves 4 basic purposes: it collects the appropriate data. It makes data comparable and amenable to analysis. It also minimizes bias in formulating and asking questions, and making questions engaged and varied. The questionnaire was designed for 20 students, only 19 students hand it back. The students answered the questionnaire individually.

It consists of 10 questions organized under three rubrics. The first rubric, which comprises of 2 questions described the personal behaviour of the participants. The second rubric, through posing 4 questions, tested whether the participants use English via Internet, and if their use helps them to learn the language. Finally, the third rubric, which contains 4 questions clarified the characteristics of e-language, the attitudes of the respondents towards it, and the impact of Internet on language.

## 2.4 Analysis and Interpretation of the Results

The data were extracted from the participants. Then, it would be analyzed quantitatively, and qualitatively.

### 2.4.1 The Results of Teachers' Interview

Seemingly, the results reveal that:

- Most of the participants use English via Internet.
- The factors that enhance e- conversations are mainly:
  1. Technology gives easier facilities.
  2. An era of globalization process and ICT revolution.
  3. Gaining time and getting in touched with others easily.
  4. So faster and free.
  5. Not costing.
- ❖ All the respondents agree that the advent of Internet has an impact on language.

Three teachers argued that it is positive impact. Because through the internet, people can have an access to books, documents, videos. They also gain knowledge, and even developing their language proficiency. However, three other teachers saw

this impact in negative way. Because using abbreviations would lead to misspelling, and bad syntactic structure.

Furthermore, two other teachers claimed that the impact of Internet has two sides. From the positive side: the Internet is used for communication with others, and for developing the language proficiency. From the negative side, people using abbreviations and acronyms through the Internet this would lead to misspelling, and bad syntactic structure. Thus, causing language attrition.

- ❖ Most of the participants use abbreviations in e-discourse. These abbreviations are either containing numbers or dropping vowels.
- ❖ Concerning the attitudes towards e-language: three teachers showed negative attitudes towards it. They considered it not real language (just variety of language) and harmful because of the use of abbreviations and acronyms.

Although, two other teachers argued that it is useful in a way or another to find friends and communicate with them, and to gain knowledge.

Moreover, the rest (two teachers) said that the e-language has advantages and disadvantages. On the one hand, it allows us to send and receive information quickly. It is also useful in knowing new people and new things.

On the other hand, there is a fear to loss the standard forms of language through the use of abbreviations. That will contribute to a way or another to language deviation, thus, language degradation.

- ❖ Speaking about the nature of this new media of interaction. Three teachers said that e-language is free language at the process of development. One teacher said that it is spoken language because of the use of abbreviations. However, other one said that it is written. Although, other teacher claimed that it is neither spoken, nor written. It is written speech: write the way talking in.
- ❖ Explaining why people don't use English in their e –conversations, unlike French and Algerian Arabic.

Some teachers claimed that people don't know English and they don't have background knowledge about it. So, they fear to be not understood when they using it.

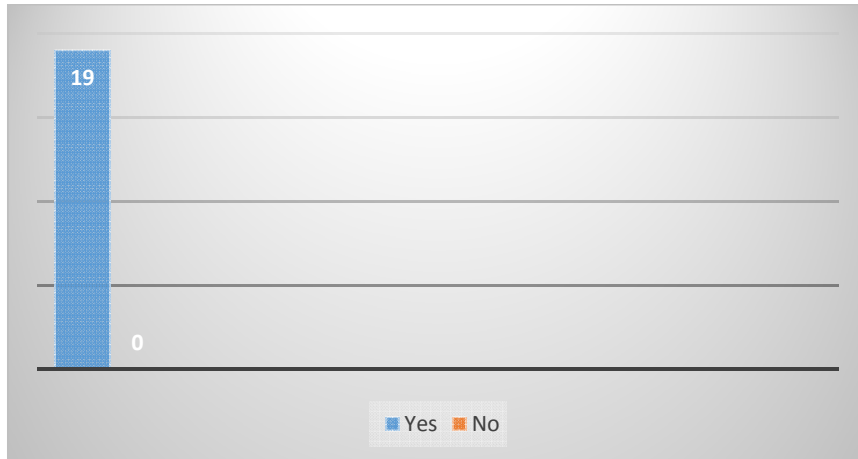
- Other teachers said that English is deemed as foreign language in the Algerian society. Thus, it has no social function. It is practised only by the members of community like English teachers, students...
- ❖ Finally, the major solutions that have been assumed by teachers for making the learners benefit from the use of English are in the following:
  1. Reading classical novels, books...
  2. Using audio-visual materials.
  3. Watching movies speaking English.

4. Interaction with people specialized in this domain, is helpful in learning the language. That what is called “Cooperative learning”.

### 2.4.2 The Results of Students’ Questionnaire

The results of the questionnaire were of 19 students who hand it back.

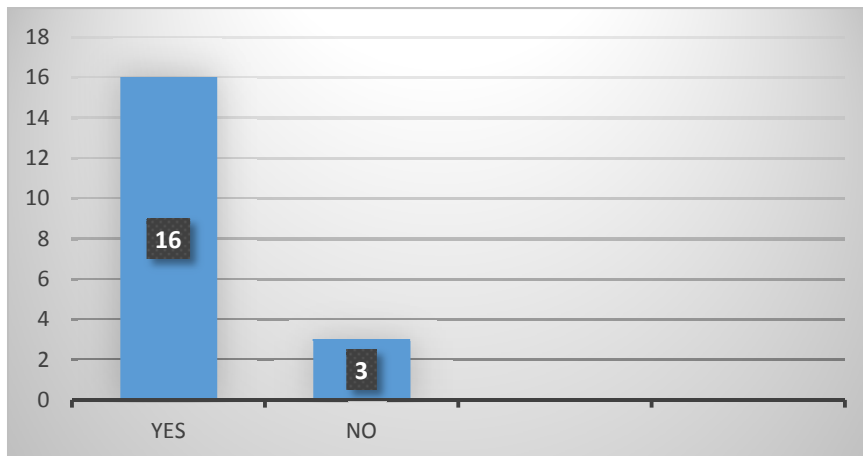
❖ **Question One:** Do you use the Internet?



**Figure 2.1 The Use of Internet among Students**

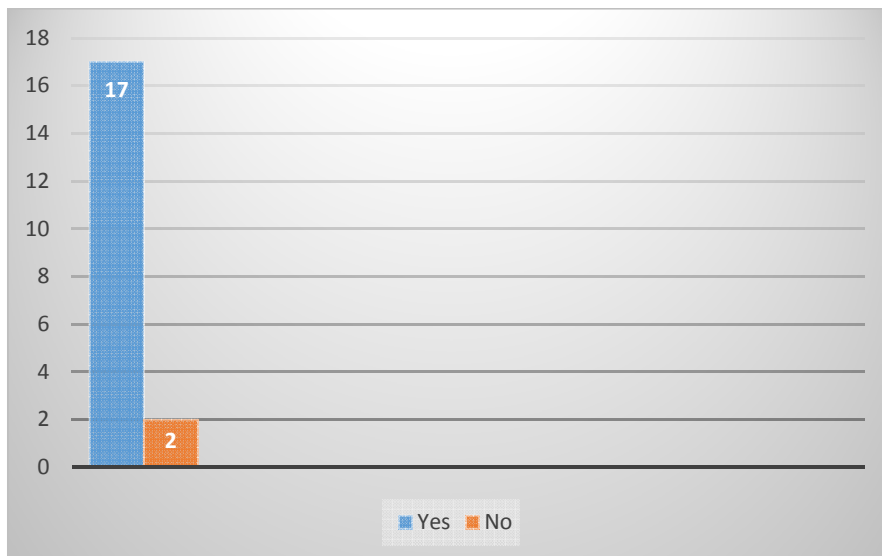
The results show that all students use the Internet. Consequently, we are living in digital age. Because, all the participants can get on access to the Internet.

❖ **Question Two:** Do you have an e-mail box?



**Figure 2.2 Having E-mail Box**

It seems that all of students have an e-mail box except three students. Thus, most of respondents are interacting to others and exchanging their documents, ideas, desires with them.

❖ **Question Three:** Do you use English as e-mail language?

**Figure 2.3 Using English as Internet-Language**

Seemingly, most of learners use English as Internet-language. With the exception of two students. As result, most of learners try to improve their English competence through the use of Internet.

❖ **Question Four:** How often do you use it?

| Use of English as e-mail language | Always | Sometimes | Never |
|-----------------------------------|--------|-----------|-------|
| 19 answers                        | 04     | 13        | 02    |

**Table 2.4 How Often Learners Use English as E-mail Language**

As it is shown on the table, the majority of learners sometimes use English as e-language. However, two students never use it. Hence, most of the learners benefit from e- learning of English.

❖ **Question five:** Is the use of Internet helps you to improve your English competence?

| Using Internet improves English competence | Yes | A little bit | No |
|--|-----|--------------|----|
| 19 Answers                                 | 07  | 10           | 02 |

**Table 2.5 Internet's Benefit in Improving English Competence**



The table above demonstrates that majority of students benefit from using Internet in learning English. However, few learners do not.

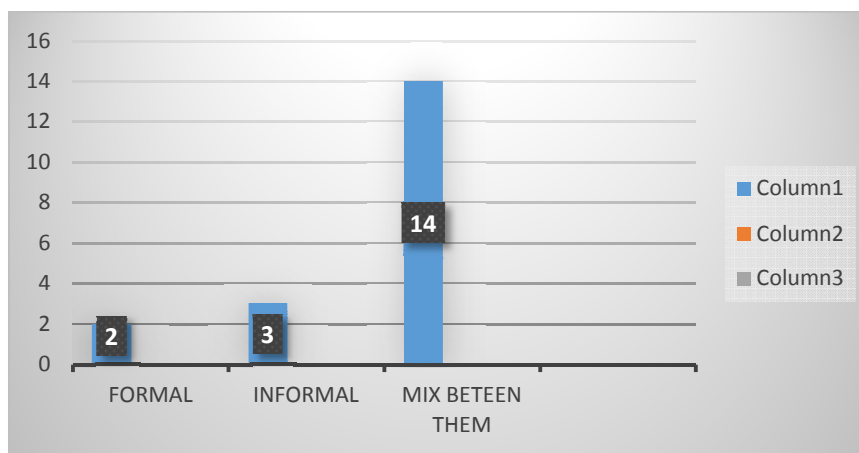
- ❖ **Question Six:** If yes, what can you learn when exchanging your e-conversations in English?

| Skills that can be learnt when using English via Internet | Vocabulary | Speaking | Listening | Reading | Writing |
|---|------------|----------|-----------|---------|---------|
| 19 Answers  | 06         | 01       | 01        | 04      | 07      |

**Table 2.6 The Skills that can be Learnt When Using English via Internet**

Seemingly, most of students benefit when exchanging their e-communications with others in English especially in terms of vocabulary and writing. Consequently, they are practicing the language more in order to ameliorate their vocabulary and their writing skill.

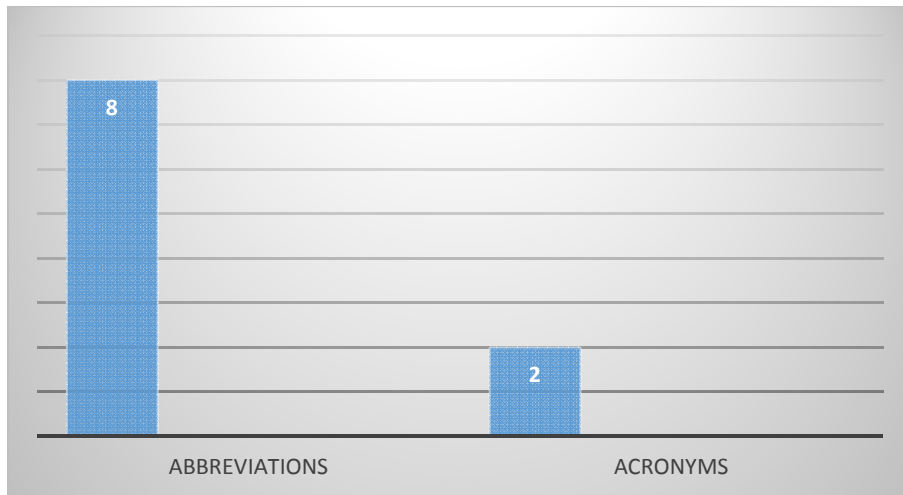
- ❖ **Question Seven:** when you are chatting which style do you usually use?



**Figure 2.7 The Frequent Style Used among Learners**

The results show that the majority of learners mix between the formal and informal style in their e-conversations. However, a few of them use only the formal style. As result, most of students may use abbreviations, emoticons in their conversations.

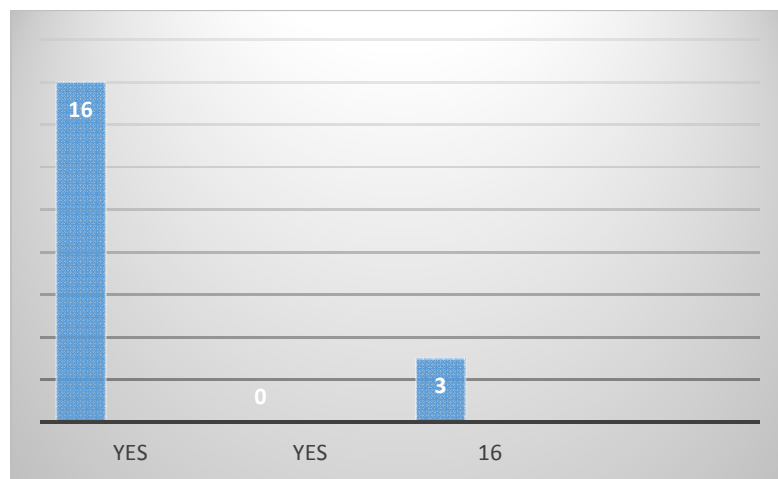
- ❖ **Question Eight:** What are the unusual forms of language (abbreviations, acronyms, emoticons) that you usually use in e- discourse?



**Figure 2.8 The Use of Unusual Forms of Language among Students**

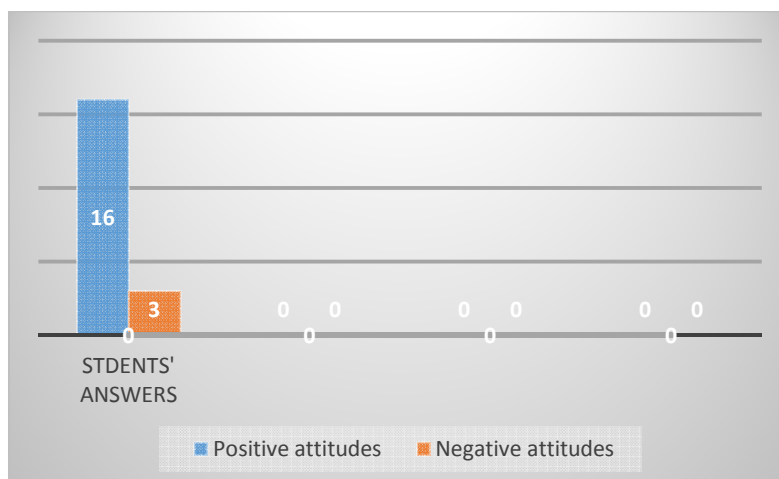
The results show that the abbreviations are much more used among students. While, the acronyms are rarely used among them. However, one student said that she avoids using these forms of language. She writes in a formal style in order not to lose the standard forms of language. Thus, students use these forms of language to save time and to express themselves at ease.

- ❖ **Question Nine:** Do you think that the advent of Internet influences the language?



**Figure 2.9 Has Technology an Impact on Language**

As it is represented in the column, many students said that the Internet has an impact on language. However, a few of them said no. Surely, technology influences the language, and that lies on the use of unusual forms of language among students.

❖ **Question Ten:** How do you see Internet-language? And, why?

**Figure 2. 10 Students' Attitudes towards Internet-Language**

The majority of learners showed positive attitudes towards e-language. They claimed that it is means of communication with others. It is also useful for learning the language of others, thus, learning another culture. However, three students maintained that e- language is not language. It is variety of language. They considered it harmful because it contributes, in a way or another, to losing the standard forms of language. Thus, causing language shift.

- ❖ Others argued that e- language is means of double edged sword, i.e, it has advantages and disadvantages.

## 2.5 The Main Findings

The main results that have been deduced from this study are under below:

1. The majority of participants use English via Internet. This result proves what we have assumed.
2. The main characteristics of e- discourse are:
  - The use of unusual forms of language such as: abbreviations, acronyms containing numbers and dropping vowels, in addition to emoticons. This confirms our hypothesis.
  - The nature of e-language: The majority of participants stated that e-language is a form of language in the process of developments. This result is not identical to our hypothesis. We assumed that e-language is written speech: write the way talking in.

### 3. The impact of technology on language:

Most of participants said that technology impact on language has advantages, and disadvantages. From the positive side: Internet is useful in getting on contact with other people across the world, and developing the language proficiency. And, from the negative side: Internet would lead to language attrition. Because most of people, especially Youngers, don't use the standard forms of language. Most of time, they use abbreviations, acronyms, and emoticons. This result states what we have proposed only from the negative side.

4. The majority of participants show positive attitudes towards Internet- language saying that it is useful to find friends and communicate with them. It is also helpful in giving information about whatever someone wants. However, it may lead to what is called "language shift" if people don't use the language in its standard form and, in a correct manner. This result supports our hypothesis.

## 2. 6 Limitations of the Research

When dealing with this work, we have encountered many obstacles such us:

- Problem of the Internet especially in the campus.
- Limited resources, either in the library or in the web. There is no books available in the library related to this work. Besides this, there is no sufficient e- resources that give us detailed information about the topic.
- There was a misunderstanding when dealing with the participants. From the part of students, they don't understand some questions. Hence, the answer won't be clear as much as possible. Concerning the teachers, there was obstacle of timidity especially when speaking with male teachers that have ever spoken to them. Consequently, we can't elicit much more information as it is required.

## 2.7 Further Suggestions

The main suggestions that can be useful for making the learners benefit from their use of English through the Internet are in the following:

- Reading books, articles, magazines, and novels written in English.
- Using audio-visual materials speaking in English.
- Watching movies speaking the language.
- Interacting with people who are specialized in this domain to learn more and more. That what is called "cooperative learning".
- Getting in contact with the native speaker of the language to be more aware about the language.
- Creating groups as modal for speaking and learning English, and getting in exchange with friends through social networks.

**2.8 Conclusion**

This chapter has tried to examine how language is used in e-discourse, and if English is used as language of e-discourse among the participants at Tlemcen University (English department). It comprises of three parts. The first part dealt with the research methodology focusing on the sample and research instruments. The second part analyzed the data that have been gathered from the informants quantitatively and qualitatively. And the third part presented a set of implications and suggestions related to this work.

**Chapter Three: Internet  
Market in Algeria and  
Technology Impact on  
Language**

### **3.1 Introduction**

This chapter has introduced from one hand, the situation of Internet market in Algeria giving the possible forecasts for telecommunication market throughout the coming years, and the major Algerian Internet Service Providers (ISPs) in the market. On the other hand, it has clarified the main languages used among Algerian people within e- discourse, mentioning the impact of Internet on language.

### **3.2 Algerian Internet Market Overview**

Algeria is a country situated in the Maghrebi region of the Northwest of Africa with population estimated at 37, 9 million inhabitant, and total area of 2 381741square kilometers. Over the past decade, the number of Internet users in Algeria has increased approximately to 3, 5 million users in 2008. At the same time, the number of Internet cafés has also jumped to more than 5000. Chatting and looking for job opportunities online are the popular activities in Internet cafés. However, the penetration rate is still low at 10, 4 of population within the same year.

So that the Internet Service Providers complained that the Algerian authorities didn't encourage the development of Information Technology (IT) sector because of high cost of computers and Internet connection, and lack of interest in web content. They claimed that ADSL subscription is low, and that many state institutions don't have web sites.

### **3.3 Algerian Telecommunications Market Report and Forecasts**

As result, in order to improve Information Communication Technology (ICT) penetration rate, the government has approved in January 2008 to invest £R 100 million for implementing Internet networks in every high school in the country. Additionally, Algerie Telecom (AT), the main operator of Internet services and fixed mobile telephone services was slated for privatization. Although, the process has delayed. The government claimed that Algerie Telecom will be ready for privatization by 2011.

Another delay with licensing of 3G (Generation) spectrum to Algeria mobile network operators has led to failure in IT sector. It is planned for 2013. At the same time Algerie Telecom has expanded its ADSL and WiMAX networks, and its CDMA system with broadband capacities. ADSL prices are low, accordingly, the infrastructure relies on WiMAX wireless broadband technology governed by ISPs. The liberalization of the market for VOIP services has assisted to show the importance of ISPs in the sector.

Algerie Telecom has invested in the expansion of national fiber infrastructure in which it becomes the main participant in a four-company national fiber project. It stars in infrastructure program to build 20.000 Kilometers of fiber by 2016, connecting 20.000 areas, and launching the "idoom" range of unlimited DSL offers.

It also confirms alliance with Telnet Holding Company to supply a national Wi-Fi network. Moreover, the government pursues MSANs program for the deployment of broadband to towns and regions with population of between 1000 and 2000.

### **3.4 Telecommunication Broadband Technologies**

In telecommunications, broadband is a wide bandwidth information transmission that simultaneously transport multiple signals and traffic types through cables, optical fibers, and wireless broadband. ADSL is among the broadband technologies that transport multiple signals and traffic types through cables.

#### **3.4.1 ADSL (Asymmetric Digital Subscriber Line)**

ADSL is a data communication technology that can make the data transmission faster over cooper telephone lines than traditional modem line. Generally, ADSL can only be distributed over short distances from the telephone exchange (less than 4 kilometers). However, it can be distributed over long distances (more than 8 kilometers) if the laid wire gauge permits for further distribution.

Currently, most of ADSL communications are full-duplex in which the communication is usually achieved on wire pair by either Frequency-Division Duplex (FDD), Echo-Cancelling Duplex (ECD), or Time-Division Duplex (TDD). In order to receive ADSL services, ADSL needs a special ADSL modem and subscribers in which the geographical areas have to be related to the provider central office wireless. Besides ADSL, there are other technologies that enable data to transmit wirelessly.

#### **3.4.2 Wireless Broadband Technologies**

Besides ADSL, there are other technologies that enable data to transmit wirelessly.

##### **3.4.2.1 WiMAX (Worldwide Interoperability for Microwave Access)**

WiMAX is among the hottest broadband wireless technologies around today. It was created by WiMAX Forum that was formed in April 2001. It relies on IEEE 802.16 technology. Consequently, this type of wireless technology can provide wireless Internet services over longer distances (up to 30 miles). It uses fixed and mobile stations to supply users with access to high speed voice, data, and Internet connectivity.

The design of WiMAX network is based on the following criteria:

- ❖ Spectrum can be developed in both licensed and unlicensed spectra.
- ❖ Topology encourages different Radio Access Network (RAN) topologies.
- ❖ IP Connectivity encourages a mix of IPv4, and IPv6 network interconnects in customers and application servers.



- ❖ **Mobility management:** It is possible to extend the fixed access to mobility, and the delivery of broadband multimedia services.

WiMAX operates similarly to Wi-Fi, but at higher speed over longer distances, and for bigger number of users.

### 3.4.2.2 Wi-Fi

Wi-Fi is a wireless computer networking technology that permits any electronic devices to network using the frequencies of the 2.4 GHz UHF and 5 GHz SHF ISM radio bands. The Wi-Fi alliance defines Wi-Fi as any wireless local area network WLAN product based on the Institution of Electrical and Electronics Engineers IEEE 208.11 standard. Taken from Webopedia Computer Dictionary. Traditionally, Wi-Fi was applicable only to products that use 802.11 standard, but now it can apply to products that use any 802.11 standard.

Several devices are enable to use Wi-Fi such as: laptops, smartphones, digital cameras, tablet computers. Wi-Fi is used in a wide range in business, agencies, schools, and houses as substitute to a wired LAN. These areas are called hotspots. To connect to Wi-Fi LAN, a computer has to be equipped with a wireless network interface controller. Wi-Fi works with no physical wired connection between the sender and receiver through the use of Radio Frequency (RF) Technology. If Wi-Fi is not securable, it may be used by someone uses the access as free Internet connection.

### 3.4.2.3 Evolution-Data Optimized (EV-DO)

It is 3G wireless radio broadband data standard that offers faster speeds than those are existed in CDMA networks or other 2G services. It is the following step in the evolutionary path of CDMA standards after CDMA 2000 and 1XRTTC (previous data technology for CDMA networks). It enables information rate over 10 times faster than 1XRTT, but not faster than the newer LTE4G standard. In comparison to other 1X standard, EV-DO addresses only data, and not voice.

There are two main versions of EV-DO: “The Release 0” which is the first original version. It grants information rates up to 2.4mbps, averaging 300-600 kpbs in the real world. The second version: Revision (A) that integrates most of the quicker information technology that is originally designed for 1xEV-DV Revision standard. This version improves latency.

Additionally, EV-DO relies on technology that was earlier called High Date Rate (HDR). The EV-DO feature of CDMA 2000 networks offers an access to mobile devices with forward link air interface speeds of up to 2.4 Mbit/s with “Rel 0”, and up to 3.4 Mbit/s with “Rev A”. EV-DO works like the way mobile operator that is based on signal from wireless tower rather than the physical connection as cell phone or cable. Moreover, EV-DO modem receives the signal permitting to

connect to the Internet. This modem can take many formats like: USB, Express card, PCMCIA card.

### **3.5 Algerian Internet Service Providers (ISPs) Market**

There are more than 70 registered ISPs in Algeria, only about 40 are active. Ali Kahlane, the President of “ISP Satlinker” and of “Algerian Internet Services Providers Association” claimed (2002) that to register as an official ISP is an easy process, and a number of Information Technology (IT) companies interested in diversifying, registered without having the ability to become active providers.

#### **3.5.1 Eepad**

According to TeleGeography’s Global Communication Database, Eepad was the first Algerian company to be licensed as an ISP in 1999 and went on to become the first DSL and Voice Over Internet Protocol alternative operator in the country. It was created in 1991.

It started business in the distance teaching segment before dealing with new technologies. This company assisted the Algerian Government to promote information and communication technologies. In 2000, clickforma was set up in addition to Dial-up 4 digit services in 2002. Furthermore, the Government sponsored Ourastic Campaign that provides one personal computer per house in 2005. A year later, it set up Internet telephony via IP (Assila box). In early 2007, Eepad signed agreement with the French Company “NeufCegetel” that permits unlimited calls between Neuf box in French and Assila box in Algeria.

This private company granted ADSL approximately to 50.000 customers. The Ministry of Posts Information Technology and Communication (MPTIC) decreased ADSL prices by 50%. Consequently, Eepad’s offering becomes unprofitable. Hence, Eepad Company re-launched by assembling ADSL services with pay-television and fixed-line phone services in July 2009.

Although, the company failed to pay its mounting debts to Algerie Telecom estimated at £36 million leading to the interruption of Internet services. As result, Eepad customers had transferred to Algerie Telecom’s Djaweb Company.

#### **3.5.2 Djaweb**

Djaweb is subsidiary of Algerie Telecom. It aims to improve its image as dynamic Internet service Provider. It offers ADSL services with WiMAX and FTTH technologies as complementary products. Ahmed Khalil, the head of Djaweb has described the private sector investment as key to development, but Oxford Business Group (OBG) told that the state should take further measure and provide additional incentives to promote Internet use.

Moussa Ben Hamadi, the CEO of Algerie Telecom said that ADSL is the only way to bring added value to the Internet. He believed that there was still a future for

fixed line ever after the introduction of 3G technology. Currently, the cost of Djaweb's purchases of bandwidth from Algerie Telecom represents 70% of the company's operating expenditures.

### **3.5.3 Icosnet**

Icosnet is Internet telephony service provider (ITSP). It was created in 1999. It is licensed as Internet service provider, and Voice over Internet Protocol operator. It offers Internet access and phone services to small business customers in major cities throughout Algeria. Its new network starts with points of presence in London and Madrid.

Furthermore, Icosnet is linked to its Algerian operations center through cables undersea from which it provides a mix of wired and wireless services such as VOIP and WiMAX. It is connected to all Algerian local carriers via SS7E1 and a number of international carriers through SIP. In 2007, Icosnet started searching for a reliable softswitch/billing solution to support its planned rollout of VOIP services to local customers.

Additionally, Icosnet found Porta One's Porta Switch suitable for this key infrastructure cooperation. Mr Ali Morsli Icosnet's chief executive officer claimed that Porta Switch had only the features that they looked for, but the reputation for reliability and good value". Among Porta Switch's diverse service capacities is converged VOIP billing and provisioning, SIP call control, unified messaging... It enables VOIP carriers, and telecommunication service providers to transport a wide varieties of business models faster and flexibly.

Accordingly, the importance of Porta Switch has grown. Thanks to Porta Switch billing logic, Icosnet enables to grant convenient payment alternatives including online and money transfers. In 2013, the company decided to promote its installation to Porta Switch Procinctus that lets Icosnet unify voice, data, fax content, and adding Porta Switch redundant site.

### **3.5.4 Smart Link Communication**

Smart Link Communication is an Algerian Communication Company created in 2001. It made the first commercial deployment of WiMAX in the Arab world in July 2005 using the frequencies in 3, 5 GHZ and 5, 8 GHZ bands. It focuses on establishing a wireless broadband network across Algeria. With the mid of 2005, their network covered most of the Capital Algiers and most of the east of Algeria.

Moreover, SLC made an agreement with French Company "Telemedia" under the brand name "Numidia". It represents broadband and VSAT operator for SMES (a large company that allows the deployment of WiMAX in six major cities of Algeria. In 2012, SLC selected InfiNet Wireless of Ekaterinbug in Russia for its new wireless infrastructure. The deployment of ISPs in Algeria facilitates the access

to Internet through which people can get in contact with others across the world using different codes.

### **3.6 Languages used in e-discourse**

People are able to communicate with others via Internet using different languages thanks to ISPs that make the access to Internet easier. People differ in using the languages within e-discourse according to the person they speak with. Among these languages that are usually used by Algerian people are: Algerian Arabic, French, and English.

#### **3.6.1 Algerian Arabic**

Algerian Arabic is cover term for Arabic varieties spoken in the north of Algeria. It is a part of the Maghreb Arabic dialect continuum. Algerian dialect vocabulary is a mixture of Arabic with other languages like French, Berber, Spanish, and so on...

There are two main Algerian native languages: Algerian Arabic spoken by 73% of the population, and Tamazight for 25% of the population. Algerian Arabic is simplified and much more similar throughout Algeria. However, the Eastern people speak Arabic nearly like Tunisians. While the westerners speak Arabic closer to that of Morocco.

#### **3.6.2 French**

According to the Permanent Committee on Geographical names for British Official Use (PCGN) states that in reality, French is the lingua franca of Algeria. Although, the government attempted to remove French, but it never stopped being the lingua franca". Algeria is the second largest Francophone country in the world in terms of speakers.

French is a part of the standard school curriculum, and is widely understood (18 million of Algerians are able to write and read French). Ethnologue statistics indicate that 111000 people in Algeria speak French as the native language. Some two-thirds of Algerians have "fairly broad" grasp of French, and half speak it as second language.

#### **3.6.3 English**

English is the global and the dominant language in the world. It is deemed as foreign language in Algeria. Furthermore, the Algerian Government decided to incorporate it into the educational program as secondary mandatory foreign language. The ministry of education said that English was to be upgraded because it was the language of scientific knowledge.

Despite that, according to the Algerian envoy to India, only 5% of the population can speak good English. For this reason, the government decided to invite Indians to teach the language in the Algerian Universities in 2012.

### **3.7 The Impact of Internet on Language: Linguistic Change**

Language itself changes slowly through time but, the Internet is without doubt the medium with more significant impact on language. It has speeded up the process of this change. It threatens the language on several levels. Internet causes considerable damage in terms of language usage and written proficiency. Furthermore, it threatens the existence of linguistic minorities, and linguistic identity of oppressed communities.

#### **3.7.1 Language Change**

Language is always changing. This change can be across spaces, across social groups, or across time. The linguistic change involves phonetics, morphology, syntax, and semantics. When the language change occurs, the original language becomes arbitrary and distinct from the new language. In other words, there is no mutual intelligibility between them.

Language changes for many reasons. History recorded a set of examples of the change of language caused by colonization, and migration. Additionally, language may change if speaker adopt or invent new ways of speaking, passing them on other members of speech community. Furthermore, new technologies, industries, and experiences need new terms. For instance within Shakespearean period, the terms: Internet, plastic, mobile phone didn't exist. Moreover, linguistic change can be explained by the law of "least efforts" by which sloppy pronunciation in rapid speech cause change in sounds. Recently, language change may also occur by the advent of Internet as many people created special forms of language for communications like abbreviations, acronyms, and emoticon. These forms would lead to doing misspelling, and bad syntactic structure. Thus, causing change in language or something else like language shift.

#### **3.7.2 The Features of Linguistic Change in Online Language**

As aforementioned, people invented many new forms of language such as: abbreviation, acronyms, emoticons, and so on...for communicating others electronically, in order to save time and minimizing efforts. Although, these forms of language have greatly led to language shift.

##### **3.7.2.1 The creation of abbreviations**

People utilize interchangeably abbreviations and acronyms within e-discourse, in order to gain time and to express themselves at ease. But there is a nuance between them. Acronym is term created from the initial letters from a longer name, and is pronounced differently than the expanded form. While, abbreviation is written in different way from the expanded form, but it is pronounced the same.

The following tables show list of abbreviations and acronyms used among people within e-discourse.

| Words   | Abbreviations |
|---------|---------------|
| See you | C u           |
| Thanks  | Thx           |
| Why     | Y             |
| Are     | R             |
| You     | U             |

**Table 3.7 Some abbreviations used in e-discourse**

| Words               | Acronyms |
|---------------------|----------|
| Facebook            | FB       |
| Laugh out loud      | LOL      |
| As soon as possible | ASAP     |

**Table 3.8 Some acronyms used in e-discourse**

### **3.7.2.2 Borrowing Words**

In addition to the use of abbreviations and acronyms, people may use loan words from other languages in order to facilitate communication, and to be understood by the people they communicate with. As examples of loan words used among people as they chat are: “mdr”, “tfacebooké”, “tconnecté”, “tpartagé”. These words are taken from French.

### **3.7.2.3 Capitalization and Repeating Letters and Punctuation Marks.**

Besides the features that have mentioned before, people use also capitalizations in their e-communications. As in the following example: I SAI NO. BUT, WHY? They use them for shouting. Furthermore, they may repeat the same letter like: hiiii, aaah, and oops, or repeating the same punctuation marks as: hey!!!!, you????...They are used for emphasis.

### **3.7.2.4 Making Pauses and Spaces**

Pauses occur when we need time to formulate ideas or to lay extra emphasis. They are represented by dots (...), for instance: she looked for job...till she found it. People may also let space in order to insist on what is said as “it is true”.

### **3.8 Conclusion**

As aforementioned, this chapter has tried to reveal the position of Algerian Internet market, besides the predictions for the progress of the market throughout the next years mentioning the major ISPs market, this is from one part. From the other part, it has discussed the languages that are used among people within e-conversation, pointing out the influence of technology on language.

# **General Conclusion**



## **General Conclusion**

Information technology is a driving factor of globalization process through which people are able to communicate with others using different codes. Actually, the majority of people in Algeria use Algerian Arabic and French in their e-conversations, unlike English which is solely used among them.

For this reason, this research work is purposeful to investigate how language is used electronically, and whether English is used or not.

After analyzing the data collected from the respondents (MASTER1 EFL students, and English teachers) quantitatively, and qualitatively the main findings reveal that the majority of participants use English via Internet. This result is similar to our first hypothesis. Additionally, the main characteristics of e-discourse are mainly: the use of unconventional forms of language in addition to the nature of e-language in which it is considered as form of language in the process of development. This result partially confirms our second assumption that regards the e-language as written speech. Then, for the impact of Internet on language: the majority of informants claimed that e-language has advantages and disadvantages. This result supports our third hypothesis only from the negative side: e-language has disadvantages causing damage in terms of language usage and written proficiency. Finally concerning the attitudes towards Internet-language, the majority of respondents said that Internet-language is useful in finding friends to communicate with them, and in promoting language proficiency. This result supports also our fourth hypothesis.

Consequently, this work is divided into three chapters: the first chapter presents an over view about language and Internet. The second chapter deals with research methodology and data analysis besides the major limitations and suggestions for this study. Finally, the third chapter makes survey about the situation of Algerian Internet market mentioning the influence of Internet on language.

Conclusively, The major obstacles that we encounter as doing the work are presented briefly as: the problem of Internet especially in the campus, limited resources, misunderstanding of some questions by students...Furthermore, The main solutions for making the learners benefit from the use of English via Internet are briefly: using audio-visual materials and watching movies speaking the language, in addition to reading.

# **Bibliography**

## Bibliography

- ❖ Mrs Bounader Zitouni Mimouna. (2013). *Is English There? Investigating Language Use among Young Algerian Users of Internet*. (Doctoral Thesis). University of Oran, Oran.
- ❖ Crispin Thurlow, Laura Lengel and Alice Tomic. (2004). *Computer-Mediated Communication: Social Interaction and the Internet*. London: Sage Publications.
- ❖ Crystal, D. (2001). *Language and Internet*. Cambridge: Cambridge up.
- ❖ David Eastment. (1999). *The Internet and ELT: The Impact of the Internet on English Language Teaching*. Oxford: Summer Town Publishing.
- ❖ Francis Botto. (1999). *Dictionary of Multimedia and Internet Applications: A Guide for Developers and Users*. Chichester, New York, Weinheim, Brisbane, Singapore, Toronto: John Wiley and Sons.
- ❖ Hossein Bidgoli. (ed.). (2004). *The Internet Encyclopedia*. California: John Wiley and Sons.
- ❖ Tereza Indrova. (2011). *Spoken Written and Computer-Mediate Communication: The Language of Online Discussion Forums*. (Bachelor's Diploma Thesis). University of Masaryk, Brno.
- Webliography
- ❖ <http://www.Academia.edu/188911/The-impact-of-Globalization-and-the-Internet-on-English-language-Teaching-and-Learning>.
- ❖ <http://www.Algeria.com/forms/business-affairs/27320-report-Algeria-2010-Oxford-Business-Group.html>.
- ❖ <http://www.BBC.com/news/technology-10971949>.
- ❖ [http://www. Budde.com.au/Research Algerian-broadband-Market Insights-statistics-and-analysis-html? r=51](http://www.Budde.com.au/Research Algerian-broadband-Market Insights-statistics-and-analysis-html? r=51).
- ❖ <http://www.Businessdictionary.com/definition/WiMAX.html>.
- ❖ [http://www. En.Wikipedia.org/wiki/Languages-used-on-the-Internet](http://www.En.Wikipedia.org/wiki/Languages-used-on-the-Internet).
- ❖ [http:// www. InternetWorldStats.com/af/dz.htm](http://www.InternetWorldStats.com/af/dz.htm).

- ❖ [http:// www. ResearchandMarkets.com/ reports/680142.](http://www.ResearchandMarkets.com/reports/680142)
- ❖ [http://www. Search networking. Techtarget.com/definition /EV-DO.](http://www.Search networking. Techtarget.com/definition /EV-DO)
- ❖ [http:// www. Webopedia. com/TERM/ADSL.html.](http:// www. Webopedia. com/TERM/ADSL.html)

# *Appendices*

## Teachers' Interview

This present interview attempts to elicit information about the use of English as e-language and its major characteristics through the following questions:

- 1) Do you exchange your e-mails in English?
- 2) According to you, what are the main factors enhance this type of communications?
- 3) Does the advent of technology has an impact on language? If yes, how?
- 4) What are the unconventional forms of language (abbreviations, acronyms, emoticons) you usually use in your e- communications?
- 5) What do you think about e-language? And why?
- 6) How can you consider this new media of interaction?

Spoken language  written language  language at the process of development

- 7) Actually, the majority of people use French and Algerian Arabic in their e-mail communications unlike English which is rarely used. Could you explain that, please?
- 8) What can you suggest as solutions that can be helpful for making the learners benefit from the use of English via the Internet?

## Students' Questionnaire

Dear students,

This questionnaire is an attempt to collect data about the use of English as “Internet language”, its major characteristics, and the attitudes towards it. To do so, will you please answer the following questions by putting a tick(√)when it is necessary.

Gender: Male  Female

Age:.....

1) Do you use Internet?

yes  no

2) Do you have an e-mail box?

yes  no

3) Do you use English as e-mail language?

yes  no

4) How often do you use it?

always  sometimes  never

5) Is the use of e-mail-communications helps you to improve your English competence?

yes  a little bit no

6) If yes, what can you learn when exchanging your e-mail conversations in English?

vocabulary  speaking  listening  reading  writing

7) When you are chatting, which style do you usually use?

Formal  informal  mix between them

8) What are the unusual forms of language (abbreviations, acronyms, emoticons) you use in e- communications?

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

9) Do you think that the emergence of Internet influences the language?

yes                no           

10)How do you see Internet-language?And why?

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

Thank you for your collaboration.



## Summary

This present work tries to investigate how language is used electronically among the young Algerian users of Internet, and if they use English or not. For doing this study, a case study was conducted at Tlemcen University: English Department relying on two main research instruments: students' questionnaire and teachers' interview. After collecting data from the respondents (20 Master 1 students and 8 teachers), the results reveal that the majority of participants use English via Internet: students use it for improving language proficiency, while teachers use it for different purposes. They show positive attitudes towards this new media of interaction, however, it may lead to language shift if they use intensively abbreviations and acronyms.

## Key Words

Internet, e-language, language proficiency, attitudes, media of interaction, language shift, abbreviations and acronyms.

## Resumé

Ce travail tente de rechercher comment la langue a été utilisée par les jeunes Algériens utilisateurs d'Internet et s'ils ont utilisé Anglais ou non. Pour faire ce travail, un questionnaire a été donné aux 20 étudiants et une interview aux 8 enseignants. Ces participants sont parmi l'Université de Tlemcen : Département d'Anglais. Les résultats obtenus montrent que la majorité de participants utilisent Anglais vers l'Internet. Les étudiants ont la utilisés pour maîtriser de langue. Mais les enseignants ont la utilisés à des fins différentes. Ces participants montrent des positives attitudes à ce nouveau média d'interaction, malgré il peut provoquer un changement de langue si les jeunes ont utilisés des abréviations et acronymes.

## Mots Clés

Internet, e-langue, maîtrise de langue, attitudes, media d'interaction, changement de langue, abréviations et acronymes.

## ملخص

نحاول من خلال هذه الدراسة التطرق الى كيفية استعمال اللغة عبر الانترنت من طرف فئة الشباب الجزائري و هل هم يستعملون اللغة الانجليزية عبر الانترنت ام لا

قمنا بهذه الدراسة في جامعة تلمسان قسم اللغة الانجليزية معتمدين على استطلاع وحوار حيث اخذنا عينة عشوائية متكونة من 20 طالبا و 8 اساتذة اظهرت النتائج ان اغلب المشاركين يستعملون اللغة الانجليزية عبر الانترنت كما اظهروا انطباع حسن حول لغة الانترنت اذا ما لم يتم استعمال الاختصارات التي يمكن ان تؤدي دورها الى تحول اللغة

## الكلمات المفتاحية

اختصارات, تحول اللغة, وسيلة حوار, انطباع, اتقان اللغة, لغة الانترنت, الانترنت