



SMS Code-switching among Teenagers in Jordan

التحول اللغوي في كتابة الرسائل القصيرة في الهواتف النقالة لدى المراهقين
في الأردن

by

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Dedication

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Abstract

This study examines the phenomenon of SMS code-switching among teenagers in Jordan. It aims at investigating the most frequently used phrases in teenagers code-switched SMS and the reasons behind switching either to English or Arabic while texting. It also aims at exploring the factors that help in the spread of the use of code-switched SMS along with teenagers' attitudes toward this phenomenon. A sample of 150 male and female teenagers, whose ages range between (13-17) were selected from five different private and public schools. A corpus of 1500 text messages was collected from the subjects. Methodology used in this study is descriptive and analytic. A questionnaire was designed and handed to the subjects along with an interview form that was designed to fulfill the objectives set for the study. Major findings of the current study revealed seven main reasons behind teenagers' switched SMSes. It also explored four positive attitudes toward switching when texting and one negative attitude toward this phenomenon. It proved five factors that help in the spread of the use of code-switched SMS. It also shed light on the emergence of Arabizi and the reasons behind switching to Arabizi rather than Arabic or English.

التحوُّل اللغوي في كتابة الرسائل القصيرة لدى فئة المراهقين في الأردن

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إشراف

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ملخص الدراسة

تبحث هذه الدراسة في ظاهرة التحوُّل اللغوي في كتابة الرسائل القصيرة لدى فئة المراهقين في الأردن، وتهدف إلى استكشاف العبارات الأكثر استخداماً في هذه الرسائل، بالإضافة إلى التعرف على الأسباب التي تدفعهم إلى التحوُّل في الكتابة عند المراسلة من الإنجليزية إلى العربية أو العكس. وتهدف الدراسة أيضاً، إلى تحري العوامل التي تساعد على انتشار استخدام مثل هذا النوع من الرسائل القصيرة، فضلاً عن تحري موقف هذه الفئة من انتشار مثل هذه الظاهرة، خاصة في أوساط فئة المراهقين. ولإجراء الدراسة، تم اختيار عينة مكونة من مئة وخمسين طالباً وطالبة، تتراوح أعمارهم بين (13-17) سنة، من

خمس مدارس حكومية وخاصة. وتمكنت الباحثة من الحصول على 1500 رسالة نصية من الطلبة المشمولين بعينة الدراسة، لدراستها وتحليلها. أما المنهجية التي اتبعتها الباحثة، فهي منهجية وصفية وتحليلية. ولتحقيق الأهداف المكتملة للدراسة، فقد تم تصميم استبانة وتوزيعها على أفراد العينة. وقد أظهرت النتائج سبعة أسباب رئيسة تمخضت عنها ظاهرة التحول اللغوي في الرسائل النصية القصيرة. وكشفت نتائج الدراسة عن أربعة اتجاهات إيجابية، واتجاه سلبي واحد من قبل المراهقين تجاه هذه الظاهرة. كما أظهرت نتائج الدراسة أن هناك خمسة عوامل أدت إلى انتشار الظاهرة بين فئة المراهقين في الأردن. وأخيراً، تسلط الدراسة الضوء على انبثاق ما يمكن تسميتها بظاهرة "العربيزي" في الرسائل النصية، والأسباب التي تدفع المراهقين للتحول في كتابة رسائلهم إلى هذه الصيغة، عوضاً عن استخدام العربية أو الإنجليزية فقط.

CHAPTER ONE

INTRODUCTION

As the world is changing, technology has occupied a huge place in the minds of generations, and as it is the nature of humans to cope with changes, certain circumstances force us sometimes to use special codes in order to communicate or to use more than one language; we may sometimes mix between two codes or shift from one language to another. Other times we code switch or even create a new language to meet with changing needs.

Telephones are a way of communication that has been used for ages. However, wireless cellular mobiles have been introduced only in the last three decades and so accompanied with other services. The Short Message Service (SMS) was developed within the mobile phone industry in the early 1990's but it did not become popular until about 1998 (Crystal 2001). "Mobile phone ownership is universal, and people use them constantly. If you don't have a mobile, you're effectively a non-person". (<http://www.orange.com/>). According to statistics, Jordan is one of the countries where mobiles are widely used' especially among teenagers who use mobiles not only to phone their parents and peers but also to send SMSs to their friends as well. The spread of this phenomenon is widely noticed nowadays, and hence a new kind of language seems to appear among mobile users especially teenagers. Whenever and however you like to send your text messages, it is a completely an individual way to express yourself.

Living in Jordan, one can notice the fact that there exist a lot of problematic areas within this society when it comes to language use. Some of which are; Arabic/English Code-switching , the use of English diglossia and language shift in addition to the use of Romanized letters for sending Arabic messages; the use of Arabizi. Such problematic areas are interesting to investigate in the Jordanian society.

Teenagers in Jordan

Jordan is one of the countries that keeps up with new changes and welcomes technology with open heart and mind. Computers, laptops, Iphones and mobiles are now essentials in this community. Because Jordan is a country that cares about its population, it offers different kinds of schools and uses different approaches to educate children.

Education is an important issue in Jordan. Thus we have a lot of international schools in Jordan. Besides, most regular private schools have a section that caters for international students which offers a way of learning based only on English as a language of instruction. Some schools offer two options for their students one is to follow the regular way of studying (the Arabic based learning)which includes Arabic subjects and the English approach (the international program) which includes English based materials.

Thus we have teenagers who study in Private schools and others who study in Public ones. Teenagers who study the English based approach (IGCSE/SAT), and others who follow the Arabic based curriculum. Teenagers from different nationalities who reside in Jordan with their parents and teens who might be a

result of a mixed marriage or both of their parents are foreigners .such diversity will somehow affect the way they communicate.

Knowing these facts about this community, we notice the diversity which exists within. It embraces teenagers from different nationalities and different kinds of schools who communicate using the SMS new language which combines English and Arabic in a unique way that facilitates communication and interaction among teens in Jordan.

Observing such a thing closely and thoroughly, one will notice the phenomenon of code switching in speech and in all other kinds of communication mainly in SMS.

The researcher has lived in Jordan all her life; she noticed that the social life in Jordan, diversity of population and spread of technology with regard to other factors has influenced highly not only the speech of teenagers living in there but also their written language.

Teenagers in Jordan have developed a new form of language to accommodate the changes and the diversity the community has imposed on them.

Education in Jordan

The structure of the educational system in Jordan consists of a two-year cycle of pre-school education, ten years of compulsory basic education, and two years of secondary academic or vocational education after which the students sit for a General Certificate of Secondary Education Exam—Tawjehi.

Basic Education is a 10-year compulsory level of education. Study books are of Education. In Jordan education is Ministrystandard books distributed by the

free in primary and secondary cycles and is made compulsory for all through the age of fifteen.

More than half of the Jordan population is below the age of thirty. About 42.2% are 14 years or younger, whereas 31.4 % fall between 15–29 years of age; almost one-third of the Jordanians are enrolled in educational facilities. As of 2007/2008 the gross primary enrollment rate was 95.7 % which is higher than the regional average of 93 %. Jordan also ensures a high level of gender parity in access to basic services; the gender parity index for gross enrollment ratio in primary education is 0.98-better than other Arab countries. It is also one of the few Arab countries that have very small disparity in primary school attendance rates among urban and rural areas. This is mainly because public financing for basic schooling is more pro-poor than that for any other education level.

Schools in Jordan have two main categories, public and private. The private education sector accommodates more than 31.14 % of the students' population in Amman, the capital.

Secondary Education

Students in this education level are required to take 9 subjects; Arabic, English, Mathematics, Social Studies, Computer Studies, Geology, Chemistry, Biology, and Physics. Islamic studies are also mandatory for all students except for Christians. The Secondary Education level consists of two years' study for students aged 16 to 18 who have completed the basic cycle (10 years) and comprises two major tracks; academic and vocational.

Educational programs in Jordan

Jordan offers various educational programs; the national program (first grade to tawjehi) and the international program (IGCSE / GCE and SAT)

Public schools and UNRWA schools follow the national program while private schools offer their students to follow the national program or the international program, knowing that some private schools offer both. Private schools in Jordan offer education through two separate program, The National Program and the International Programs (IGCSE / GCE and SAT's)

The National Program:

The National Program accommodates students from Kg-12 grades and leads to Secondary Certificate (Tawjehi). This program follows the Ministry Curricula.

The international program

Some Private schools in Jordan offer their students the opportunity to obtain Tawjehi equivalency and that is through the international program which includes:

-IGCSE (International General Certificate of Secondary Education)

-SAT (Scholastic Aptitude Test)

IGCSE aims to prepare students for further academic success, including progression to As and A2 level study, IGCSE in conjunction with the next higher level of examinations.

The SAT's helps all the students especially those who think of studying in America or Canada. Both IGCSE / GCE and SAT gain the Jordanian Tawjehi equivalency.

Table (1) The International Educational System In Private Schools

SAT	A-LEVEL	IGCSE
<ul style="list-style-type: none"> ➤ Grade 11 (SAT I): Math , English ➤ Grade 12 (SAT II): <ol style="list-style-type: none"> 1. Math (calculus or algebra) 2. Biology 3. Physics 4. Chemistry 5. English literature 6. History 	<ul style="list-style-type: none"> ➤ Grade 11: <ol style="list-style-type: none"> 1. AS Math (London Board) 2. AS Biology 3. AS Physics 4. Modern Arabic 5. As Chemistry <ul style="list-style-type: none"> ➤ Grade12: A2 (London Board) <ol style="list-style-type: none"> 1. Math 2. Biology 3. Physics 4. Arabic 5. Chemistry 	<ul style="list-style-type: none"> ➤ The compulsory subjects are <ol style="list-style-type: none"> 1. Standard Arabic 2. ESL 3. Physics 4. Chemistry 5. Math 6. Biology 7. Information technology 8. Religious study (Ministry Course) 9. P.E (Ministry Course) 10. Social Studies (Ministry Course) <ul style="list-style-type: none"> ➤ The optional subjects are: <ol style="list-style-type: none"> 1. Human Biology 2. Business Studies 3. Child Development

Arabic Language

The Arabic language is the sixth most used language in the world, as well as one of the official languages of the United Nations. Arabic language originated in Arabia in pre-Islamic times, and spread rapidly across the Middle East.

There are three types of Arabic. Classical, Modern Standard and Spoken Arabic. **Standard Arabic**, or **Literary Arabic** is the standard and literary variety of Arabic used in writing and in formal speech. Most western scholars distinguish two standard varieties of the Arabic language: the **Classical Arabic** (CA) of the Qur'an and early Islamic (7th to 9th centuries) literature, and **Modern Standard Arabic** (MSA), the standard language in use today. The modern standard language is based on the Classical language. Most Arabs consider the two varieties to be two registers of one language.

Modern Standard Arabic

Modern Standard Arabic belongs to the Semitic language family and is the definitive form of written Arabic. Modern Standard Arabic provides a universal form of the language that can be understood by all and is commonly used in radio, TV, films, plays and in conversation.

Colloquial Arab dialects

Arab colloquial dialects are generally only spoken languages. Colloquial language is used in daily interactions, but in a situation calling for greater formality, Modern Standard Arabic is usually used. Standard Arabic is more or less the same throughout the Arab World, while there are wide differences between the various colloquial dialects.

Semitic Language

Aside from Arabic, the Semitic language family includes Hebrew, Aramaic, Maltese, Amharic, Tigrinya, Tigre, Gurage, Geez, Syriac, Akkadian, Phoenician, Punic, Ugaritic, Nabatean, Amorite and Moabite. Most of these are now considered dead languages, but Arabic has flourished.

Arabic language and SMS

When it comes to written Arabic people tend to use colloquial Arabic when texting whether they are using Arabic with Arabic alphabet or Arabic with English alphabet (Arabizi). Every country tends to use its own dialect. Even in the same country a variety of dialects appears. Such dialects are well noticed in the SMS of the texters who reside in different areas. The dialect of those who reside in urban areas differ from the dialect of those who live in rural areas.

A Short History of Mobile Text Messaging

Mobile text messaging refers to the short message service (SMS) available on most digital wireless phones that allows sending and receiving short text messages (or more colloquially “texts” or “txts”) between wireless phones and other handheld devices. It was originally designed as part of the GSM (Global Systems for Mobile Communication) mobile phone standard and is supported also on digital wireless networks such as CDMA (Code Division Multiple Access) and iDEN (Integrated Digital Enhanced Network). The message can contain alphanumeric characters with a maximum length of 160 characters for Latin alphabets, including English, and 70 characters for non-Latin alphabets, such as Chinese (Mallick 2003; “SMS Definition,” 2004). Text messaging was originally used as a voice mail alerting service — a simple mechanism to inform

subscribers that they have a voice mail ready for retrieval (Hill, 2004). The first text message was sent by British engineer Neil Papworth to colleagues at Vodafone, a UK mobile phone giant, on December 3, 1992 (“Texting,” 2004). The message was “MERRY CHRISTMAS,” which was similar to many greetings messages sent today. Due to poor radio coverage, interoperability problems between networks, the limitations of one-way messaging, the potential for mobile text messaging was not realized until a few years later. Now mobile text messaging is one of the most popular forms of personal communication worldwide. With the phenomenal success of mobile text messaging, we now have a generation named by this technology, “Generation Txt” (Rheingold, p.20). Now, the word “text” is not just used as a noun any more but also as a verb.

Statement of the problem

The use of more than one language in a community results in the alternate use of the mother-tongue and the target language especially in the electronic media. This study focuses on the phenomenon of SMS code-switching between English and Arabic used by teenagers in Jordan, to the exclusion of oral (spoken) code-switching. The use of code-switching among teens from both sexes (males and females) seems to be more prevalent than among adults. The reasons that cause switching when sending messages are also tackled. The current study attempts to highlight the extra-linguistic factors that prevent using only one language when sending and receiving SMSes. It also tackles the use of code-switched SMSes which could result in altering or perhaps creating a new language code.

Objectives of the study

The purpose of the current work is to investigate code-switching among teenagers in Jordan when communicating via the SMS mobile phone service. It also aims to investigate the reasons behind borrowing words or Arabic numerals from English. It also aims to report on the consequences of this phenomenon, and whether code switching is peculiar to Arabic or is common to other languages as well. The current study aims to investigate the effects of schools on this phenomenon; it tackles how different kinds of schools, besides the sort of educational system followed in a certain educational institution affect the spread of this phenomenon. It also investigates the words mostly used in the code-switched SMS between the two languages English and Arabic, and the attitudes of teenagers toward this phenomenon.

Questions of the study

As the current study investigates code-switched SMS and in order to accomplish the aforementioned objectives the researcher attempts to answer the following questions:

1. What are the most frequently used phrases in teenagers' code-switched SMSes?
2. Why do teenagers code-switch when sending and receiving messages?
3. What are the attitudes of teenagers toward code-switched SMSes?
4. What factors have helped in the spread of the use of code-switched SMSes among teenagers?

Significance of the study

There has been a lot of research and investigation concerning code-switching between languages in oral communication but not enough research has been conducted regarding code-switching in the written forms of the language via mobile phones. Besides, there seems to have been little attention given to SMS sent and received through cellular mobiles. Thus, not enough research has been conducted with regard to code-switched messages in Arabic; some research has been conducted on other languages. Consequently, the current study attempts to fill this gap.

Besides, the use of SMSes by teenagers has, to the best knowledge of the researcher, been rarely investigated .Because teenagers constitute a majority of the population that could be easily influenced by new innovations and changes such as instant messaging and SMS, the researcher believes that their attitudes toward language and their use of SMS code-switching can be an interesting topic to investigate. Moreover, the researcher maintains that the current study is significant as it highlights a new form of language situation among teenagers. It can also benefit scholars, educators, language planners, linguists and other concerned members of the speech community.

Limitations of the study

The findings of this study cannot be generalized to all teenagers due to the small size of the sample chosen in this research; the results are limited to the selected sample (the one hundred fifty teenagers) in Amman .As the current study was conducted in the second semester of the year 2010/2011, the researcher would

like to state that the findings are limited to the time and instruments used in this study.

Definition of terms

- **Borrowing** is referred to embedded elements that have been integrated into the host language. (Crespo & Moskowich, 2006: 51).
- **Language shift** can be defined as the process of shifting away from the use of the mother tongue into that of another language in different language domains.
- **Code-switching** (CS) is the product of mixing of elements from two languages in one utterance(Bentahila and Davies 1983)
- **Language attitudes** can be defined as the feelings people have about their own language variety or the languages or language varieties of others.
- **Language domains** can be defined as the places, situations and settings where people use language differently such as home, the neighborhood, school, church, work...etc.
- **Code-mixing** is the process of mixing of elements from two languages in one utterance. (Bentahila and Davies1983)
- **(CMC)** stands for *computer mediated communication* through SMS service.
- **SMS** is the short form of Short Message Service which means a communications protocol allowing the interchange of short text messages between mobile telephone devices

- **Teenager** is a person between the ages of 13 and 17 who goes through a transitional stage of physical and psychological development that occurs between childhood and adulthood.
- **Arabizi** is the use of English alphabets, Arabic numerals along with punctuation marks in English to write Arabic text messages.
- **Diglossia** refers to a situation in which two dialects or languages are used by a single language community.
- **Arabic** is a Semitic language consisting of numerous dialects that is the principal language of Arabia, Jordan, Syria, Iraq, Lebanon, Egypt, and parts of northern Africa.

CHAPTER TWO

Review of Related Literature

Introduction

Obviously mobiles' written language has gained significance among people ever since the first text message was sent for the first time in 1992 .Thus, technology now is one of the most important elements that makes communication easy and quick. To highlight some of the most important researches, articles and topics on the written language of SMSes, a number of theoretical and empirical studies which have been conducted by various scholars regarding this topic are provided in this section. Recent studies indicate that bilingual speakers continue their code switching behavior when sending text messages (Deumert and Masinyana 2008;Haggan 2007). When bilingual speakers send SMSes, their access to multiple sources of vocabulary, sentence structure, and other language devices would appear to provide additional resources for addressing the character limits imposed on SMS. Since this thesis deals with language choice in mobile text messaging, I will adopt the term "code-switching" as a term to refer to any occurrence of alternating between Arabic and English, and Arabizi as a term that refers to the language verbalized in Arabic and written in English alphabets along with numerals considering it as an individual written language by itself.

Theoretical literature

Some researchers considered Computer Mediated Communication (CMC) as a written form of language, others considered it as a spoken form .Baron (2000:

248) gives a metaphor to CMC as “an emerging language centaur, part speech, part writing”,

Crystal (2001) suggests that CMC is more than just a hybrid of speech and writing. He assumes that although CMC displays properties of both mediums, it holds features that neither one of these mediums have. Crystal suggests that it must be seen as a new species of communication and he calls it a “third medium”. Crystal also contends that the technical restriction of 160 characters per message has motivated the use of new forms of language, such as the use of short forms that basically have two types: acronyms and abbreviations.

To deal with this Language Choice in Mobile Text Messages, speakers of other languages have developed new forms of writing which adapt to their languages using the Roman script (Warschauer. 2002).

Speaking of the effect of computer-mediated communication on language use, Warschauer . (2002) argues that one important and the most feared consequence of the use of new technology is the global use of English to such a degree that it would replace other languages.

Craig (2003) suggests that “The phonetic slang of instant message leads to increased metalinguistic awareness and, therefore, tangible increases in overall literacy.” (Craig, 2003,p.125)He also highlighted the positive effects that the use of social networks and instant messaging has on the English language; he suggested: “ Instant messaging is a beneficial force in the development of youth literacy because it promotes regular contact with words, the use of a written medium for communication, the learning of an alternative literacy, and a greater level of comfort with phonetics and the overall structure of language.” (Craig, 2003,p.119) .

Craig believes that instant messaging should be regarded as an “alternative literacy” a new form of communication requiring unique skills, shared by specific communities. In the conclusion of his study Craig highlights the use of social networking sites and instant messaging and argues that it does not destroy the English language. It is in fact building the younger generation’s interest and ability to communicate efficiently with their peers. “Although instant messaging may expose problems, it does not create them.” (Craig, 2003, p.133).

Code-switching and borrowing are explained (Halmari 1997: 17–18; Pahta 2004:79) as a continuum in progression in which code-switching precedes borrowing in time and is more restricted in its use (individual vs. societal). In Pahta’s (2004: 79) words: “The distinction between the two may seem straightforward in theory: switching involves the use of two languages in one utterance, whereas the term ‘borrowing’ is used for embedded elements that have been integrated into the host language” (reported in Crespo & Moskowich, 2006: 51).

A number of scholars contended that the use of SMSes and online chats actually help teens hone their linguistic abilities, rather than degrade them. Tagliamonte & Denis (2008) suggested “Instant messaging language is characterized by a robust mix of features from both informal spoken registers and more formal written registers – in essence it is a hybrid language.” (2008, p.5). They also stated that linguists, however, believe that students are not being lazy or careless with their use of grammar; they are in fact participating in a new communication trend known as “linguistic whatever-ism.” (2008, p.4)

Bashraheel(2010)believes that people will continue to use the Arabic chat alphabet in instant messaging or text messaging even though Arabizi will never be

a formal written language. “It is definitely a pan-Arab language but first we have to consider how many Arab people are using the Internet. We also have to consider the generation differences,” In addition, some people do not know how to use the Arabic keyboard or they type faster in English. Some find it difficult to change the keyboard language each time they want to write in Arabic, in addition to some locals not being fluent in Arabic due to having lived abroad for a long time. Many consider the Arabic alphabet more complicated and difficult than the English. She also mentioned that there is no universal name for the Arabic chat alphabet; some call it Arabizi while others call it Arabish, which is the first syllable of the word “Arabic” and the last one of “English.”. She also added that those who use Arabizi in chat rooms tend to use it in their instant messaging.

Ghanem(2010) tackled the issue of Arabizi as a language that destroys the mother tongue of the user. In her article, she reported that most Arab internet users find typing in Arabizi easier than typing in Arabic. Teachers fear that this will weaken their Arabic language ability or even replace the language in the future. Arabic professional professors from the Arab world consider it a war against the Arabic language which will make it disappear in the long run.

Empirical studies:

In a number of previous works (e.g., Blom & Gumperz 1972; Castells . 2006; Sue 2003),it has been observed that in certain situations, English is used alternatively with other languages in what is known as “code-switching” (Myers-Scotton 1993).

Functional studies of Code-switching (CS) have focused on the reasons why bilingual speakers do engage in CS, in describing the social context in which such utterances are produced, the social functions they attempt to serve, and the

sociolinguistic factors triggering this kind of behavior (e.g., Chung 2006; Castells . 2006; Sue 2003; Al-Khatib & Farghal 1999; Auer 1999; Adendorff 1996; Myers-Scotton 1995; 1998; Mustafa & Al-Khatib 1994; Gumperz & Hernandez-Chaves 1978). Moreover, a number of scholars (e.g., Androutsopoulos 2006; Siebenhaar 2006; Yeh 2004; Sue 2003; Lobet-Maris 2003; Puro 2003; Lin 2000) showed how the new technology has immediate linguistic consequences.

Nowadays, with the emergence of new techniques of communication such as the Internet and mobile phones, studies of CS have shifted their attention to investigate how the process occurs through these new media of communication (e.g., Benitze. 2008; Castells . 2006; Sue 2003; Paolillo 1996; Baron 2000; Durham. 2003; Kung 2004).

Djiwandono, Patrisius I.(2005) wrote a research titled “ **Teach My Children English: Why Parents Want English Teaching for Their Children**” where he investigated parents’ reasons for sending their children to an English language course, their expectations from the English language instruction, and the disadvantages they perceive in getting their children to learn English at their early ages. A small-scale exploratory survey using questionnaires was conducted among 46 parents whose children learn English at a private course. The results indicate that the majority of the parents are generally aware of the practical values of providing English instruction for their children and hardly perceive any disadvantages in this early English learning. Also, they expect English instruction to enable their children to perform the four language skills, notably speaking. Implications for the young learners’ first language as well as the teaching of young learners are then presented. These may offer teachers, parents, and other researchers some important points to consider.

Unchalee , Chaiwichian (2007) thesis investigated the phenomenon of Code Switching among students, who attended Mini English Program ,the thesis is titled “THAI – ENGLISH CODE SWITCHING OF STUDENTS IN THE MINI ENGLISH PROGRAM” .Two groups of data were collected; first data were collected when students had studied in this program for one and a half years and the second data were collected two years later. The findings revealed an increase of CS frequency comparing between the first and the second data. It showed that students switched more from Thai to English both inside and outside the classroom. Noticeably, they switched more English to Thai outside classroom. However, frequency of CS reduced when students were inside the classroom. The results showed that frequency of CS from English to Thai inside the classroom reduced almost 50% at intrasentential level. This study found 8 functions, which were emphasis, request, clarification, calling for attention, gratitude, question shift, apology, and interjection. Moreover, 4 factors; familiarity, limited English ability, topics of the conversation, and interlocutors, motivating CS found from the interview were discussed. In comparison to the first data, the second data indicated that students did not switch language to call for other attraction whereas all other functions appeared on students’ conversation. Furthermore, the study found indifferent factors on the second data. Findings have showed that Those who spent more years in learning English switch more to English due to Familiarity of Words, Phrases, and Sentences to them compared to those who spent few years of studying .thus ,students who gained more proficiency in English switched to English more than students who were in their early stages of learning English.

Peters, M (2008) showed that Instant Messages represent “an expansive new linguistic renaissance” being evolved by GenNext kids. He showed in the results of his study that the Parental worry which has stemmed from the lack of grammar and

the extensive use of often unintelligible abbreviations like LOL (laugh out loud), OMG (oh my God) and TTYL (talk to you later) in SMSs – also known as instant messaging (IM) need not to be an issue because the use of IM in fact helps teens hone their linguistic abilities, rather than degrade them. The conclusions were based on an analysis of more than a million words of IM communications and a quarter of a million spoken words produced by 72 people aged between 15 and 20. The researcher has argued that far from ruining teenagers' ability to communicate, IM let teenagers show off what they can do with language.

Purwakarta(2009) conducted a research on using English movies in the teaching process considering it as an aid to help students get indulged in the language and master it better. Her research was titled **“Teaching listening skill through watching English movies”**. In her research she chose a sample of 20 students from the ninth grade. 20 students were selected from three classes. Data needed were collected from a test to identify the students achievement .Findings showed that the use of English movies as media can increase students understanding of English. English movies can improve the students' mastery of English vocabulary. Using English movies in improving students listening skill is significant as results revealed that those who watch English movies can recognize English words more. In her research, she also mentions that listening is one of the best ways to learn a second language and that being indulged in the listening process whether by listening to English songs or watching English movies helps in the learning process of English as a second language.

Judit Kormos,Thom Kiddleand Kata Csizer (2010) wrote an article titled **“Systems of Goals, Attitudes, and Self-related Beliefs in Second-Language-Learning Motivation”** where they surveyed the English language-learning

motivations of 518 secondary school students, university students, and young adult learners in the capital of Chile, Santiago. They applied multi-group structural-equation modeling to analyze how language-learning goals, attitudes, self-related beliefs, and parental encouragement interact in shaping motivated behavior and to investigate age- and group-related differences in the internal structure of language-learning motivation. Based on their findings, they proposed a new interactive model of language-learning motivation, which consists of goal systems, attitudes, self-efficacy beliefs, and future self-guides. One of the most important results they have tackled was gaining prestige when learning English and the fact that English knowledge gives the person extra credit and a high rank when it comes to social class.

Studies in the Arab world

As far as the Arab World is concerned, there has also been some interest in studying CS. Hussein (1999) tackled the issue of Code-Alteration among Arab College Students. His study investigated Jordanian university students' attitudes toward code-switching (CS), and code-mixing (CM), to find out when and why they code-switch and the most frequent English expressions that they use in Arabic discourse. For this purpose, a three-section questionnaire was developed and distributed to students (N=352). Results showed that students had negative as well as positive attitudes toward CS/CM with English in Arabic discourse - attitudes that are in some ways contrary to expectation. The results also indicate that students CS/CM with English for a variety of reasons, the most important of which is the lack of Arabic equivalents for English terms or expressions. It also showed that there exists frequent use of many English expressions, which varied in range and scope in the speech of Arab educated speakers.

In Egypt, Warschauer (2002) examined the use of English and Arabic in online communication by a group of young professionals .The study indicated that English is used predominantly in web use and in formal e-mail communication whereas a Romanized version of Egyptian Arabic is used extensively in formal emails and online chats. The results were ascribed to four factors; general dominance of English in the professional milieu, lack of Arabic software standards, computer and internet use learned in English environments and early adopters' fluency in English .

A study on the ASCII-ized Arabic (AA), (i.e., a form of language in which ASCII “American Standard Code for Information Interchange” symbols are used to represent Arabic in Instant Messaging (IM) and other electronic written communication), was carried out by Palfreyman and Al Khalil(2003).As Palfreyman and Al Khalil pointed out in their study “there was a fair amount of code-switching (changing mid-utterance or mid-sentence from one language to another) and code-mixing (using words or phrases from one language within sentences in the other language).” This mixing of varieties correlates with different functions and topics, with Arabic being used for more formulaic phrases such as greeting, and English for topics such as university courses. Palfreyman and al-Khalil (2003), represented Gulf Arabic in Instant Messaging titled as "**A Funky Language for Teenzz to Use**” in which they presented a study of (AA) a term used for Arabic English,"writing Arabic with English letters" and"Arabenglish"_as used among female university students in the United Arab Emirates, drawing on data from a small corpus of instant messenger (IM) conversations, and from an e-mail survey of users' experience with this form of writing. The AA in the conversations was found to show influences from computer character sets, from different varieties of spoken Arabic, from Arabic script, from English orthography

and from other latinized forms of Arabic used in contexts which pre-date CMC. Users have developed creative (but variable) solutions to the constraints involved, but the purposes of AA use also extend for social reasons to situations where technical constraints do not apply. Computer-mediated communication (CMC) users writing in Arabic often represent Arabic in 'ASCII-ized' form, using the Latin alphabet rather than the Arabic alphabet normally used in other contexts (Warschauer, El Said, & Zohry, 2002). Analyzing ASCII-ized Arabic (AA) can give insights into ways in which CMC is shaped by linguistic, technological and social factors. The methodology used involved three sources of data: a corpus of messenger conversations (supplemented by short interviews with the core informants), responses to a short e-mail survey and informal observation. It was found that the phenomenon of ASCII-ization, as Palfreyman and al Khalil, noted is apparently a response to a technical constraint (lack of script support), but the ways in which users get around this constraint, and the ways in which they use AA in contexts where this constraint does not apply, reveal much about their use of linguistic and other resources. These resources include the spoken languages with which they are familiar, the orthographic symbols and conventions of these languages, and, beyond this, the social meanings which surround various kinds of literacy. On the one hand, the interaction between English and Arabic in AA involves a combination of transcription of spoken language and mediation from the properties of the Arabic and Latin writing systems. While in many cases AA follows patterns drawn from the CLA latinizations used on road signs and in other public contexts, there is also more idiosyncratic influence from English (e.g., the use of <y> for /i/ in final position, which is not common in CLA in Dubai). On the other hand, where English does not provide a phonologically comparable and fairly consistent orthographic convention, ASCII symbols outside the English alphabet

(notably the numerals) are used. In these cases numerals based on a purely visual resemblance to Arabic characters are used to maintain the distinctness of sounds. AA in fact represents these sounds more faithfully and consistently than the CLA forms found in public domains. CLA is a term used to describe the pronunciation of the Arabic written language in English letters rather than in numerals (using kh instead of 5 to express the sound of the letter خ) i.e Khalid instead of 5aled.

Al-Harabsheh (2004) conducted a Study of Linguistic Techniques in the Language of Internet and Mobile Telephones that investigated the language used in the internet and mobile telephones as a new electronic written dialect with a special focus on the syntactic and spelling features. The researcher collected data from E-mails and SMS. The study was conducted on 70 native speakers of English toward using CMC at the syntactic and spelling levels with regard to age, gender and educational level. He analyzed some linguistic aspects such as omission of punctuation. The researcher noticed that some of CMC users neglected the grammatical rules and punctuation as a matter of speed and saving time and because they are concerned with meaning rather than grammatical rules. He also pointed out that CMC is written as it is pronounced especially in the language of chat. He suggests that there is no threat on English language by using CMC. In his study, he mentions examples on the use of emoticons, the most frequently used English abbreviations and acronyms in SMS and CMC.

Al-Tamimi and Gorgis (2007) conducted a research titled “**Romanised Jordanian Arabic E-messages**” in which they mentioned that Romanised Jordanian Arabic is a newly emerging code of electronic Communication extensively used by first generation e-message senders, which might be described as a hybrid lingua franca or even a pidgin. Their study was based on 1098 e-mail

messages sent by 257 undergraduate students, and on 1400 chat turns exchanged between nick-named senders, as well as on an A4 eight-page conversation run by seven participants, all of whom having a workable knowledge of English. It reveals that notational formalism representing consonants is 37% systematically employed while the rest is variably represented; for one Arabic character there can be up to 6 corresponding symbols, mainly Roman, and Arabic numerals whose selection finds justification on pictorial and pronunciation basis. Vowels, on the other hand, are found less systematic where different sounds are assigned the same vowel character. Since all of the messages seem to have been exchanged between university students and/or graduates, code-switching is too obvious. It was found out that 60% of the messages involve switching from English into Romanised Jordanian Arabic. The majority of switches mainly involve nouns (61.84%), a conclusion which moderately supports previous sociolinguistic findings. Where a switch happens to be clausal, code-switching turns out to be ‘code-mixing’, the function of which is at best rhetorical. When switching is intra-sentential, the grammars of English and Arabic match each other but with noticeable word-order reversal.

Al Khatib and Sabbah (2008) examined the linguistic structure and sociolinguistic functions of Arabic-English code-switching in mobile text messages as used by a group of Jordanian university students. It also investigated the distribution of the switched elements by syntactic category. The corpus was collected from 46 male and female undergraduate and post-graduate students. Qualitative as well as quantitative analyses were carried out by the researchers. The major findings of the study revealed that there are a number of technical elements that might be responsible for the wide use of English or switching

between English and Arabic “with Arabic Roman scripts” in mobile text messaging. Qualitative data analysis indicated that CS could be brought about and shaped by the dynamics of the relationship of the speaker–addressee and by cultural features embedded in the Arabic language. The analysis also showed that CS in this particular means of communication functions as a communicative strategy for facilitating communication by lowering language barriers as well as by consolidating cultural identity. Moreover, it was noticed that the process appears to be conditioned, among other factors, by the sex of the writer. The findings of this study chart changes in language choice practices ushered in by the advent of a new medium of communication. They pointed out in their research that the emergence of new modes of communication like SMS over the past twenty years had increased practice of both code switching and borrowing throughout the country. They argued that when code switching and borrowing become extensive, entirely new linguistic varieties may emerge.

International studies

Shintawati (2008) conducted a research that describes the types of code switching in SMS messages sent by Javanese-speaking students. She also shed light on the probable reasons why they code-switch when sending SMS. The research was descriptive qualitative. The source of the data was 105 SMS messages and the duration of the data collection started from 13 November 2007 until 14 February 2008. The results showed that the types of code switching found in SMS messages sent by Javanese-speaking students are (1) intra-sentential code switching (64,1%), which involves a word within a sentence (30,7%), a single noun from another language (14,1%), a verb phrase (5,5%), a noun phrase (4,2%), a question (3,6%), a question tag (2,4%), an adjectival phrase (1,8%); (2) inter-

sentential code switching (13,5%); (3) emblematic code switching (11%); (4) intra-lexical code switching (7,4%); and (5) changing pronunciation features (3,6%). It also found new kinds of intra-sentential code switching which involves a question and an adjectival phrase occurring in this research. It also contains two other types of code switching which are; continuing the previous speaker and the intra-sentential code switching which involves an independent clause. Shintawati explained the high frequency of the occurrences of the intra-sentential code switching in her research .She reported that most senders like to do the code switching by placing a word within a sentence, a verb phrase, a noun phrase, a question, a question tag, and an adjectival phrase in their messages. They do it because those kinds of intra-sentential code switching can shorten their message and can show their group identity. In addition, most of the words used from other languages are familiar to them. On the other hand, the lowest frequency of the occurrences of changing pronunciation features happened because senders are not used to doing this kind of code-switching in sending their messages. Only a very limited number of words occur in this last type are familiar among the sender's community. Therefore, they rarely use them in their SMS messages. In her research, Shintawati listed some of the probable reasons that cause switching ,one of which is **inserting sentence fillers or sentence connectors** (20,9%); another probable reason is **softening or strengthening request or command** (13,9%). She also mentioned **economy** (11,3%),**expressing group identity** (10,4%), **intention of clarifying the speech content for interlocutor** (9,5%), **talking about a particular topic** (7,8%),**a real lexical need** (7,8%),**being emphatic about something** (6,9%), **presenting terms of address** (6,1%),**quoting somebody else** (2,6%), and finally **repetition used for clarification** (2,6%). Shintawati claimed that almost all of the message senders can speak more than two languages. Hence,

many kinds of sentence fillers or sentence connectors are used in the SMS messages. Moreover, they use them to express their feelings which can indicate their emotional state or attitude, such as delight, surprise, shock, disgust, etc. On the other hand, Shintawati (2008) added that the lowest frequency of the occurrence of the last two probable reasons for code switching (**quoting somebody and repetition used for clarification**) occurred because most of the messages in her research were in the daily language, so only few of the senders use quotations or repetitions in their SMS messages. She stated that most of the senders prefer to write their message as efficiently as possible. They do not want their SMS messages to be too long and cannot be understood easily.

To discuss other reasons for switching when sending messages, Patriana (2010) has written an article about **SMS CODE SWITCHING MALYSIAN AND ENGLISH** which contains an empirical study. It is titled “**Code Switching In Communication Efficiency: Text Message Vs. Instant Message**”. The article shows that most of the cellular brands come up with the new model called smart phones which enable us to send messages not only through SMS feature but also through Instant Messaging services, and that the use of cellular phone that has spread widely in the last ten years cannot be separated from Short Message Service (SMS) feature. The writer also added that ever since the first text message was sent for the first time in 1992, it has not experienced major changes; it still applies a 160-character limit. Andhina Patriana observed the differences of texting behavior by Indonesian Speakers of English during texting through SMS and IM service using descriptive qualitative design. The data were 100 text messages and 100 instant messages sent by the participants to the researcher within two weeks. The results of this study showed that both in text messages and instant messages texters switched their language mainly in order to increase communication efficiency and

due to prestige or diglossic situation, where they strongly believed that English is better than Indonesian. Patriana also added that texting itself is an interesting activity for texters because they are (forced) to express their primary functional orientation in 160 characters—or they have to pay more. The 160-character limit on text messages encourages texters to be more creative, and it leads them to use shortenings and other variations of language.

Tagg (2009) conducted a study using a corpus of text messages in English (CorTxt) to explore linguistic features which define texting as a language variety. It focused on how the language of texting is shaped by texters actively fulfilling interpersonal goals. Tagg started with an overview of the literature on texting, which indicates the need for thorough linguistic investigation of Txt based on a large dataset. It then placed texting within the tradition of research into the speech-writing continuum, which highlights limitations of focusing on mode at the expense of other user-variables. The thesis also argued the need for inductive investigation alongside the quantitative corpus-based frameworks that dominate the field. Having drawn on the argument that respelling constitutes a meaning-making resource, spelling variants were retrieved using word-frequency lists and categorized according to form and function. Secondly, identification of everyday creativity in CorTxt challenges studies focusing solely on spelling as a creative resource. Tagg, Caroline suggested that creativity plays an important role in texting because of, rather than despite, physical constraints. Thirdly, through word frequency analysis Tagg, suggested that the distinct order of the most frequent words in CorTxt can be explained with reference to the frequent phrases in which they occur. Finally, application of a spoken grammar model similarities and differences between spoken and texted interaction were revealed.

Rich Ling and Telenor R&D (2005) conducted a study titled “**The socio-linguistics of SMS: An analysis of SMS use by a random sample of Norwegians**” in which they examined a corpus of SMS messages gathered from a random sample of 2003 Norwegians. The data were collected in May of 2002 by telephone. Along with demographic, behavioral and attitudinal questions associated with mobile and SMS use, respondents were asked to read (and where necessary, to spell out) the content of the last three messages they had sent. This resulted in a body of 882 SMS messages from 463 (23%) of the 2002 respondents. An interview was conducted for the selected samples and a questionnaire was also designed and distributed. In their study they showed that at the linguistic level SMS seems to be a trans-linguistic drag queen. It has features of both; spoken and written culture but with enough flare of its own to catch one’s attention. There are several elements that cause one to think that SMS is more like speaking than writing. First, one often finds immediacy to the communications. As with much of spoken language, their statement was produced in first person present tense as with most spoken language SMS makes the assumption of informality. In addition, there is generally a lack of ceremony associated with the messages. Ironically this varies by age. However, SMS messages are more ephemeral than letters. While one can save SMS messages within certain limits, it is doubtful that in 50 or 100 years one will find a package of Grandma’s intimate SMS messages in the attic. Besides, some statements are addressed to specific individuals. Unlike writing that can be addressed to any reader who chances by, the vast majority of SMS messages are written with the intention of sending them to a single individual. Along the same lines, there is a high degree of personal disclosure in the SMS messages. That is, the sender and receiver have a high degree of insight into each other’s lives. While not the dominated category of messages, the database

includes a representative number of emotionally based grooming messages. It has also been reported, for example, couples initiate and end romantic relationships via SMS. It is generally more reserved than spoken language in that it does not use adjectives and adverbs in any broad way, at least in the Norwegian context. The analysis of the ten most frequently used words shows that there are literally no adjectives or adverbs when examining SMS messages. By contrast in spoken language they at least make the appearance like writing, the text is editable, to some degree though the features for editing are more cumbersome than those found in PC based writing. In addition, some mobile telephones provide the writer with the ability to automatically capitalize certain words, suggest spellings and to search through saved texts. Thus, there are several features associated with SMS that indicate that it is like writing. In addition to the characteristics that are more like writing or speaking, SMSes seem to have characteristics that are ambiguous. For example, SMS is an asynchronous form of communication. I send a message with the assumption that the addressees will eventually read it and respond when they get around to it. It is assumed that one cannot necessarily command the attention of their counterpart in the same way that one does in spoken interaction. SMS, as with e-mail and traditional letter writing, is not like a conversation where pauses in turn taken are interpreted as being impolite. This said, among teens the dialogues can take on the characteristics of a conversation with the development of topics, the inclusion of farewell sequences and indeed the interpretation of pauses in turn taking. Another ambiguity is the spontaneous nature of the medium. As with other forms of writing, one can edit an SMS text before sending the message. Obviously this allows one to monitor the content of the message and avoid embarrassing communications. However, the ubiquitous nature of mobile

telephony means that one can send ill-advised messages on the spur of the moment. Indeed people describe “drunken” messages sent late on particularly “damp” evenings. In this case the sender is perhaps too uncontrolled in their comments and there is no natural check on their ability to send the message across time and space. These have the unfortunate combination of being text based, archivable and spontaneous. It is in this case that one hopes that another characteristic of SMS kicks in, i.e. the assumption of the privacy of the transmission. SMS is somewhat more private than a letter in that it is password protected and that one can easily and permanently erase the message. However, it is also easy to copy and resend the message should one choose to do that. At the broader social level, the results here indicated that as in other spheres of language use that the culture of SMS lives among younger women users. In spite of the fact that men were early adopters of mobile telephones (Ling 2000), it is among these women that the great motor of SMS lives. Women, and in particular younger women, seem to have a broader register when using SMS. They use them for immediate practical coordination issues and also for the more emotional side of mobile communication. In addition, their messages are longer, have a more complex structure and retain more of the traditional conventions associated with other written forms than men (Fishman 1978; Sattle 1985; Treichler and Kramarae 1983; Rosenthal 1985). This competence is also extended to telephonic communication (Ling 1998; Moyal 1992; Rakow 1988; Rakow 1992; Rakow and Navarro 1993). The material here seems to suggest that women are also more adroit “texters.” This is not to say that the writing of the teen women is the polished prose of Margaret Mead, Toni Morrison or Virginia Woolf. These are short and slapdash messages intended for immediate response. There is often a type of breathless; I-can’t-wait-for-your-response

nature to the messages. Nonetheless, it shows that it is the youngsters who have, in many ways the most respectful prose in their SMS messages. At least in this format and in this medium, it is the teens and teen women that have control.

A study by Carrier and Benitez (2010) about “The Effect of Bilingualism on Communication Efficiency in Text Messages (SMS)” argue that the 160-character limit on text messages encourages the use of shortenings and other shortcuts in language use. When bilingual speakers use SMS, their access to multiple sources of vocabulary, sentence structure, and other language devices would appear to provide additional resources for addressing the character limits imposed on SMS, perhaps by increasing the available pool of short phrases and words. The benefits of having multiple languages to draw on during text messaging were evaluated in two studies. The first study was an archival study in which a corpus of text messages from English-Spanish speakers was analyzed for message length. The results showed that messages involving code mixing were longer than messages written in only one language. The second study was an experimental study in which English-Spanish speakers and English-only speakers played a texting game devised to encourage efficiency in SMS communication. The results from the game revealed that messages from English-Spanish players were no shorter than messages from English-only players. Overall, the data from the two studies provide no evidence that bilingual users of SMS draw upon their multiple languages to increase communication efficiency, and shows that language switching during SMS does not appear to be a means of dealing with character limits.

The present researcher believes that this continuous conflict of language choice in mobile text messages has strongly helped in the emergence of a whole new language which she refers to as Arabizi. This written form of the language is one unique phenomenon among teenagers, especially when talking about sending

and receiving messages. It is believed that code-switching, code-mixing, borrowing, besides the use of the new unintelligible abbreviations are all parts of the Aabizi language used in the SMSes, and the emotions used in the SMS language are an important part of the written text itself.

CHAPTER THREE

Methods and Procedures

Introduction

This chapter provides information on the methods of this study. It describes the population, the sample and the study corpus. It also describes the instruments, their validity and reliability. In addition, data collection procedures and data analysis are explained, and finally procedures of the study are outlined.

Sample of the study

The sample of the current study included 150 male and female teenagers, who reside in Jordan and study at local- public and private-schools in Amman area. A purposeful sample was selected from five different schools; two public schools, a female school and a male one, three private schools, a female school, a male school and a mixed one. As the selected sample was limited to teenagers whose ages range between (13-17) years old, students were selected starting from the eighth grade up to the first secondary class.

As shown in Table one, subjects were chosen from different types of schools. Sixty percent of subjects were selected from private schools while 40% were selected from public schools. The sample was equally distributed between males and females in order to confirm sample representation .Thus, thirty subjects were chosen to fill the questionnaire from a private boys' school and another thirty were selected from a private girls' school. Fifteen males were selected from a mixed school and 15 females were selected from the same private mixed school.

Thirty subjects were chosen from a public male school and the last thirty were chosen from a public girls' school. Private school students were either in the IGCSE/SAT tracks or in the national educational track. i.e the regular Arabic-based educational system .All public school students follow the Arabic-based educational approach. Students from private schools were chosen randomly not according to the educational approach they follow through their years of study. Data were collected and analyzed in two ways: the first one was according to the school type i.e. whether it is males' school or females' school and whether it is a public or a private school. Thus, each thirty subjects were taken separately, examined and analyzed. The second way is data analysis from the sample as a whole i.e. from the one-hundred-fifty subject.

Table (2) Distribution of selected sample according to school type and gender

Percentages		Number of students selected		Type of school
20%		30		Private boys' school
20%		30		Private girls' school
Female	Male	Female	Male	Private mixed school
10%	10%	15	15	
20%		30		Public boys' school
20%		30		Public girls' school
100%		150		Total

Methodology

The methodology used in this study is descriptive and analytic, and the corpus obtained from the subjects is described and analyzed. The researcher attempts to find out the extent of using Latin letters in the messages of the selected sample and how often they use Arabizi when writing messages.

Instruments of the study

To accomplish the objective set for this study, the researcher designed a questionnaire and delivered it by hand to the subjects of the study who are enrolled in various private and public schools.

An interview form was designed to facilitate the procedure of fulfilling all the information needed concerning the study. The interview was conducted on a number of teenagers while delivering the questionnaire to them. Provided that, those who filled the questionnaire differ than those who responded to the interview questions. Respondents were also asked to provide samples of their messages. This procedure allowed the researcher to observe teenagers' attitudes toward this phenomenon. Questions were carefully addressed to the subjects. Samples of their messages were studied closely and compared to each other with regard to personal information and educational background of the sender, their nationality and other aspects in concern. Data bases were anonymous.

The researcher used a five-point-likert type scale in the questionnaire, where each item was followed (strongly agree, agree, uncertain, disagree, and strongly disagree). The subjects then had to choose one of them which affected the degree of their agreement or disagreement.

Study corpus

The corpus of the current study was a collection of 1500 messages. Samples of messages were obtained from the subject while distributing the questionnaire to them. Text messages were chosen anonymously after taking the permission from the interviewees. The researcher took the permission to see the replies of some messages in order to compare them with regard to language code-switching. Each student was asked to give the researcher five messages along with their replies ,some were cooperative and contributed more whereas the less cooperative provided fewer messages .This made the total number of messages and replays ,given from one student, ten. Data basis was studied closely and compared to help the researcher achieve the aims of the study. Examples of the selected messages are shown on pages (50-52).

The selected sample profile

The researcher collected historical and sociological data about teenagers in Jordan in order to get deep insight into the structure of the community. Information about different nationalities in Jordan, social life they have had, and whether they were living abroad or not was collected with regard to other information related to this issue by distributing a questionnaire.

Questionnaire

The questionnaire contained three sections .The first section elicits personal and biographical data. Section two contains data related to the selected sample attitudes toward code-switching while using the SMS service. Section three contained information about the perception of the language abilities, when they

code-switch and the reasons why they do, in addition to the English terms they frequently use in various forms of Arabic discourse while using the SMS service.

Two hundred copies of the questionnaire were distributed by the researcher and assistants. The researcher needed help from male assistants to help her collect the data from public boys' schools as it is socially unacceptable to go to boys' schools and communicate with male students and that is due to social and traditional constraints. Research assistants were former classmates and colleagues who work as teachers in boys' public schools. The questionnaire was explained for them and they were given clear instructions prior to administering the questionnaire. Furthermore, the questionnaire was accompanied with a covering letter which contained the purpose of the study. The official approval to conduct the research was given to the respondents (see Appendix1) and finally one hundred fifty questionnaires were received. To insure the completeness of the sample, the researcher used the software program Facebook to interact with boys from public schools and interview them. Males and females were interviewed concerning the subject (see Appendix 2) which was hard to be made face to face due to the aforementioned reasons. The researcher has also sent the questionnaire by e-mail to some of the participants who were interested in the subject and showed acceptance in filling the questionnaire.

Validity of the instruments

The researcher achieved the validity of the instruments by asking a jury of six university professors who are linguists and sociolinguists to provide their comments and suggestions on the content of the questionnaire and the interview form. Some comments and suggestions were received as to changes and

modifications of the questionnaire whereas the interview form questions were not changed at all. Examples of the modifications are listed below:

It was said that the use of the word modernized in the questionnaire gives the same meaning of gaining prestige so only one was chosen to be mentioned in the questionnaire:

1-Pupils code-switch to show that they are modernized

2-Pupils code-switch to gain more prestige

Thus, according to their comments the first question was crossed out and the second one was used in the questionnaire

Not to mention the sentence **“I use Arabizi because not everyone can understand the language and decode the message”** .It was pointed out that the word understand holds within the meaning of decode ,that’s why it was preferred to use only the word understand without mentioning the word decode.

“I use Arabizi because not everyone can understand the language”.

Their comments and notes were taken into consideration in the final version of the questionnaire. Then the researcher asked her supervisor to recheck the questionnaire after the modifications had been made to insure the suitability appropriateness of the questionnaire in terms of content and wording.

Reliability of the instruments

The researcher conducted a pilot study to achieve the reliability of the instruments. The questionnaire reliability was determined by means of test-retest. A group of twenty teenagers who had the characteristics of the whole sample of the study but were not members of the sample were asked to fill out the questionnaire within 20 minutes. The questionnaire was distributed in the first week of January 2011. Furthermore, they were asked to pinpoint the exact time needed to finish the questionnaire; their views were useful and constructive for the distribution of the questionnaire.

The reliability test included these additional questions in the questionnaire:

1. Were the questions straightforward and easy to comprehend?
2. Did the questionnaire draw the information required?
3. Was filling up the questionnaire time consuming or tedious?

Few weeks later the questionnaire was distributed to the main sample of the study. The results matched those of the first test.

Data Analysis

The researcher and her assistants asked the students to fill out the questionnaire according to their actual use of SMS. They were asked to fill out the questionnaire independently within a fixed time ranging between 20 to 30 minutes.

The assistants also helped in interviewing the subjects with regard to the interview form that was given to them along with the questionnaire .The questionnaires were collected; the researcher checked the data and entered responses to questions by using excel sheets. Samples of messages were analyzed and compared with regard to social factors and biographical information of the sender.

-The researcher placed the statement of results into tables .These tables were numbered and titled.

-Descriptive statistical analysis was used such as frequencies, percentages and ranks.

-The researcher interpreted information and made a logical comparison between the collected samples of messages.

Procedures of the study

The researcher followed the procedures below in order to conduct her research; these steps were summarized as follows:

1. The researcher read theoretical and empirical studies related to the issue under investigation. Theoretical and empirical studies investigated code-switching in general and SMS code-switching in specific, educational systems and teaching processes.
2. Collecting sociolinguistic data about teenagers in Jordan.
3. Obtaining data on SMS from teenagers through interviewing them and also through a Facebook group where the researcher has negotiated the language use of mobile with different genders of teenagers where they were asked several questions such as the language they prefer to use when sending

messages and the common abbreviations they write in their SMS along with other questions related to the subject under investigation.

4. The researcher has set forth the questions of the study depending on the related literature, the theoretical background and the purpose of the study in order to cover all the elements of the study.
5. The researcher designed a questionnaire that covered the demographic information and teenagers' choice of mobile language, their attitudes toward language use and the new language code they have invented when sending SMS and much more.
6. Validity of the instrument was established by asking a group of experts in the linguistic and sociolinguistic field to comment and modify the content of the questionnaire and its language. Their comments and modifications were taken into consideration.
7. To ensure the reliability of the instrument, the researcher asked a group of 20 teenagers who had the characteristics of the whole sample of the study, to answer the questionnaire and then they were excluded from the sample of the study.
8. The researcher obtained a letter of permission from the Middle East University to facilitate the research.
9. The questionnaire was distributed to the intended subjects for the reasons mentioned previously.
10. The data taken from the questionnaire were checked, recorded, analyzed and interpreted. The results were tabulated and each table was given a number

and a title .The results were analyzed by using a descriptive statistical analysis (i.e. frequencies, percentages and ranks).

- 11.The results of the questionnaire were discussed and explained logically. Data bases were compared to each other, examples were given in the findings of the study.
- 12.The conclusion was presented in a simple precise way so that every reader would comprehend the aim of the study and recognize Arabizi as a new form of a written language of SMS.
- 13.The conclusion suggested some recommendations for further studies.

CHAPTER FOUR

FINDINGS OF THE STUDY

Introduction

This chapter reports the results to the four questions of the study which investigated the phenomenon of code-switching among teenagers in Jordan.

Thirty subjects were chosen from a private male school where each and every participant followed the Arabic-based educational approach i.e. the national approach. Thirty subjects were chosen from a private mixed school, of whom 27 were international students, i.e. students who followed the English-based curriculum (IGCSE/SAT), while the other three participants were following the national approach, i.e. students who followed the Arabic-based educational curriculum. Thirty subjects were chosen from a private female school where each and every participant followed the Arabic based educational approach i.e. the national approach. Thirty subjects were chosen from a public female school and another thirty were chosen from a male public school, both of whom followed the national approach. After preparing the data analysis, questions were closely investigated.

The questions under investigation were as follows:

5. What are the most frequently used phrases in teenagers' code-switched SMSes?
6. Why do teenagers code-switch when sending and receiving messages?

7. What are the attitudes of teenagers toward code-switched SMSes?
8. What factors have helped in the spread of the use of code-switched SMSes among teenagers?

Findings related to the first questions

Findings of this question deal with the most frequently used phrases in teenagers' code-switched SMSes. Thus, a corpus of 1500 messages was collected from the students. Data were analyzed according to the language used in writing the message. Findings of question two revealed the percentage of students according to the language they use in texting; this analysis is based on the findings shown in Table 3.

Table 3 results showed that 52% of the teenagers tend to use Arabizi when writing their messages while 28% of them tend to use English language. Only 20% of the teenager students use Arabic language when they text each other.

Table (3) Percentage of teenagers' texting language

Number of subjects	Arabizi	Arabic	English	School type
30	80%	10%	10%	Private male school
30	40%	---	60%	Private mixed school
30	60%	10%	30%	Private female school
30	50%	40%	10%	Public female school
30	30%	40%	30%	Public male school
150	52%	20%	28%	Total

As the percentage of teenagers who used English in texting was 28% of the subjects, each one of them has given 5 messages along with their replies. Thus the

analysis was conducted on 210 out of 420 English messages. Replies were excluded in order to explore the most frequently used words, phrases or abbreviations in English language only because replies combined messages in English, Arabic and Arabizi.

Table (4) The percentage of the most frequently used words in English code-switched text messages

Number of occurrences	Word in full	Expressions	Number
176	By the way	btw	1
170	How are you?	HRU?	2
166	ok	k	3
164	what	wut	4
157	Want to	wanna	5
143	Yes	yup	6
134	listen	lsn	7
130	Going to	gonna	8
122	no	nop	9
110	Laugh out loud	Lol	10
98	Never mind	n.m	11
97	Oh my God	OMG	12
93	What is up brother?	Wut's up bro?	13
90	No problem	n.p	14
80	----	Hi	15
77	Just kidding	jk	16
75	Sorry	sry	17
60	Good morning	Morning/GM	18
40	hi	hiiiizz	19
30	----	Hey	20

Teenagers started their messages with hi,hiiiizz,hey or morning as initials to start the texting conversation, as appears in Table 4, the most frequently used word as a conversation initial was Hi, as it occurred 80 times in the sent messages whereas the most frequently used expression among all used words was BTW (by the way) which occurred 176 times .

Samples of English sent messages:

1.A: hiiiiiz lolo lsn we r goin to da mall this Thursday..its lina's birthday and we r planin to surprise her.are you in?BTW keep it beween us k?

B:hiiii ,sure I'll be there ,thnx a lot for telling me. And don't you worry at all .top secret

2.A:wut's up dude? Plz check ur bag coz I can't find my chemistry notebook ,you might have taken it by mistake?

B:Oops ,sry ya man by mistake wallah ,come by and take it eza beddak

(oops ,sorry man ,I swear it was by mistake ,come by and take it if u want

3.A:wuts wrong with u ?i'm gonna kill ya after class,u knw I was jk!!

B:n.m its nothing k

As shown in Table 3, the percentage of teenagers who used Arabizi in texting was 52% of the subjects; each one of them has given 5 messages along with their replies. In order to explore the most frequently used words, phrases or abbreviations in Arabizi SMSes; the analysis was conducted on 390 messages out of 780 messages. Replies were excluded to make sure that the analyzed corpus is only written in Arabizi because repies were written in Arabizi, English and Arabic messages. The gender of the sender was taken into consideration before analyzing, knowing that the number of Arabizi messages as a whole was 390 messages; 195 of which were sent from females and the 195 left, were sent from males.

Table (5) Percentage of the most frequently used words in Arabizi text messages

Number of occurrences	English translation	Word,phrase,abbreviation	Number
353	Good morning	Saba7oo/saba7 el 5eer	1
350	Fine	Mnee7/mnee7a	2
330	How are you?	Kefek/kefak	3
300	What	Sho	4
216	Right now	Hal2/hassa	5
207	Allowed me	5alatni/5allanii	6
197	Because	L2eno/3ashan	7
173	Don't worry	Ma t2la2i/ma teglag	8
164	What's up dude?	Eesh ya kbeer?	9
150	Check on you	Ataman 3aleki/3aleek	10
150	That's wonderful	Tagge3/683	11
130	Its taking too long	Mallagat	12
127	Page	Saf7a	13
121	I appreciate it	7abeebi ya man	14
117	Leave it to me	El mawdoo3 3andii/3endi	15
115	What do you mean?	Sho 2zdek/sho 2zdak	16
113	I know	Ba3raf	17
113	number	Ra8am	18
110	I miss you	Missak/missek	19
100	I miss you	Esht2telak/esht2tellek/	20
70	Sweetie	3asal	21
60	Darling	2lbi/galbi	22
50	Honey	7ayatii	23

As shown in Table 5 the most frequently used word when it comes to Arabizi code was saba7oo which occurred 353 times in the messages corpus, followed by mnee7/mnee7a with a frequency of 350, keefak and kefek had a frequency of 330, and sho had a frequency of 300. The lowest frequently used expressions were 3asal which occurred 70 times, 2albi and galbi which occurred 60 times, 7ayati which had the lowest frequency of all as it occurred only 50 times. As Table 5 showed, mnee7 is used for the masculine gender whereas mnee7a is used for the feminine gender. Kefak is used for the masculine and kefek is used for the feminine. Halla2 is a word that is frequently used by girls while hassa is frequently

used by guys even though there has been some cases where boys used the word halla2, and that was mostly when they were addressing a girl in their text messages. 5allatnii is a word used for feminine gender and 5allani is used for the masculine gender. The word l2enu which occurred 297 times is mostly used by females whereas 3ashan is mostly used by males .There have been cases were girls used 3ashan and boys used l2enu;3ashan was used by some girls to stress the word and show strength by using a masculine word while l2enu is used by boys only when addressing girls in their text messages.The word ma te2la2i is used by girls while ma teglag is used among boys because boys prefer to use (g) instead of (2) when communicating as a sign of masculinity . Eesh ya kbeer? is an expression frequently used by males when addressing their close friends ,it is actually used to show a strong relation between guys. Sho azdek is frequently used for feminine gender while sho azdak is used for masculine gender.Missak and eshta2tellak is used for guys whereas missek and eshta2tellek is used for girls. It is worth mentioning that words like 3ashan /l2eno and te2la2/teglag also show dialectal differences; in urban areas they tend to use (2) instead of (g) whereas in rural areas there is a tendency of using (g) rather than (2) regardless of the gender.

Samples of Arabizi sent messages:

1.A:Hii :)kefek ya 3asal? eb3atelli ra8am soso el jdeed coz daya3too

(hii how are you sweety ?send me soso's new number because I l've lost it).

B:leesh she changed her num!!!sry dear bus ma 3andi ya

(Why?did she change her number? Sorry dear but I don't have it)

2.A:shu ya man ween e5tafeet bu3d el dawam?sarat toshii kberii

(What's going on man? Where have you disappeared right after school? There has been a big fight)

B: bellaah 3aleek ya man!! Law bu3ref kan 9'aleet leesh sho el gessa?!!

(really!! I would've stayed if I knew. What happened?)

3.A: saba7oo el 3asal :)missik kteeeeeeeeer kteer ,yella t7assanii el school mo
7elwii balakii..luv u

(good morning sweety :)I miss you so much ,get well soon school sounds
ugly without you..i love you)

B:saba7 el 5eer :)ana Kaman esht2telek ya 2albi I'm getting better thnx la zoo2ek
lwm (k)

(good morning :)I miss you too honey ,I'm getting better ,thanks a lot for
your kindness.i love you way more(kiss)

Findings related to the second question

The second question dealt with the reasons behind switching. It elicited data as to why teenagers code-switch when sending and receiving text messages. The data showed that teenagers code-switch to English because of the following; economy, euphemism, prestige, unfamiliarity with academic terms, use of acronyms and abbreviations and finally the attractiveness of English language.

1. Economy

It was found out that most SMS texters switch to English because it provides more space for writing as mobile phones provide 160 characters as a message limit. A single SMS can be up to 160 characters of text in length. Those 160 characters can comprise words or numbers or an alphanumeric combination. Exceeding the limit means that the texters are occupying a space of a new message which will cost him/her to pay more money for using the service.

Table (6) The percentage of teenagers who code-switch to English save money

Number of subjects	Percentage					School type
	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	50%	50%	Private male school
30	---	---	---	40%	60%	Private mixed school
30	---	---	10%	50%	40%	Private female school
30	---	---	---	40%	60%	Public female school
30	---	---	---	90%	10%	Public male school
150	---	---	2%	54%	44%	total

As shown in Table 6, 44% of the teenagers strongly agreed that switching to English is a smart way to fool mobiles and provide more space for writing with a

less cost, and 54% of the teenagers agreed that they switch from colloquial Arabic to English for the same reason. Only 2% of the teenagers were uncertain about that. It was also found that the percentage of teenagers who used Arabic dialect with Arabic alphabets when writing their text messages was more than those who used English when texting. See table 3 and that logically makes the number of switches that occurs from English into Arabic or from Arabizi into Arabic more than the switches that occurs from Arabic into English or Arabizi. 28% of the teenagers used English when texting while only 20% of them used Arabic dialect with Arabic alphabets.

It was also found out that switching was not only from English into Arabic or vice versa. There were also a large number of teenagers who switched from English into Arabizi or from Arabizi into English.

It was also found out that teens used Arabizi rather than Arabic because it provides more space in writing and thus it saves both time and money because this way they trick their mobiles by using their mother tongue dialect in an English alphabet design along with numerals and smileys to provide themselves with 160 characters rather than 70.

Table (7) Percentage of teenagers who use Arabizi for saving money

Number of subjects	Percentage					School type
	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	40%	60%	Private male school
30	---	---	---	60%	40%	Private mixed school
30	---	---	10%	50%	40%	Private female school
30	---	---	---	30%	70%	Public female school
30	---	10%	---	70%	20%	Public male school
150	---	2%	2%	46%	50%	Percentage from the five schools

as shown in Table 7, 50% of the teenagers strongly agreed that they use Arabizi for economy because Arabic is their mother tongue language and thus they express themselves more in Arabic, but because Arabic needs more characters as mobiles provide 70 characters only for Arabic users they managed to express themselves in a code that combines the two wanted features from Arabic and English .i.e English characters to save time along with money and Arabic language to express their ideas precisely. 46% of the teenagers agreed that they use Arabizi for the aforementioned reasons (time, money and expressing themselves in their mother tongue language). 2% of them were uncertain about that while a percentage of two disagreed and that is probably because their mother tongue language was English not Arabic so they are either teenagers who do not use Arabizi at all or they rarely switch to Arabizi and that is only when they are obliged to do so. As most of the teenagers in the sample were native Arabic speakers, non-native speakers will tend to use Arabizi to make sure their peers understand the exact meaning of the written word in the text message because they have to express the meaning in Arabic but they face troubles in writing using Arabic alphabets so they use the Arabizi code to facilitate the texting process.

2. Euphemism

It is well-known that all cultures impose sanctions on the discussion of certain issues by certain people in specific situations. Therefore, shifting from Arabic to English expressions may permit teens in Jordan to discuss taboo and/or offensive topics without embarrassment. English words such as toilet, boyfriend, underwear, period (i.e., menstrual period) are but a few examples of euphemism used by the text writers. This being the case, it can be argued that some English expressions may function as an important factor in prompting teenagers in Jordan to use more expressions from English.

Table (8) Teenagers who switch to English for euphemistic reasons

Percentage						School type
Number of subjects	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	---	10%	10%	80%	Private male school
30	---	---	---	30%	70%	Private mixed school
30	---	---	10%	30%	60%	Private female school
30	---	30%	10%	10%	50%	Public female school
30	---	40%	30%	10%	20%	Public male school
150	---	14%	12%	18%	56%	total

The results in Table 8 showed that 56% of the teenagers strongly agreed that they switch to English to talk about taboo issues and to avoid mentioning offensive topics using Arabic. It was also used to make the word sound much acceptable and reduce the impact of the written text on the addressee when reading it. Texters appear to use English rather than Arabic because English words sounds smoother and inoffensive especially when text messages deal with matters that are considered sensitive in the Arab world. 18% agreed that they switch to English when talking about taboo issues while 12% were uncertain about it. 14% disagreed and said that they do not actually switch to English and they prefer to use Arabic language.

Data analysis showed that this certain fact differs according to the sex of the texter. It was found out that a total of 80% female teenagers switched to English when talking about taboo issues and when swearing whereas a total of 68% male teenagers switched to English in the same circumstances. 12% of female texters preferred not to switch to English while 16% male texters preferred not to switch to English when talking about taboo issues.

This clears the fact that females care more to choose their words when it comes to tackling taboo issues.

Table (9) Percentage of female school teenagers' usage of code-switching in taboo issues

Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Type of school
15	---	---	---	20%	80%	Mixed private school
30	---	---	10%	30%	60%	Private female school
30	---	30%	10%	10%	50%	Public female school
75	---	12%	8%	20%	60%	Percentage from the three schools

As demonstrated in Table 9, 60% of female texters strongly agreed that they preferred to switch into English when talking about sensitive subjects and a percentage of twenty teenagers agreed that they switch to English when talking about taboo issues. 8% of the texters were uncertain while a percentage of twelve teenagers disagreed and preferred to use Arabic even when talking about topics that might be considered offensive and prohibited to be tackled in an Arab country like Jordan.

Table (10) Percentage of male school teenagers usage of code-switching in taboo issues

Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Type of school
15	---	---	---	40%	60%	Mixed private school
30	---	---	10%	10%	80%	Private male school
30	---	40%	30%	10%	20%	Public male school
75	---	16%	16%	16%	52%	Percentage from the three schools

Results of table 10 Showed that 52% of male texters strongly agreed that teens preferred to use English when talking about taboo issues and sensitive topics. 16% of males agreed while 16% were uncertain about their choice of language. A percentage of sixteen males disagreed and said that they prefer to use Arabic in all cases even in swearing or tackling prohibited issues.

Females cared more about swearing and used English for euphemistic reasons while male teenagers preferred to use Arabic in swearing to fulfill the meaning of threatening and offense.

The researcher found out that teens switched from Arabizi into English for euphemistic reasons and it was found out that most switches were from Arabizi to English because it is much easier to insert English words when writing in Arabizi rather than switching from Arabic into English .

Table (11) Percentage of teenager students who think it is easier to insert English words in Arabizi text messages

Number of subjects	Percentage					School type
	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	50%	50%	Private male school
30	---	---	---	60%	40%	Private mixed school
30	---	---	10%	20%	70%	Private female school
30	---	20%	---	20%	60%	Public female school
30	10%	---	---	70%	20%	Public male school
150	2%	4%	2%	44%	48%	Total

As shown Table 11, 48% of the teenagers strongly agreed that they prefer to switch between Arabizi and English because it is easier to insert the euphemistic English

words in Arabic scripts when written in English alphabets. 44% of the teenagers agreed while 2% were uncertain about it.4% disagreed and preferred to use Arabic in all cases or to switch between Arabic and English. A percentage of two teenagers strongly disagreed about switching from Arabizi to English.

Results show that 92% of the teenagers used Arabizi and thus switched from this code into English when talking about sensitive issues and because it is easier to insert English words in the Arabizi texts.

It was also found out that teens use Arabizi because not everyone can understand this code and decode the message and this makes it more comfortable for them to switch from the Arabizi language into English when it comes to talking about taboo issues.

Table (12) Percentage of teenagers who use Arabizi for euphemistic reasons

Percentage						School type
Number of subjects	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	20%	---	30%	50%	Private male school
30	10%	20%	---	40%	30%	Private mixed school
30	---	20%	---	20%	60%	Private female school
30	---	30%	---	60%	10%	Public female school
30	---	50%	---	30%	20%	Public male school
150	2%	28%	---	36%	34%	Total

Table 12 showed that 34% of the teenagers strongly agreed that they prefer to use Arabizi because not everyone can decode the message and a percentage of thirty six teenagers agreed on the same reason. 28% of the teens disagreed while 2% strongly disagreed and that was because they either believe that Arabizi has widely

spread and almost everyone in Jordan can understand the language or because they prefer to use other languages or even use the Arabic code to express what they want regardless of the subject.

3. Prestige

The difference between a prestigious language and a non-prestigious one heavily relies on key qualities that relate to the users of the language. It has been noticed that a large number of teenagers believe that English is a way to gain prestige and that those who switch to English do so to show off.

Table (13) Percentage of teenagers who think that pupils use English to gain prestige

Number of subjects	Percentage					School type
	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	---	10%	40%	50%	Private male school
30	---	---	---	40%	60%	Private mixed school
30	---	---	---	40%	60%	Private female school
30	---	10%	---	30%	60%	Public female school
30	---	---	---	50%	50%	Public male school
150	---	2%	2%	44%	52%	total

As shown in Table 13, 52% of the teenagers strongly agreed that those who switch to English do so to gain prestige and 44% agreed on that. A percentage of two teenagers were uncertain while 2%disagreed and thought that using English has nothing to do with prestige.

As teenagers believe that such use may enhance their prestige, they tend to use a sizeable number of expressions from English in their text messages. Among these are the easiest and the shortest expressions related to greeting, thanking and

apologizing. The following are ones of the most frequent expressions used by the text writers: Hi, sorry, nighty 'good night', miss you, ok, take care (sweetie), please, thanks (a lot), thank you, bye, and good luck, see you and so on.

It was also found out that teenagers code switch to English not only to gain prestige but also to show off. See Table 14.

Table (14) Percentage of teenagers who think that pupils code switch to show off

Number of subjects	Percentage					School type
	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	40%	60%	Private male school
30	10%	30%	---	20%	40%	Private mixed school
30	---	10%	---	60%	30%	Private female school
30	---	---	---	60%	40%	Public female school
30	---	---	---	60%	40%	Public male school
150	2%	8%	---	48%	42%	Total

As shown in Table 14, 42% of the teenagers strongly agreed that pupils use English expressions in their text messages to show off and 48% agreed on that. Only a percentage of two teenagers strongly disagreed while 8% of them were uncertain about it.

Results also showed that teenagers code switch to English to show that they are educated. English has a very special status among the educated people. It is the language that can be used only by those who are highly educated (the educated elite) and who, by virtue of their educational attainment, are ranked highly on the social strata of Jordanian society. This shows that there is unequivocal social

prestige attached to English, particularly among the highly educated group of speakers as students believe that such use may enhance their prestige. See Table 13

Table (15) Percentage of teenagers who think that pupils switch to English to show they are educated

Number of subjects	Percentage					School type
	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	50%	50%	Private male school
30	---	---	---	50%	50%	Private mixed school
30	---	20%	10%	30%	40%	Private female school
30	---	10%	---	50%	40%	Public female school
30	---	20%	---	60%	20%	Public male school
150	---	10%	2%	48%	40%	Total

As Table 15 showed, 40% strongly agreed that teenagers use English to show that they are educated, 48% of the teenagers agreed on that. 2% were uncertain while a percentage of ten teenagers showed disagreement toward that.

It was also noticed that female teenagers use English words for prestige and for showing off more than male texters. While interviewing teens and when they were asked specifically about switching to English when sending SMS most of them said that girls do so for prestige but boys switch to show off.

4. Unfamiliarity with Arabic

It was found out that some teens code-switch to English because they do not know the Arabic equivalent. Some of them prefer to use English all the time but switches to Arabic only to make sure that the delivered message was understood correctly by the receiver. This of course depends on certain factors such as the educational

approach teenager students follow, the kind of schools they attend and their origin; as some pupils may be a result of a mixed marriage or might have lived abroad which could somehow influence their mother tongue . (see pages 103-105)

Table (16) Percentage of teenagers who think that pupils code-switch to English because they do not know the Arabic equivalent.

Number of subjects	Percentage					School type
	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	60%	20%	---	20%	---	Private male school
30	10%	50%	10%	20%	10%	Private mixed school
30	10%	20%	10%	40%	20%	Private female school
30	30%	40%	10%	20%	---	Public female school
30	10%	40%	20%	---	20%	Public male school
150	24%	36%	10%	20%	10%	Total

Results showed that 10% of the teenagers strongly agreed that pupils switch to English because they do not know the Arabic equivalent and 20% agreed on that.10% of the teens were uncertain about it while 36% disagreed and a percentage of twenty four teenagers strongly disagreed. As shown in table 16, teenagers were selected from different types of schools and it is worth mentioning that every environment affects the decision of the person in which he lives and interacts.

When analyzing the data separately according to the type of school and the type of educational approach followed a totally different result appears.

Table (17) Percentage of private school students' point of view regarding switching due to unfamiliarity with Arabic.

Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Type of school
30	10%	50%	10%	20%	10%	Mixed private school
30	60%	20%	---	20%	---	Private male school
30	10%	20%	10%	40%	20%	Private female school
90	26%	30%	6%	26%	10%	Percentage from the three schools

Table (18) Percentage of public school students' point of view regarding switching due to unfamiliarity with Arabic.

Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Type of school
30	30%	40%	10%	20%	---	Public female school
30	10%	40%	20%	---	20%	Public male school
60	20%	45%	15%	10%	10%	Percentage from the two schools

When comparing the data of Table 17 and Table 18, it appeared that private school teenager students strongly agreed and agreed that teenagers switch to English because they do not know the Arabic equivalent with a total percentage of 36% compared to 20% of public school teenager students. This must be attributed to the environment they are indulged in.

5. Academic, Scientific and technical terms

It has been noticed that academic, scientific and technical terms were widely used among teenager students who follow the international curriculum and that is

according to their educational approach because such use of terms is attributed to lecturing in English when it comes to international students. The spread of scientific terms that are mostly used among students such as ; hardware, software, report, questions, papers, makeup, exams, chapter, sheet, and the names of courses such as; Physics, Chemistry, Math, Biology, Social Studies and others are important reasons behind switching to English.

Table (19) Percentage of students who think that pupils switch to English because of academic, technical and scientific terms existence.

Percentage						School type
Number of subjects	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	80%	20%	Private male school
30	---	---	---	100%	---	Private mixed school
30	---	---	---	80%	20%	Private female school
30	---	---	---	90%	10%	Public female school
30	---	30%	---	60%	10%	Public male school
150	---	6%	---	82%	12%	Total

As shown in Table 19, 12% of teenagers strongly agreed that pupils switch to English when they use academic, technical and scientific terms. 82% agreed on the same point. Only 6% disagreed.

Results showed that teenagers who follow the international curriculum frequently use academic technical and scientific terms when texting and that is according to their excessive use of English which is attributed to the fact that their learning process is English based. As demonstrated in Table 19, 100% from the mixed school teenager students, a percentage that includes national curriculum followers and international students too, have all agreed that students switch to

English when they use technical, scientific and academic terms. A percentage of twenty from a private male school strongly agreed while 80% agreed on that. Private female school percentages were similar to those of the private male school percentage. When it comes to public schools 10% teenager of the female public school students strongly agreed that teenagers switch to English when they use technical, scientific and academic terms. 90% agreed on the same point, while public male school students had a percentage of thirty teenagers who disagreed and a percentage of ten who strongly agreed to the aforementioned point. 60% of the public male school teenager students agreed that pupils switch to English when they need to use technical, scientific and academic terms in their text messages.

6. Use of abbreviations and acronyms

SMS language is similar to that used by those sending telegraphs that charged by the word. People wanting to save money began shortening their messages to pay a smaller amount. This technique is unlikely to have been carried over into the later technology like papers and cellular phones due to the timeframe between the end of common use of telegraph systems and the introduction of mobile phone and internet chat technology.

SMS language is a nascent dialect of English that subverts letters and numbers to produce ultra-concise words and sentiments. The invention of mobile phone messages may be considered as its source, although elliptical styles of writing date back to at least the days of telegraphs. There are no standard rules for writing SMS languages, and a lot of words can also be shortened, such as "text" being shortened into "txt." Words can also be combined with numbers to make them shorter, such as "later," which changes into "l8r," using the numeral "8" for its phonetic pronunciation. Texters seek to use the fewest number of letters, and helps in

dealing with space constraints of text messaging, although the advent of texting clearly came from a desire to type less, and to communicate more quickly, than one can manage without such shortcuts.

It is similar to Internet slang and Telex speak, and has evolved from the shorthand use in Internet chat rooms to accommodate the small number of characters allowed (early SMS permitted only 160 characters and some carriers charge messages by the number of characters sent), and as a convenient language for the small keyboards on mobile phones.

Results showed that teenagers tend to use English in SMS rather than Arabic because of the ability to use abbreviated words.

Table (20) Percentage of teenagers who think that pupils text in English because it contains abbreviations and acronyms

Number of subjects	Percentage					School type
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	60%	40%	Private male school
30	---	---	---	50%	50%	Private mixed school
30	---	---	---	30%	70%	Private female school
30	---	---	---	60%	40%	Public female school
30	---	10%	---	50%	40%	Public male school
150	---	2%	---	50%	48%	Total

As demonstrated Table 20, 48% of the teenagers strongly agreed that pupils switch to English because English contains abbreviations and acronyms. 50% of them agreed on the same point while only 2% showed disagreement.

Teenager pupils also say that using English allow them to convey their messages easily especially that English contains abbreviations that Arabic language lacks.

Table (21) Percentage of teenagers who think that pupils use English because they convey their messages easily in this code.

Number of subjects	Percentage					School type
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	10%	---	10%	80%	---	Private male school
30	---	20%	10%	20%	50%	Private mixed school
30	20%	---	---	30%	50%	Private female school
30	20%	40%	20%	20%	---	Public female school
30	30%	10%	---	40%	20%	Public male school
150	16%	14%	8%	38%	24%	Total

As demonstrated in Table 21, 24% of the teenagers strongly agreed that they use English because they can convey their messages more easily in this language. 38% agreed on the same point while a percentage of eight teenagers were uncertain. 14% disagreed and 16% strongly disagreed and that is because they think that using Arabic is easier to them than English when it comes to conveying messages.

The majority of teenagers preferred to use Arabizi because in their opinion they can convey their messages in Arabic with English letters and insert English words along with English abbreviations, this way they will benefit from the two qualities of both languages; accuracy in conveying messages in their mother tongue language and the use of abbreviations and acronyms in English. Table 3 shows the percentage of language used in texting among teenagers. (See page 48).

It has been noticed from the previous results that teenagers' tendency to use abbreviated English is widely preferred. They use letters to demonstrate words as demonstrated in Table 22

Table (22) Letters that demonstrate words.

The word the letter demonstrates	The letter
Be	B
See	C
Oh	O
You	U
Are	R
Why	Y
Ok	K

As seen in Table 22, single letters can replace words and this was explained by the users to save time and money

A: I'll c u at the mall after school,k?

B: sure y not.

As seen in the example above, the sender has shortened a whole word into one letter, such as the use of C rather than see and the use of Y rather than why .it is also worth mentioning that some teenagers use @ rather that at to express the place.

A: where r u?

B: @home

Some of them tend to use the two letters da to express the meaning of “the”

A: what question do u want?

B:da first one

As shown in the previous example, the sender used da rather than “the” and this was explained by teens texters in two ways; the first one is to save money as less letters give more space in writing and allow the sender to write the message only in one page, the second reason was to save time as they were both cheating in an exam.

The previous example could also be written as:

Da 1st one or da first 1 or da 1 one...any of the previously mentioned examples convey the meaning of “the first one”

Some teens use the letter Q to convey the meaning of question.

A: q3 plz .

(Question three please)

B: al kuthban al ramleyah

(sand dunes)

It was also noticed that single letters along with numbers can replace words, and even single numbers could sometimes express a whole word ;for example number 8 could express the meaning of the word ate, and number 1 expresses the

word first ,number two expresses the words(to, second) and that is according to the written context. Number four is used to express the meaning of for.

Table (23) Single numbers that express words.

The equivalent word	Number
Ate	8
For	4
To/second	2
One/first	1

It is also noted in many examples from the collected text messages that a single letter or digit can replace a syllable; so instead of writing the word late the texters prefer to use l8and instead of writing “before” the texters usually write b4.

Example:

A:s.1 is bothering mira from class 10

B: we’ll arrange with our class m8s and solve da problem

s.1 is used to express someone and the expression m8s is used to convey the meaning of “mates”.

Table (24) Combinations of digits and letters that can shorten a single word or multiple words

Shortened form	Word
Ur	Your, you're
1drfl	Wonderful
Sum1/s.1	Someone
No 1	no one
C u	see you
t.c	Take care
4 u	for you
Ez	Easy
G2G	got to go

Table (25) Most frequently used English abbreviations among teenagers' text messages.

The abbreviated word	The full word
K	Ok
Wut	What
Ya/yup	Yes
Naah/nop	No
W8	Wait
Brb	be right back
Tyt	take your time
Ur	Your
Bk	Back
U	You
G2g	got to go
ILU	I love you
ILUWM	I love you way more
PIA	parents in area
OTP	on the phone
H r u?	how are you?
R u t?	are u there?

LOL	laugh out loud
J.K	Joking
ROTFL	roll on the floor laughing
ASAP	As soon as possible
Xoxo	Kisses and hugs

There has also been a tendency of using letters in brackets to mean a whole different thing for instance when writing the letter K individually it means okay but when placing it between brackets (k) it means blowing a kiss. The letter (L) between brackets means sending love to the receiver. Capitalization also gives a different meaning because it has to do with the intonation of the sender.

A:bring me starbucks coffee on your way home

B:ok

A: bring me starbucks coffee on your way home

B:OK

If the sender uses small letters it shows acceptance but when using capital letters it shows anger as demonstrated in the previous example because the interpretation of the previous text message goes like:

“You’ve told me that before or stop telling me that, or I will do what you want but I’m not quite pleased by stopping somewhere to bring you coffee or it may be give the meaning of stop nagging.”

It is worth mentioning that capitalization shows either lack of respect or shouting at the person and at other times it shows highlighting things to show their importance.

For example sending ASAP in capital letters to someone means it is urgent and it is needed right away but sending it in small letters meaning it is needed as fast as one can manage to do it .

This also applies for Arabizi text messages ,for example:

A: LEESH ma betroddiiiiii?

(why aren't you answering?)

B:my mob is silent,Ma SHoftoo (~_^)

(My mobile is silent and I didn't see it ringing)

Looking at the previous example it shows that (LEESH)- which means why?- when written in capital letters shows the emotional state of the person sending the message . capitalization in the previous example shows anger and it shows that the sender is shouting at the receiver and as seen in the reply the sender wrote Ma SHoftoo which means I didn't see it to express the fact that he/she is shouting back at her and defending him/her self and it was followed by a smiley face to show dislike and it is interpreted as (I'm giving you the eye).

It was found out that the most frequently used words when code-switching from Arabic to English or when writing in English are:

Hi, bye, done, good, fun, ok, morning and hey

It was also found that the most frequently used words when switching from Arabic or English into Arabizi are as follows:

Missek/missak, which is a combination between English and Arabic (ek,ak) conveys the meaning of (you) in English .The word means “I miss you” and they use it rather than eshta2tellek or eshta2tellak to convey the same meaning with fewer letters knowing that the hybrid word missak is used when texting a masculine gender while missek is used when addressing a feminine gender i.e esht2tellak equals the meaning of missak and both means “I miss you (masculine)”,esht2tellek equals the meaning of missek and both means “I miss you (feminine)”. It is also noted that switching into Arabizi or into Arabic gives the word extra emotional load and it sounds more meaningful. Thus esht2tellak /esht2tellek holds a deeper and sincere meaning than missak or missek ,it even holds a deeper meaning than “miss you”.

Luvak/luvek,which is also a combination of English and Arabic that it is used to express the meaning of I love you. The abbreviation of the word love (luv) is used with the (ek,ak) syllables to convey the intended meaning according to the gender of the addressee .(ek)is used when texting a female while (ak) is used when texting a male addressee. 3asal, which means sweety in English and it is used among girls as a starting complement when texting each other. 3ala rasii, which is an expression used among guys to express appreciation.

Examples:

A:hey ya 3asal :) ween ma bayantii el yoom?7abbi attaman 3annek?

(hey sweety :) where were you today ?I just want to check on you)

B: thnx dear kolek zoo2 I'm fine don't worry, ba5abrek tomorrow bel 2ossa .3ala fekraa missik kteer xoxo

(Thanks dear, It's very kind of you to check on me. I'm fine don't worry I'll tell you the story tomorrow .By the way I miss you a lot. Kisses and hugs)

Another thing was found out from the results which is related to showing feelings using certain symbols that exist in the mobile system and are mostly taken away from the chat rooms in the internet. Such symbols are called emoticons; a word that combines emotions with icons .

A 'smiley face', often called a smiley or emoticon, is used in text communications to convey an emotion with a text message. Smiley faces are used in the same way that a person's voice changes or how facial expressions are used in face-to-face conversation. For example, if you were joking with someone and wished to send a text message saying "GAL (get a life)" the person receiving your message may think you are making a rude comment to him. If you send the same message with a "happy smiley" :) following the text, the person will then understand you were "smiling" - or joking around when you said that. GAL :)

Showing emotions through characters in text messaging helps the receiver correctly interpret your intent and meaning. To create a smiley face you use your standard keyboard characters and punctuation marks in sequences that look like facial expressions. When viewing text smiley faces, they are all sideways. Here are some basics to get you started in understanding what the faces are:

The close bracket represents a sideways smile)

Add in the colon and you have sideways eyes :

Put them together to make a smiley face :)

Use the dash - to add a nose :-)

Change the colon to a semi-colon ; and you have a winking face ;) with a nose ;:-)

Put a zero 0 (halo) on top and now you have a winking, smiling angel 0;) with a nose 0;-)

Use the letter 8 in place of the colon for sunglasses 8-)

Some chat and instant message programs will automatically translate text smiley faces into graphical emoticons. In AOL Instant messenger (AIM), for example, if you type out the characters to make a "happy face" followed by "sad face" followed by "cool sunglasses" you would enter the following characters:

:) :(8-)

Table (26) Emoticons and their meanings

Meaning	Emoticon	Meaning	Emoticon	Meaning	Emoticon
Drunk smile	:*)	Rolling your eyes	@@	Standard smile	:)
Exclamation "What???"	:@	With braces	:#	With nose	:~)
Scream	:-@	Happy Crying	:')	Buck-tooth or Vampire	:-E
Yell	:-0	Toupee smile	{:-)	Evil grin	>-)
Confused	%-(Winking smile	;))	Sad or frown smile	:(
Long nose (Liar!)	:-----)	Winking smile with nose	;-)	Sad with nose	:-((
Madonna	:-.)	I'm an angel (boy)	O:-)	Super sad	:-<
Put your money where your mouth is	:-(\$)	I'm an angel (girl)	O*:-)	Sticking tongue out (raspberry)	:P
An egghead	(:I	Yawn	O	Hugs	((H))
Yawning	O	Gossip, blabbermouth	(:-D	Kiss on the lips	:-X
Pig smile	:@)	Rose	@>--;--	One eyebrow raised	`:-)
Robot	<(-_-)>	Rose	@-}---	A broken nose	:^)
DJ with headphones	d[-_-]b	Rose	()>---	tongue tied	:-&
Drunk smile	:*)	Cat	=^.^=	a Ham radio operator	E:-)
Exclamation "What???"	:@	Confused	O.o	Uni-brow	<:-)
Scream	:-@	A chef	C=:-)	Big grin happy	:->
Yell	:-0	"Uh-oh"	=-O	Couple kissing	(-){-)
Confused	%-("Foot in mouth"	:-!	Smoking	:-Q
Long nose (Liar!)	:-----)	Laughter	:-D	Greedy	\$_\$_
Baby	~:0	Yawning	O	Drunk smile	:*)
Eyeglasses	-@--@-	Pig smile	:@)	Exclamation "What???"	:@
An egghead	(:I	Robot	<(-_-)>	Scream	:-@
Shy and speechless	:\$	DJ with headphones	d[-_-]b	Yell	:-0
Queen	\%/%%/	King	\VVV/	Yahooooo (victory)	\O/

7. Attractiveness of English language

It has been noticed that English is the language that attracts the attentions of others and that Arabizi does not provide attraction to its users because a large part of it is Arabic while mastering a whole new language is what attracts the attention of others. There was also a tendency of attracting the attention of others which is writing English in Arabic letters .as shown in the following example:

A: جود نايت

B: نايتي سويتتي

The first texter used Arabic letters to write English to say good night and the other person used these letters to write nighty sweety. Such language use is not widely noticed or spread and the attitudes of students towards it were mostly negative. Some have said that it is a false attempt to imitate the phenomenon of Arabizi.

Most of those who code-switch to English think of it as an attractive language and believe that by switching either to English or Arabic they appeal more to the other sex because by switching to English they attract the attention of others whom they want to impress and the same applies to English native speakers who wish to appeal more to the other sex by switching to Arabic or Arabizi to facilitate the communication process.

It was noted that different points of view were given regarding the first crush that language can cause. Some teenagers thought that texters who use English are

more attractive to the other sex while others thought that those who use English language excessively isolate themselves from the Arabic speaking community and thus they give the impression of “out of reach “ that is why some boys preferred Arabic female texters than English ones keeping in mind that the majority preferred English texters.

Table (27) Percentage of teenager students who think that pupils code-switch to appeal more to the other sex.

Number of subjects	Percentage					School type
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	20%	20%	10%	20%	30%	Private male school
30	---	20%	20%	30%	30%	Private mixed school
30	---	20%	---	30%	50%	Private female school
30	---	30%	10%	60%	---	Public female school
30	10%	20%	---	10%	60%	Public male school
150	6%	22%	8%	30%	34%	Total

As demonstrated in Table 27, 34% of the teenagers strongly agreed that English texters are more attractive to the others sex than Arabic texters. 30% of them agreed on the same point while 8% were uncertain about it. 22% preferred Arabic texters and a percentage of sex strongly disagreed on the fact that English texters are more attractive than Arabic ones.

Table (28) Percentage of teenager students who use Arabizi to appeal more to the other sex

Number of subjects	Percentage					School type
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	20%	80%	---	---	---	Private male school
30	10%	40%	---	10%	40%	Private mixed school
30	60%	30%	---	10%	---	Private female school
30	50%	20%	20%	10%	---	Public female school
30	30%	70%	---	---	---	Public male school
150	34%	48%	4%	6%	8%	Total

As results show only 8% of the teenagers strongly agreed that those who use Arabizi appeal more to the other sex, knowing that all of them were mixed school teenager students among which existed fluent English speaking teens either because they had one foreigner parent, or because the texter had lived abroad and gained the language efficiently which would make his English way stronger than his Arabic. Obviously those who agreed that Arabizi is a language that can catch the attention of the other sex were probably trying to catch Arab girls or boys attention. The highest number of teenagers disagreed that Arabizi texters appeal more to the other sex. 48%disagreed while 34%of them strongly showed disagreement.

8. Creativity of English language

There has been a strong debate between both English and Arabic when it comes to creativity and the degree of how expressive each language could be.

Results showed that Arab teenagers were very much defendant when asked about that. Even though the number of teenager students who preferred to use English language was more than the number of those who used Arabic in their messages. Teenager students were so opinionated when it comes to their mother tongue language, they believe that Arabic is an undefeated language when it comes to creativity and the degree of expression.

Arabic language is an expressive language and this appears vividly in the greatness of poetry exists in the Arabic books.

Table (29) Percentage of teenager students who think that pupils switch to English because of its creativity.

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	30%	50%	---	20%	---	Private male school
30	---	20%	20%	10%	50%	Private mixed school
30	20%	20%	10%	30%	20%	Private female school
30	60%	30%	10%	---	---	Public female school
30	80%	---	---	20%	---	Public male school
150	38%	24%	8%	16%	14%	Total

As results showed, the highest percentage of teenagers strongly disagreed that they use English because it is more expressive and creative. 38% strongly disagreed and 24% of them disagreed while only 14% of the teens chose English over Arabic and strongly agreed of English language creativity. 16% agreed that English is more expressive than Arabic while 8% were uncertain and could not choose between both languages.

As teenagers were very much defendant when asked about the creativity of Arabic compared to English, they justified their excessive use of English by how dynamic English language could be when compared to Arabic and one said that English language can only be creative in SMS because one can shorten the words and convey the meaning of the word as if it was written in its full form but when it is necessary to convey an important message one chooses Arabic because it is more expressive. When expressing feelings it has appeared that teenagers tend to use Arabic and Arabizi because of their explicit emotional load.

Table (30) Percentage of teenager students who think that pupils switch to English because it is richer and more dynamic.

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	30%	---	60%	10%	Private male school
30	---	30%	10%	20%	40%	Private mixed school
30	10%	---	---	60%	30%	Private female school
30	---	50%	30%	20%	---	Public female school
30	10%	60%	10%	20%	---	Public male school
150	18%	22%	8%	36%	16%	Total

As results showed, 16% of the teenagers strongly agreed that English is richer and more dynamic. That is why they tend to use it when sending their SMSes. 36% agreed while a percentage of eight were uncertain about it. 22% disagreed and 18% of the teens strongly showed disagreement and chose Arabic over English.

Reasons behind the use of Arabizi in SMS

Arabizi is a very widely spread language that invaded the internet chat rooms first and the mobiles messages service afterwards. Results showed that there exist a number of reasons that urge teenagers to use the Arabizi language rather than using English or Arabic separately. Along to the reasons I mentioned earlier in this chapter such as the space it provides in writing and the ability to insert English words easily, the fact that not everyone can understand the language. This excessive use of the language among teens in Jordan is attributed to other reasons, some of which are as follows;

1. Language use in chat rooms

Results showed that most teenagers tend to use Arabizi when writing their messages because it is the language they are accustomed to use in chartrooms.

Table (31) Teenagers who text in Arabizi because they use this code in chatting.

Number of subjects	Percentage					School type
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	40%	60%	Private male school
30	---	20%	---	30%	50%	Private mixed school
30	---	---	---	40%	60%	Private female school
30	---	50%	---	10%	40%	Public female school
30	10%	20%	---	30%	40%	Public male school
150	2%	18%	---	30%	50%	Total

Results showed that 50% of teenagers strongly agreed that they use Arabizi because it is the language they use in chat rooms and they are accustomed to it. 30% of them showed agreement while only 18% of them disagreed and a percentage of two has strongly disagreed.

2. The ability to use numbers as alphabets

Results also showed that teenagers prefer to use Arabizi because this code allows them to use numbers as alphabets

Table (32) Percentage of teenagers who text in Arabizi because they can use numbers as alphabets

Number of subjects	Percentage					School type
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	40%	60%	Private male school
30	---	10%	---	30%	60%	Private mixed school
30	---	---	10%	10%	80%	Private female school
30	---	---	---	20%	80%	Public female school
30	---	10%	---	50%	40%	Public male school
150	---	4%	2%	30%	64%	Total

As demonstrated in the Table 32, 64% of the teenagers strongly agreed that they use Arabizi because it allows them to use numbers as alphabets and 30% of them agreed on the same point. A percentage of two were uncertain while 4% showed disagreement.

3. Arabizi explicit emotional load

Arabic language has a strong emotional impact on the addressee. Using Arabic gives the meaning of the word extra authenticity when it comes to meaning we say or write. Since earlier results showed how Arabic was less used than English in texting, most students switched to Arabizi to achieve the aforementioned aspect. In

their opinion even when Arabizi is used the word remains Arabic and this gives it an extra emotional load when expressing love, appreciation or anger.

Table (33) Percentage of teenagers who use Arabizi because of its explicit emotional load

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	50%	50%	Private male school
30	10%	20%	---	40%	30%	Private mixed school
30	---	---	---	20%	80%	Private female school
30	---	20%	10%	30%	40%	Public female school
30	---	20%	---	80%	---	Public male school
150	2%	12%	2%	44%	94%	Total

Results showed that 94% of teenagers strongly agreed that pupils use Arabizi because of its explicit emotional load. 44% agreed on that. A percentage of two were uncertain while 12% of the teenagers disagreed and a percentage of two strongly showed disagreement.

4. Easier to cheat using Arabizi

When Teenager students were asked about the reason behind using Arabizi they said that it was due to the abbreviations used in Arabizi such as (BMB=bu7ki ma3ak bu3deen) -which means I'll talk to you later- which cannot be understood

and decoded by everyone. Besides, it is easier to use it when teenager students want to cheat in exams.

Table (34) Percentage of teenager students who use Arabizi to cheat in exams

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	20%	---	30%	50%	Private male school
30	10%	20%	---	40%	30%	Private mixed school
30	---	20%	---	20%	60%	Private female school
30	---	30%	---	60%	10%	Public female school
30	---	50%	---	30%	20%	Public male school
150	2%	28%	---	36%	34%	Total

Results showed that 34% of teenagers strongly agreed that pupils use Arabizi to cheat in exams and 36% of them agreed on that. Only 28% showed disagreement whereas a percentage of two strongly disagreed.

Findings related to the third question

Where ever languages are in contact, one is likely to find certain prevalent attitudes of favor and disfavor towards the language involved. These can have profound effects on the psychology of individuals and on their use of the language. Results showed that teenager students' attitudes vary according to their educational level of competence in English language and in Arabic language and according to the environment surrounding them.

Positive attitudes towards switching to English:

1. Preference due to pride

It was found that teenagers tend to code-switch to English because they pride themselves in knowing English.

Table (35) Percentage of teenager students who think that pupils gain pride of knowing English

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	

30	---	---	---	90%	10%	Private male school
30	---	---	---	80%	20%	Private mixed school
30	---	---	---	60%	40%	Private female school
30	---	---	---	70%	30%	Public female school
30	---	10%	---	90%	---	Public male school
150	---	2%	---	78%	20%	Total

Results showed a very high percentage of teenagers who pride themselves in knowing English; 20% strongly agreed on that and 78% agreed that English is a source of pride. The percentage of teenagers who disagreed was only 2% which is considered to be a very small number compared to the former percentage. It is also worth mentioning that some teenagers took this issue as a very sensitive matter as one of the participants has written on the top of the questionnaire “I use Arabic and I am proud of it”.

2. They prefer to use it because they think that those who code-switch belong to higher socio-economic class

It was also noticed that some teenagers believe that those who use English language belong to a higher socioeconomic class and that would add more prestige to them. See Table 36.

Table (36) Percentage of teenager students who believe that English texters belong to a higher socioeconomic class.

Number of subjects	Percentage					School type
	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	60%	20%	---	20%	---	Private male school
30	10%	50%	10%	20%	10%	Private mixed school
30	10%	20%	10%	40%	20%	Private female school
30	30%	40%	10%	20%	---	Public female school

30	10%	40%	20%	---	20%	Public male school
150	24%	36%	10%	20%	10%	Total

The majority of teenagers disagreed with a percent of thirty six and strongly disagreed with a percentage of twenty four and when asked about the reason, they said that English language did not belong to high class people as there exist educated and fluent English speakers and users of English language among the poor and the average economic class of people.

3. Preference for maintaining their Language competency

It was noticed that teenagers who code switch to English are more competent in English language, and it was also found that teenager students of private schools switch to English more than teenager students of public schools and this must be attributed to the high level of education private schools students receive compared to public schools' students and to the fact that they receive their English education earlier than public school students, which makes them more aware of the English system. This also shows that the excessive use of the code-switched SMSes hones the second language of students because switching keeps them in contact with the usage of English words. The current researcher believes that switching hones the language of teenagers only when it comes to vocabulary but it weakens their writing skills especially when dictating words and that is due to the excessive use of shortened forms of words.

Table (37) Private school teenager students' use of language

Number of subjects	Arabizi	Arabic	English	School type
---------------------------	----------------	---------------	----------------	--------------------

30	80%	10%	10%	Private male school
30	40%	---	60%	Private mixed school
30	60%	10%	30%	Private female school
150	36%	6%	33%	Total

Table (38) Public school teenager students' use of language

Number of subjects	Arabizi	Arabic	English	School type
30	50%	40%	10%	Public female school
30	30%	40%	30%	Public male school
150	40%	40%	20%	Total

As results showed in Tables 37 and 38, private schools teenager students tend to use English language when texting more than public schools teenager students, as 33% of the private schools teenagers used English while 20% of the public schools' subjects used the same language. Results showed that public schools teenager students use Arabic in conveying their messages more than private schools teenager students. 40% of public schools teenager students tend to use Arabic when texting while only 6% of private schools teenager students use Arabic language in their SMSes.

4. Preference because of language simplicity

It has been noticed that different school types influence the attitudes of students toward language, as previous results showed that private school teenager students prefer to use switched English SMS more than Arabic while public school teenager students preferred the opposite.

It has been noticed that most of the teenager students switched to English language because according to them it is a simple language compared to Arabic.

Table (39) Teenager students who think that pupils switch to English because of simplicity of English language.

Number of subjects	Percentage					School type
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	10%	40%	10%	40%	---	Private male school
30	---	10%	---	60%	30%	Private mixed school
30	---	---	10%	70%	20%	Private female school
30	---	60%	---	40%	---	Public female school
30	10%	30%	---	60%	---	Public male school
150	4%	28%	4%	54%	10%	Total

As the results showed, 10% of the teenagers strongly agreed that switching occurs in their SMS because of the language system simplicity. 54% of them agreed on the same point while only 4% of the teenagers strongly disagreed and a percentage of twenty eight disagreed. 4% of the teenagers were uncertain about that.

As the results showed, most of the teenagers agreed on the simplicity of the English system and thus they switched to English when they wanted to write a message .Such results must be attributed to the type of education a student receives during his years of study. There is no question that English language is invading the Arab countries and this can be noticed in the high leveled education that students receive in the schools of Jordan.

Table (40) Private school teenager students' percentage regarding English language simplicity.

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	10%	40%	10%	40%	---	Private male school
30	---	10%	---	60%	30%	Private mixed school
30	---	---	10%	70%	20%	Private female school
90	3%	16%	6%	56%	16%	total

Table (41) Public school teenager students' percentage regarding English language simplicity

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	60%	---	40%	---	Public female school
30	10%	30%	---	60%	---	Public male school
150	5%	45%	---	50%	---	Total

According to the results shown in Tables 40 and 4, it is obvious that private schools teenager students tend to believe that English language system is easy and simple and that is why they use it in their SMSes, even though the English courses and materials given to them are pretty much complicated compared to public schools English courses and materials. Besides, the number of English books given to them during one semester is more than that given to public school students. 16% of private schools teenager students strongly agreed on the simplicity of English language and 56% of them agreed on that while only 50% of public schools teenager students agreed that English language system is simple when compared to Arabic. When comparing the percentage of those who thought of English as a difficult language, we notice that the percentage of private school teenager students are less than the percentage of public schools teenager students and this must be attributed to the type of education received along with the number of years spent in studying English as private school students start learning English since kindergarten while public school students start receiving their first knowledge of English language later on from the fifth grade .

Negative attitudes toward switching to English

Results revealed only one negative attitude toward English, which is the issue of loyalty. Arab teenager students were pretty sensitive when the researcher asked if switching to English means loyalty to English language and dissociation from the Arabic language.

Loyalty to one language and dissociation from the other

Teenagers expressed a negative attitude towards those who switch to English, as in their opinion switching equals loyalty to the language used or expresses dissociation from the mother tongue language.

Table (42) The percentage of teenager students who switch to English to express loyalty to English

Percentage						School type
Number of subjects	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	10%	40%	10%	30%	10%	Private male school
30	---	40%	10%	20%	30%	Private mixed school
30	---	10%	10%	70%	10%	Private female school
30	---	50%	10%	40%	---	Public female school
30	---	40%	20%	30%	10%	Public male school
150	2%	36%	12%	38%	12%	total

As demonstrated in Table 42, 12% of the teenager texters strongly agreed that those who code-switch to English express their loyalty to English language and 38% of them agreed that mobile users who switch to English do so to express loyalty to English language. 12% were uncertain while 36% of the texters disagreed and said that switching to English has nothing to do with loyalty. 2% of the teenagers strongly disagreed.

Some teenagers rejected the idea of loyalty and said that switching doesn't necessarily mean loyalty, it is a matter of convenience and simplicity while some of those who agreed to the fact that teenager texters switch to English to show how loyal they are to English were mostly native speakers of the language who were just trying to maintain their mother tongue by all means. Though some of them were non-native speakers of English but mostly used it in their school subjects and daily conversation.

Teenagers said that switching is a matter of dissociation from the Arabic culture rather than being loyal to English. As shown in Table 43, 2% of the teenagers strongly agreed that those who switch to English dissociate themselves from their Arabic culture and a percentage of thirty teenagers agreed to the very same thing. 8% were uncertain while 52% defended themselves and said that they use English but it doesn't mean that they have dissociated themselves from their culture. 8% strongly disagreed, to them using English words when texting has nothing to do with dissociating themselves from their Arabic culture.

Table (43) Percentage of teenager students who believe that switching to english is an indicator of dissociation from the Arabic culture

Percentage						School type
Number of subjects	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	
30	---	60%	---	40%	---	Private male school
30	10	50%	10%	30%	---	Private mixed school
30	20%	70%	10%	---	---	Private female school
30	10%	20%	10%	50%	10%	Public female school
30	---	60%	10%	30%	---	Public male school
150	8%	52%	8%	30%	2%	total

Findings related to the fourth question

Findings showed that different factors have helped in the spread of the use of code switched SMS. Some of which are;

1. Integration with Western culture

It has been noted that pupils code-switch to English and this appears in their SMS because of integration with western culture. As sometimes being indulged with a language and its culture captures the minds far beyond expectations and when a person habitually uses the language it becomes so hard sometime to separate himself from the culture of that language or from using it whenever it is possible.

Table (44) Percentage of teenager students who think that pupils code switch because of integration with western culture

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	90%	10%	Private male school
30	---	10%	10%	60%	20%	Private mixed school
30	---	10%	---	90%	---	Private female school
30	---	---	---	90%	10%	Public female school
30	---	20%	40%	40%	---	Public male school
150	---	8%	10%	74%	8%	Total

Results in Table 44 showed that 8% of teenagers strongly agreed that pupils switch to English when sending SMS because of integration with western culture and 74% of them agreed on that. A percentage of ten were uncertain while 8% disagreed.

Being so much indulged with western culture causes switching to their language automatically. That is why it was found that those who switch to English language are mostly influenced by English films and songs.

Table (45) Teenager students who think that students switch to English because they are influenced by English songs and films

Percentage						School type
Number of subjects	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	
30	---	---	---	20%	80%	Private male school
30	---	---	---	10%	90%	Private mixed school
30	---	---	---	10%	90%	Private female school
30	---	---	---	50%	50%	Public female school
30	---	20%	---	80%	---	Public male school
150	---	4%	---	34%	62%	Total

As demonstrated in Table 45, 62% of the teenagers strongly agreed the pupils switch to English in their SMS because they are influenced by English songs and films. A percentage of four teenagers disagreed while 34% of them agreed the being influenced by English films and songs is an important factor that urges pupils to switch to English language when writing their messages. It was also found that the percentage of teenagers who prefer to watch English TV shows is pretty high compared to those who prefer Arabic shows.

Table (46) Type of TV shows teenagers watch

Percentage			School type
Number of subjects	Arabic	English	
30	50%	50%	Private male school
30	---	100%	Private mixed school
30	20%	80%	Private female school
30	60%	40%	Public female school
30	60%	40%	Public male school
150	38%	62%	Total

As results showed, 62% of the chosen subjects prefer to watch English TV shows while only 38% of them prefer to watch Arabic shows. This illustrates the highest percentage of teenagers who agreed and strongly agreed that most of those who switch to English in their messages are likely influenced by English films.

When it comes to songs, results showed that teenagers who preferred to listen to both songs were more than those who listened to either type of songs separately.

Table (47) Teenagers choice of songs

Number of subjects	Percentage			School type
	both	Arabic	English	
30	60%	10%	30%	Private male school
30	40%	10%	50%	Private mixed school
30	60%	20%	20%	Private female school
30	40%	50%	10%	Public female school
30	30%	40%	30%	Public male school
150	46%	26%	28%	Total

As demonstrated in Table 47, 46% of the Teenagers prefer to listen to both types of songs and this illustrates why they use Arabizi to write their messages. As the percentage of students who use Arabizi to convey their messages is 52% which is close to the percentage of those who listen to both types of songs and those who listen to English songs are 28% which matches the previous results in table 3, which demonstrates that 28% of the teenagers use English when sending messages. Only 26% of the teenagers prefer to listen to Arabic songs and this is also close to the percentage of those who use Arabic when writing messages which is 20% as demonstrated in Table 3

2. School type and educational level

The educational level that teenager students receive affects the language they use when conveying their messages, such educational level depends on the type of school students attend.

Table (48) Private School Students Use of Language in Texting

Number of subjects	Arabizi	Arabic	English	School type
30	80%	10%	10%	Private male school
30	40%	---	60%	Private mixed school
30	60%	10%	30%	Private female school
150	36%	6%	33%	Total

Table (49) Public School Students' Use of Language

Number of subjects	Arabizi	Arabic	English	School type
30	50%	40%	10%	Public female school
30	30%	40%	30%	Public male school
150	40%	40%	20%	Total

As results showed in Tables 48 and 49, private school teenager students tend to use English language when texting more than public school teenager students as 33% of the private school subjects use English while 20% of the public school subjects use the same language when texting. Results showed that public school teenager students use Arabic in conveying their messages more than private school teenager students. 40% of public school teenager students tend to use Arabic when texting

while only 6% of private school teenager students use Arabic language in their SMS.

Such results, depending on the school type and the educational level one receives, affects students' proficiency in English along with the fact that private schools in Jordan offer their students the chance to choose between two educational approaches; the Arabic-based approach and the international approach. The percentage of students who followed the international approach from this current sample is 18% while those who followed the Arabic based approach were 82%.

All (SAT/IGCSE) followers agreed with a percentage of ninety that teenager students switch to English because they do not know the Arabic equivalent and strongly agreed with a percentage of ten on the aforementioned point. This shows that teenager students who live in an environment that is full of English, start to learn English vocabulary by heart more than Arabic due to the excessive use of English terms and the continual exposure to English language during their years of study. Such teenager students are aware of the fact that foreigners do not know all the correspondences in Arabic and that is why they prefer to use English. Besides, as previous results showed, there were students in the current sample who were a result of a mixed marriage and who lived abroad for a while, all those appeared to be private school students 100% of them followed the international approach. 10% of the teenagers who lived abroad were private school students who followed the Arabic based approach while 90% of them were students who followed the international approach.

Table (50) Percentage of teenager students' proficiency in English

Number of	Weak	Average	Good	Very good	Excellent	School Type
-----------	------	---------	------	-----------	-----------	-------------

subjects						
30	---	---	10%	50%	40%	Private male school
30	---	---	---	10%	90%	Private mixed school
30	---	10%	10%	20%	60%	Private female school
30	20%	20%	10%	20%	30%	Public female school
30	20%	10%	20%	30%	20%	Public male school
150	8%	8%	10%	26%	48%	Total

3. The addressee (the receiver of the message).

Teenagers agreed that they switch to English because they contact foreign friends who might not know the Arabic equivalent of the word and thus they switch to English. At the very same time national curriculum followers and international curriculum followers switch to Arabic because they have to do so when contacting Arab speakers, friends and colleagues and relatives who are not aware of the English terms of English language.

Table (51) Percentage of teenager students according to their educational approach.

Number of students as a whole	Percentage if international students	Percentage of national students	Type of school
30	---	20%	Private male school
30	98%	2%	Private mixed school
30	---	20%	Private female school
30	---	20%	Public female school
30	---	20%	Public male school

Table (52) Percentage of teenager students who think that switching occurs according to the receiver of the message.

Percentage

Number of subjects	Strongly disagree	disagree	Uncertain	Agree	Strongly agree	School type
30	---	---	---	90%	10%	Private male school
30	---	---	---	70%	30%	Private mixed school
30	---	---	---	70%	30%	Private female school
30	---	---	---	90%	10%	Public female school
30	---	---	---	90%	10%	Public male school
150	---	---	---	82%	12%	Total

Results in Table 52 showed that 12% of teenagers strongly agreed that switching occurs according to the addressee and 82% of them agreed on the same point. Switching here includes switching to both languages English and Arabic.

4. Being a result of a mixed marriage or having lived abroad

As living abroad might affect the language use, also having one foreigner parent - or sometimes both- could influence the language of the student. See Tables 52 and 53

It was found that the number of teenagers who switched from English to Arabic are more than those who switched from Arabic into English even though the percentage of teenagers who are a result of a mixed marriage was 10% from the one hundred fifty subjects, knowing that all were private female school teenager students and private mixed school teenager students. All the other subjects had Arabic parents .thus, Arabic was their mother tongue. Besides, the number of students who actually lived abroad was eighteen which makes the percentage of those whose language might be affected with the surrounding environment 12%. A

percentage of eighty eight teenagers lived their entire life in Jordan which excludes them from being influenced in anyway by the language of people whom they live among.

Table (53) Percentage of teenagers according to their parents' origin

Number of subjects	I am not a result of a mixed marriage	I am a result of a mixed marriage	School type
30	100%	---	Private male school
30	70%	30%	Private mixed school
30	80%	20%	Private female school
30	100%	---	Public female school
30	100%	---	Public male school
150	90%	10%	Five schools' percentage

Table (54) Percentage of teenager students who lived abroad

Number of subjects	I have never lived abroad	I have lived abroad	School type
30	60%	40%	Private male school
30	80%	20%	Private mixed school
30	100%	---	Private female school
30	100%	---	Public female school
30	100%	---	Public male school
150	88%	12%	Percentage from the

			five schools
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Results showed that the most used language when sending SMS was Arabizi. See Table 3.

As demonstrated in table 3, 52% of the teenagers used Arabizi when texting while a percentage of twenty eight used English language .Even though 80% of the teenagers have never lived abroad and 90% of them were purely an Arab, results showed that only 20% of the teenagers used Arabic language with the Arabic alphabet to write their messages.

5. Mobile set default

It has also been noticed that the language set on the students' mobiles was English rather than Arabic even though they were native Arabic speakers except for the non-native speaker mentioned in table 52.

This factor illustrates why teenagers tend to use English more than Arabic when sending SMS, and explains why they tend to use Arabizi, as some of them said that they feel lazy to convert their mobiles to Arabic and that's why they use Arabizi and English.

Table (55) Percentage of teenagers' mobile language set default

Number of subjects	My mobile is set to Arabic	My mobile is set to English	School type
30	10%	90%	Private male school
30	---	100%	Private mixed school

30	10%	90%	Private female school
30	40%	60%	Public female school
30	60%	40%	Public male school
150	24%	76%	Percentage from the five schools

As demonstrated in the Table 55, 76% of the teenagers had their mobiles set into English while 24% of them had set their mobiles into Arabic.

CHAPTER FIVE

Discussion, Conclusion and Recommendations

Introduction

This chapter provides analysis and discussion of the findings of the four questions raised in the first chapter of this thesis. Moreover, it provides explanations and interpretations of the results under the umbrella of the reviewed literature. Conclusion is stated and recommendations are made for further research.

Discussions and analysis of findings related to the first question

Findings related to the first question have no matching results with any other researcher regarding Arabizi most frequently used words, because to the best knowledge of the present researcher, no research has tackled Arabizi most frequently used words.

When it comes to the findings of the most frequently used English words the current findings agree with Alharahsheh (2004). Findings showed that students tend to use acronyms and abbreviated words such as, wut instead of what, coz instead of because and u instead of you, along with other acronyms and abbreviations. This study also unveiled new frequently used abbreviations and acronyms such as the use of jk instead of joking and the use of k to mean ok rather than blowing a kiss.

The results of this study agree with Hussein (1999) who conducted a study that revealed the most frequently English code-switched words used in discourse. Matching results showed words like; hi,ok ,listen,how are you? and oh my God. This study and Hussein (1999) shared the aforementioned words as frequently used words in English while switching.

Discussions and analysis of findings related to the second question

Findings related to the reasons behind switching among teens were illustrated in chapter four. See Tables 5,7,8,9,12,13,14,15,18,19,20,27 and 29.

Findings showed seven main reasons behind teenagers' switching:

1. Economy
2. Euphemism
3. Prestige

4. Unfamiliarity with Arabic
5. Academic Scientific and technical terms
6. The ability to use abbreviations and acronyms
7. Attractiveness of English language

According to Hard af Segerstad (2002) SMS is generally much cheaper than voice calls. This payment method, according to him, keeps the user in control of the money spent on telecommunication.

A very high percentage of teenagers switched to English for economical reasons. This agrees with Shintawati (2008) who demonstrated economy as one of the main reasons behind switching. It also agrees with the results of Al Khatib and Sabbah (2008) who showed that university students in Jordan switch to English to save money.

A very high percentage of teenagers switch to Arabizi because of the 160 characters' limit when using the English alphabets, such tendency of creating a whole new language to save money agrees with Crystal (2001) belief that the technical restriction of 160 characters per message has motivated the use of new forms of language. This high frequency of using Arabizi among teens also agrees with (Warschauer. 2002) who stated that speakers of other languages have developed new forms of writing which adapt to their languages using the Roman script. This also agrees with Hard af Segerstad (2002:187) who remarked that "Each Short message is up to 160 characters in length when Latin alphabets are used, and 70 characters in length when non-Latin alphabets such as Arabic and Chinese are used."

A high percentage of teenagers switched to English for euphemistic reasons and this agrees with Al Khatib and Sabbah (2008) who showed that university students in Jordan switch to English when talking about taboo issues.

A high frequency of teenagers switched to English to gain prestige and as results showed, the percentage of female teenagers who switched to English was higher than the male teenagers. Though, both genders showed a very high tendency to switch to English to gain more prestigious status among friends and peers. This agrees with Al Khatib and Sabbah (2008) and it also agrees with Patriana(2010) who showed that both in text messages and instant messages texters switched their language to English mainly in order to increase communication efficiency and for prestige. This also agrees with Hussien(1999) assessment of the students' attitude toward using English expressions for acquiring prestige which showed that a considerable number of them (96%) appear to be quite aware of the fact that they code-switch for this purpose. The subjects' reaction to the attitude statement "whether using English expressions indicate prestige and modernization" indicate that the great majority of them agreed with the claim that English words do represent a kind of prestige in their text messages.

Findings showed that a high frequency of teenagers who switch to English when sending messages are obliged to do so because they do not know the Arabic equivalent or because their mother tongue has been influenced by English and also because they might have lived abroad or one or both of their parents were foreigners. This agrees with Patriana (2010) who showed that both in text messages and instant messages texters switched their Malaysian language to English due to diglossic situations .This also agrees with the results of Al Khatib and Sabbah (2008) who showed that CS in this particular means of communication functions as a communicative strategy for facilitating communication by lowering

language barriers as well as by consolidating cultural identity. Findings of the current point agree with Bashraheel (2010) who illustrates that to some locals not being fluent in Arabic due to having lived abroad for a long time is what urges them to use English rather than Arabic

Findings related to the use of academic ,scientific and technical terms showed a high frequency as a reason for switching and this agrees with Al Khatib and Sabbah (2008) who showed that the academic terms that university students frequently use due to the English language used in teaching urges students to switch to English when texting. This also agrees with Chaiwichian (2007) thesis which investigated the phenomenon of Code Switching among students, who attended Mini English Program. The results revealed that interlocutors excessive use of academic terms in English urge students to switch more to English and that topics of conversations interlocutors tackle in classrooms influence students' use of CS. Findings showed that most of the English words found in the students' conversation are related to academic topics both inside and outside the classroom such as "paragraph, report, article, lesson, summarize, comment, paper, password, etc.". Students use these kinds of words into their conversation when they talk to each other outside the classroom.

Findings showed that teenagers switched to English because of the ability to use abbreviations and acronyms and this agrees with Crystal (2001) who contended that switching to English when writing message has motivated the use of new forms of language, such as the use of short forms that basically have two types: acronyms and abbreviations. This also agrees with Peters (2008) who explored the extensive use of often unintelligible abbreviations in the instant messages of kids

which he used to shed light on the exaggeration of fear of losing the language due to the excessive use of abbreviations as he believes exactly the opposite.

Findings showed that teens switch to English because they appeal more to the other sex, see Table 27. This disagrees with Chaiwichian (2007) who indicated that students did not switch language to call for others attraction.

Discussions and analysis of findings related to the third question

Findings related to the attitudes of teenagers toward code-switched SMSes, were illustrated in chapter four. See Tables 35,36,37,38,39 and 40.

Findings showed that teenagers preferred to use switched SMSes because of four reasons and showed a negative attitude toward one issue.

-Teenagers positive attitudes toward switching to English when texting were due to the following:

1. Preference due to pride
2. Preference to gain a higher socio-economic class
3. Preference for maintaining their Language competency
4. Preference because of language simplicity

-Results showed one reason behind the negative attitude toward switching to English when texting which was **loyalty to one language and dissociation from the other.**

A high percentage of teenagers preferred to switch to English when texting because they pride themselves on knowing this language. This agrees with Djwandono(2005) who showed that pride is an important factor that urges parents to force their children to learn English. In his research Djwandono quoted

Motalvo(2003:14) who stated “The parents who believe that there are no disadvantages show pride in their child’s language ability even if it means English dominating more than Spanish “.

Findings showed a very high frequency of teenagers who thought of English as a factor that helps them to gain a higher socioeconomic class, as they think that those who use switched SMS belong to a higher socioeconomic class. Results found agrees with Kormos etal (2010) who showed a very high frequency of students who switched to English language to gain a higher socioeconomic class and a better status in the view of others.

Results also showed that teenagers tend to switch because they are competent in English and those who are more competent switched more to English and sometimes used only English in expressing their text messages. These results agree with Craig (2003) who suggested that “The phonetic slang of instant message leads to increased metalinguistic awareness and, therefore, tangible increases in overall literacy. He also suggested that instant messaging is a beneficial force in the development of youth literacy because according to him it promotes regular contact with words, the use of a written medium for communication, the learning of an alternative literacy, and a greater level of comfort with phonetics and the overall structure of language. Craig also highlighted the fact that instant messaging is not destroying the English language. It is in fact building the younger generation’s interest and ability to communicate efficiently with their peers.

The current results agree with Peters (2008) who shed light on the huge Parental worry which has stemmed from the lack of grammar and the extensive use of often unintelligible abbreviations in instant messages. Peters negotiated this

issue in his article and showed that instant messaging (IM) need not to be an issue because the use of (IM) in fact helps teens hone their linguistic abilities, rather than degrade them. “IM let teenagers show off what they can do with language.”

Findings showed a high frequency of teenagers who preferred to switch to English because of language simplicity. This proves the high level of education that students earn in Jordan when it comes to learning English as a foreign language. according to the present researcher; this goes back to the universality of English language. It is the world's second largest native language and the official language in 70 countries. English can be at least understood almost everywhere among scholars and educated people, as it is the world media language, and the language of cinema, TV, pop music and the computer world. All over the planet people know many English words, their pronunciation and meaning. That is why the current researcher believes that the concept of simplicity is undeniable: English is an easy language to learn, understand and speak. And that matches the results found in chapter four regarding this point.

Findings showed a negative attitude toward English when tying it to loyalty. A high frequency of teenagers showed agreement toward the fact that using English gives the impression of being loyal to English. At the same time students were very sensitive when mentioning the word dissociation as they took it as an offense. Being dissociated from their mother tongue if using English as a second language in SMS was like hitting a nerve. Results showed a very high frequency of disagreement regarding the issue of dissociation. To them using the language does not mean dissociating themselves from the Arab word. Hussein (1999) disagreed with the results of this study as the findings of his research paper showed that

students disagree that CS means loyalty to English. To them switching does not necessarily mean loyalty.

Discussions and analysis of findings related to the fourth question

Findings related to this question shed light on the factors that helped in the spread of the use of code switched SMS. Results are demonstrated in Tables 44,48,51,52 and 55.

The current study revealed five factors that help in the spread of the use of code-switched SMS. These factors are as follows:

1. Integration with Western culture
2. School type and educational level
3. The addressee (the receiver of the message).
4. Being a result of a mixed marriage or having lived abroad
5. Mobile set default

Findings showed a very high frequency of teenagers who switch to English when texting because of integration with Western culture and thus being indulged with everything that is Western, such as listening to English songs and watching English movies which are main factors that help the spread of the use of switched SMS. As percentages were pretty high when analyzing the data regarding the type of songs students prefer to listen to and the type of movies they prefer to watch, it was noticed that those who listen to English songs and prefer English movies tend to switch to English more when texting than those who prefer Arabic songs or movies. This agrees with the results of Purwakarta (2009) who showed that those who listen to English movies can recognize, understand and master English words

better. That is why she recommended English movies as an aid in the teaching process. In her research she mentioned that listening is one of the best ways to learn a second language and being indulged in it, such as listening to English songs and watching English movies. This proves the fact that integration with Western culture helps mastering English language and gaining more competence in it. This improves all the other communication skills in this language such as communicating through speech, computer chat rooms or SMSes.

When analyzing the data relevant to the teenager students' educational level and their school type, findings showed that those who have a better level of English proficiency switched more to English as there was a high frequency of students who were excellent in English language and this explains the high frequency of English usage in text messages when compared to Arabic. Findings also showed that private school teenager students especially those who are IGCSE or SAT students, switch more to English than private school teenagers who follow the national curriculum. When comparing the data it was shown in the previous section that private school teenager students master English more than public school teenager students regardless of the educational approach they follow. Thus, private school students' use of English in text messages is more than public school students' usage. This shows that the educational level students gain, their proficiency and the type of school they go to are main factors that help in the spread of the use of code-switched SMS. This agrees with Chaiwichian (2007) who revealed that the more proficient you are in English the more familiar you become with English words, phrases and sentences and the more you switch to this language.

Findings showed that 100% of the subjects showed agreement regarding switching according to the addressee, which proves it to be an important factor that helps in the spread of code switched SMS. Students switched either from Arabic into English or vice versa according to the receiver of the message. They tended to use Arabic with family members, peers and friends who do not understand English or do not feel comfortable to text in English while they use English with foreigner friends, and fluent English speakers of the language and their excellent English speaking peers and colleagues. These results agree with Patriana (2010) who showed that both in text messages and instant messages texters switched their language mainly due to diglossic situations.

Findings showed that one of the most important factors that help in the spread of code switched SMS is the fact that some teenager students are results of mixed marriages. Thus they are bilingual speakers; besides, some teenagers experienced living abroad. Findings showed that these two factors are closely related to each other as they both influence the language of the teenagers. As the current sample of this study included teenagers from different parental origins, results showed a high level of agreement among teens regarding these two related issues, according to results in the previous section teenagers who lived abroad and who were a result of a mixed marriage switched more to English in their text messages. This agrees with Carrier and Benitez (2010) who investigated the effect of bilingualism on communication efficiency in Text Messages (SMS) and suggested that bilingualism urges the texter to use both languages and switch to either of them according to the bilingual competency of both languages.” When bilingual speakers use SMS, their access to multiple sources of vocabulary, sentence structure, and other language devices would appear to provide additional resources for addressing the character limits imposed on SMS, perhaps by

increasing the available pool of short phrases and words “.This also agrees with Bashraheel(2010) who suggested that to some locals not being fluent in Arabic due to having lived abroad for a long time is a major factor behind switching to English in instant messages.

Findings showed a very high frequency of teenagers who switched to English because they are lazy to convert their mobile phones to Arabic. Results prove that mobile set default is an important factor that helps in the spread of the use of code-switched SMS, as high percentages of teenagers had their mobiles set on English. Thus they tend to switch to English or sometimes to Arabizi rather than Arabic. Their use of Arabizi in this situation agrees with Warschauer (2002) who suggested that dealing with Language Choice in Mobile Text Messages, speakers of other languages have developed new forms of writing which adapt to their languages using the Roman script. This also agrees with Bashraheel (2010) who suggested that some find it difficult to change the keyboard language each time they want to write in Arabic, that is why they tend to switch to English.

Conclusion

The current study was set out to seek answers to a number of questions concerning the phenomenon of code-switching among teenagers in Jordan while texting .The study indicates that code-switching between English and Arabic is

used overwhelmingly in mobile text messages and that a Romanized version of Jordanian colloquial Arabic dialect was used along with English expressions extensively. The study revealed that Arabizi is the commonly preferred language for texting. The results of this study also demonstrated that there are a number of reasons that might be responsible for the wide use of English or switching between Arabic and English. Among these are: Economy, Euphemism, prestige, unfamiliarity with Arabic, Academic, Scientific and technical terms, The ability to use abbreviations and acronyms and the attractiveness of English language.

This study has also shown that the use of excessive code-switched SMSes does not threaten the mother tongue of the user. On the contrary, it keeps the student in contact with a new language.

Since code-switching is becoming increasingly common in more parts of the world, it is of the utmost importance to understand how CS, as a communicative strategy, functions in this particular milieu. The results of this study revealed the fact that some participants exhibit the ability to move back and forth between their two codes depending on the situation they are put into such as deciding language choice in mobile text messages according to the addressee. However, it has been observed that students do resort to Arabizi for a number of reasons such as the ability to use numbers as alphabets and because Arabizi is the Language they frequently use in chat rooms and because Arabizi gives the text message extra emotional load .

This study also demonstrated that the type of educational curriculum a student follows affects his/her language choice, either in texting or speaking. It also shows that the surrounding environment; school, friends, having bilingual

parents or even having lived abroad affects the language choice in mobile text messages of the student.

This study also demonstrated that the sex of the texter has a role to play in the process. Females have a stronger tendency than males to use switches, and males, by contrast, have a stronger tendency to use Arabic totally than English totally or mixed elements.

Finally, the emergence of new modes of communication like SMS over the past twenty years has increased practices of both code-switching and borrowing throughout the country. It is argued that Arabizi might one day be an individual universal language in the Middle East, not only for texting but also in the internet world. It has been recognized that the Google translator recognizes Arabizi language and gives the translation of the written word in Arabic alphabets as long as the words are written in English alphabets only without numerals. See appendix (5). Even the search engine itself gives accurate results when googling Arabizi words for the purpose of research.

Recommendations and suggestions for further research

This research took an initial step in exploring and examining the use of code-switched SMS among teens in Jordan .it would indeed be valuable to replicate this study in the future, keeping in mind the following recommendations.

Future research can be conducted on:

- The use of Arabizi switched SMS in Jordan
- Bilingualism in SMS
- The contrast between SMS and Facebook comments
- The contrast between written Arabizi and spoken Arabizi
- Morphological study of the CMC
- Conversational exchange on CMC

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APPENDIX 1

Panel of Experts and Validation Committee of the Questionnaire and the Interview Questions Form.

Place of Work	Specialization	Position	Name
MEU	Applied linguistics	Professor	1.Riyad Hussein
MEU	Contrastive linguistics and translation studies	Professor	2.Rasoul khafaji
MEU	English language teaching	Professor	3.Salem al d'ajah
MEU	English literature	Professor/Department Chairman	4.Issam Al-kayed
Al-Isra private university	Contrastive linguistics and Translation studies	Dean of the Faculty of Arts	5.Wajih Abdul-rahman
Al-Zaytoonah private university	Translation and applied Linguistics	Head of the English Department	6.Ibraheem Abu Shehab

APPENDIX 2

Questionnaire of the Study

Dear students:

This questionnaire aims at investigating an issue which is related to language use and more specifically to code-switching between Arabic and English among teenagers in Jordan when using the SMS mobiles' service .The researcher assures you that the information provided in response to the items in the questionnaire will be strictly confidential and used for the sole purpose of academic research .Your cooperation in filling out the questionnaire as accurately as possible is highly appreciated.

The questionnaire comprises three sections. Section one elicits personal and biographical data; Section two comprises two parts, both include items eliciting data related to your attitudes toward code-switching into English and the use of Arabizi.

Section three elicits information about your perception of your language abilities, the times when you code-switch and the reasons why you do. Finally, the English terms you frequently use various forms of your Arabic written form of the language when sending text messages along with expressions and abbreviations.

Section 1

Age.....

Sex.....

School.....

Grade.....

Type of educational curriculum.....

Section 2

This sections consists of two parts (part A, part B).Kindly, answer the following questions by marking an (x) in one of the columns next to each statement .If you “strongly agree” to the content of the statement, mark (x) in the first column; if you disagree, mark (x) in the fourth column and so on .Now, read each statement carefully and mark an (x) in the right column.

Part A:

strongly disagree	disagree	uncertain	agree	strongly agree	item	No.
					Pupils code-switch to English because it provides more space for writing.	1
					Pupils code-switch to English in SMS to talk about taboo issues.	2
					Pupils code-switch to English to express their loyalty to English.	3
					Pupils code-switch to	4

					English to gain more prestige.	
					Those who code-switch to English do so to show off.	5
					Those who code-switch to English do not know the Arabic equivalent.	6
					Those who code-switch to English belong to a higher socio-economic class.	7
					Pupils code-switch to English because English is full of academic, scientific and technical terms.	8
					pupils code-switch to English because English contains abbreviations and acronyms.	9
					Pupils who code-switch are more attractive	10

					to the other sex.	
					Those who code-switch do so according to the addressee (the receiver of the message).	11
					Pupils code switch to English because their mobiles are set to English.	12
					Pupils code-switch to English because of integration with Western culture.	13
					Those who code-switch dissociate themselves from Arabic culture.	14
					Those who code-switch to English pride themselves on knowing English.	15
					Pupils code-switch to English to show they are	17

					educated.	
					Pupils code switch to English to convey their messages more easily.	18
					Pupils code switch to English because of the simplicity of the English system.	19
					Pupils code – switch to English because they are influenced by English films and songs.	20
					Pupils code-switch to English because English is richer and more dynamic.	21
					Pupils code – switch to English because English is more creative and expressive.	22

Part B:

Strongly disagree	disagree	uncertain	agree	Strongly agree	item	No.
					I use Arabizi because it is the language I use in chat rooms..	1
					I use Arabizi because it provides more space in writing.	2
					I use Arabizi because it is easier to insert English words in the text.	3
					I use Arabizi because it allows me to use numbers as alphabets.	4
					I use Arabizi because not everyone can understand the language.	5
					I use Arabizi because of its explicit emotional load.	6
					I use Arabizi in order to cheat in	7

					exams.	
					I use Arabizi to appeal more to the other sex.	8

Section 3:

Answer the following questions:

-How do you describe your proficiency in English?

excellent very good good average weak

-Are you a result of a mixed marriage?

yes no

-Have you ever lived abroad?

yes no

-Do you study in a private or public school?

private public

-If you study in a private school ,which educational curriculum are you studying?

international curriculum national curriculum

-What type of shows do you often watch?

English Arabic

-What type of songs do you often prefer to listen to?

Arabic English both

_What is the language set up on your mobile?

English Arabic

-What language do you use when sending SMSes?

English Arabic Arabizi

-How often do you use Arabizi when sending SMSes?

always usually sometimes rarely never

List some English expressions that you frequently use in your SMSes?

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

List the abbreviations that you most frequently use in your SMSes?

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

APPENDIX 3
Interview Form

Interview questions

1. What language do you use when you write your text messages?

-English

-Arabic

-English and Arabic

-Arabizi

-Arabizi and English

2. Why do you prefer to use this code?

.....

3. Are you a bilingual speaker?

.....

4. What kind of friends do you hang out with?

.....

5. Do you express yourself more in English?

.....

6. Do you prefer English films or Arabic ones?

.....

7. Do you use English or Arabic when you swear?

.....

8. Do you use English or Arabic when expressing your admiration or love to someone?

.....

9. Is your phone set to English or Arabic right now?

.....

10. What factors have helped in the spread of the use of code-switched SMSes?

.....

11. How many SMSes do you approximately send and receive per day?

.....

12. To whom do you send most SMSes?

-Friends

-Peers

-Family

- Relatives

-All of the above

APPENDIX 4

**Facebook Teen Users Opinion Regarding Language Choice
in Mobile Text Messages**

APPENDIX 5

Print Screen Copy for Google Translator Search Engine

[Web](#) [Images](#) [Maps](#) [Translate](#) [Scholar](#) [Realtime](#) [Gmail](#) [more](#) ▼

Google translate

From: [English](#) ▼  To: [Arabic](#) ▼ [Translate](#)

ana beddi yak teji

Did you mean: ana *badi* yak teji

 Listen

English to Arabic translation

انا بددي ياك تيجي

 Listen

New! Click the words above to view alternate translations. [Dismiss](#)

Google Translate for my: [Searches](#) [Videos](#) [Email](#) [Phone](#) [Chat](#) [Business](#)

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