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**Linguistic Deviations in Computer-mediated
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EFL Master 2 Language and Communication Students at
the University of Tizi-Ouzou**

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Dedications

I dedicate this modest work to my beloved parents and

Brothers to whom I owe everything in life.

To my wonderful family, friends and colleagues.

Tounssia AIT OUAZZOU

I dedicate this work to my beloved parents ,my brothers,

my sisters , my family and friends.

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Abstract

The current study investigates linguistic deviations in computer-mediated communication Messenger conversations. The objectives of the study are twofold. First, it attempts to identify the linguistic deviations employed by Master 2 Language and Communication students enrolled in the Department of English at the University of Tizi-Ouzou regarding graphology, grammar, phonology and lexis. Second, it strives to identify the reasons why Master 2 students use deviated forms in their Messenger conversations. To reach the objectives of the study, the mixed-methods approach is applied. Qualitative data are collected from a corpus of thirty-three Messenger conversation screenshots. Quantitative data, on the other hand, are collected from a questionnaire directed to Master 2 students. Through the research process, Leech's (1969) Model of Linguistic Deviations and Qualitative Content Analysis are used to analyze the Messenger conversation screenshots written in English obtained from the Messenger group of Master 2 students, and quantitative/statistical analysis is used to treat the data obtained from the questionnaire. The results reveal that the students use graphological, grammatical, phonological, and lexical deviations in their Messenger conversations. The reasons for violating the rules of standard language include efficiency and speed, importance of the message over its form, trendy language, and space limitations.

Keywords: computer-mediated communication, discourse analysis, linguistic deviations, Messenger conversations.

List of Abbreviations

CMCs: Computer-mediated Communications

CMDA: Computer-mediated Discourse Analysis

EFL: English as a Foreign Language

QCA: Qualitative Content Analysis

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General Introduction

Statement of the Problem

Language is a communication device used by human beings to convey messages and express thoughts, wants, and feelings. Language is a system of symbols used by humans to communicate or express ideas and thoughts to others (Rabiah, 2018). The complex nature of language comes from its unique use in different contexts and for different purposes. Accordingly, people use language to communicate intentionally or unintentionally verbal or nonverbal messages, which are sent, received, and comprehended. Indeed, effective communication occurs when the involved parties reach mutual and shared understanding. Communication takes various forms depending on the channel or medium. When communication occurs face-to-face, it is known as interpersonal communication. When a message is sent to a large, dispersed and heterogamous audience using mass media, we talk about mass communication. Recently, people use technological devices like smartphones and computers connected to the Internet to communicate with people located in different parts of the world. This form of communication is known as computer-mediated communication.

Computer-mediated communication refers to a form of communication that occurs with the help of modern technological devices like personal computers, smartphones and tablets (Verheijen, 2015). Popular types of computer-mediated communication include electronic emails, video conferencing and instant messaging. Instant messaging is a form of computer-mediated communication that allows users to share information via text over the Internet (Barry & Tom, 2009). Students use different instant messaging applications, among them Facebook Messenger.

Unlike formal language that is grammatically correct, the language used in computer-mediated communication is informal since it contains some expressions that deviate from the standard language form (Verheijen, 2015). Indeed, Herring (2001) claims that the language used in computer-mediated communication messages is less correct and coherent than the

standard written language. When someone decides to deviate from the rules of a standard language, this is known as linguistic deviation. The language of computer-mediated communication contains linguistic deviations like deviations in grammar, graphology, phonology and lexis.

The language of computer-mediated communication messages has a prominent and considerable interest. Many computer-mediated communication messages have been the subject of several investigations. In each research study, researchers attempted to analyse different aspects of linguistic deviation forms.

At an international level, Khatiwada (2011) explored language deviations in English SMS text messages with reference to graphology and grammar. The SMS text messages were collected from the mobile users of secondary-level English teachers. The author found that both graphological and grammatical deviations were present in the collected SMS text messages. The causes of these deviations included the economy of time and the importance of the message over its form.

In another study, Verheijen (2015) investigated the use of textisms (unconventional spellings) in Dutch youngsters' written computer-mediated communication in relation to orthography. The results showed that the degree to which computer-mediated communication users deviate orthographically from ordinary language, as well as how they apply textism types, was dependent on both their computer-mediated communication mode and upon various user characteristics like age.

Ramadhani's (2019) study examined the linguistic deviations on Instagram. The author collected comments on Instagram posts in the form of words, phrases, sentences and fragments. The findings revealed that the linguistic deviations found in 230 Instagram posts' comments were non-standard capital letters, over-used punctuations, emoji, repeating characters, laughter, abbreviations, and grammatical deviation.

At a national level, Achili (2021) analyzed 808 text messages in English collected from EFL students enrolled in the five educational levels at the University of Boumerdes. The aim of the study was to locate the lexical deviations using Lyddy et al. (2013) categorization and pinpoint the variations in the use of these deviations according to students' gender and academic level.

At the University of Tizi-Ouzou, two studies about language deviations were conducted. The first study was conducted by Iddir and Laimeche (2020) focusing on EFL students' deviation from academic to informal writing during exams. The second study, conducted by Iftene (2021), analyzed President Joe Biden's inaugural speech with the aim to locate linguistic deviations. These studies focused on analysing linguistic deviations in academic writing and political speeches. However, our study is different because it aims to analyze Master 2 students' linguistic deviations in computer-mediated communication with a focus on their Messenger conversations relying on Leech's (1969) theory of Linguistic Deviations. It is also different from the other studies mentioned above in the sense that it focuses on four types of linguistic deviations, which are graphology, grammar, phonology and lexis.

Aims and Significance of the Study

The present study seeks to investigate linguistic deviations in computer-mediated communication, more specifically in Messenger conversations. To be more precise, the study aims to achieve two main objectives. First, it attempts to identify the linguistic deviations employed by Master 2 Language and Communication students at the University of Tizi-Ouzou concerning graphology, grammar, phonology and lexis. Second, it strives to identify the reasons Master 2 students use deviated forms in their Messenger conversations.

This study is important in the academic field and beneficial to researchers who are

interested in conducting linguistic research on linguistic deviations. Analysing language deviated forms can provide valuable information on how students communicate in online environments. This can help educators to get a sense of students' language pattern. This research can also help to determine the reasons why students deviate from the standard language use in their internet-based conversations when exchanging messages.

Research Questions and Hypotheses

In order to reach the aforementioned research objectives, the following research questions are raised:

1. What are the linguistic deviations used by Master 2 Language and Communication students in their Messenger conversations?
2. Why do Master 2 Language and Communication students use deviated forms in their Messenger conversation?

The following hypotheses are formulated as possible answers for the above-asked research questions:

1. Master 2 Language and Communication students use graphological, grammatical, phonological, and lexical deviations in their Messenger conversations.
2. Master 2 Language and Communication students use deviated forms in Messenger conversations due to various reasons.

Research Techniques and Methodology

The current study investigates the linguistic deviations in computer-mediated communication messages and the reasons for such deviations. For this, we consider that the mixed method, which combines between both quantitative and qualitative data collection and data analysis methods, is the most adequate to carry out this research as an objective and systematic process to describe, explain and interpret the results obtained from the data

gathering tools. Quantitative and qualitative data are collected from a corpus and a questionnaire directed to Master 2 Language and Communication students enrolled in the Department of English at the University of Tizi-Ouzou. The study corpus consists of Messenger screenshots written in English obtained from the Messenger group of Master 2 students. In order to determine why students use deviated forms in their messenger conversations, an online questionnaire designed using Google Forms is sent to the same students. Quantitative data are analysed in terms of percentages and displayed in diagrams, whereas qualitative data are analyzed relying on Leech's (1969) model of Linguistic Deviations.

Structure of the Dissertation

The present dissertation follows the IMRAD Format (Introduction, Methods, Results, and Discussion), also known as the traditional simple model. It contains four main chapters in addition to a General Introduction and a General Conclusion. The General Introduction gives a brief account of what is going to be covered in the body of the dissertation and identifies the scopes of the study and some important information concerning the research process. It presents the research objectives, states the significance of the study, highlights the research questions and hypotheses, and briefly explains the research techniques and methodology. The first chapter, entitled Review of the Literature, explains the main concepts related to computer-mediated communication. Additionally, the previously conducted studies are laid out and an overview of the theoretical framework is provided which sheds the light on Leech's theory and classification of Linguistic Deviations. The second chapter, Research Design and Methodology, describes the tools and procedures of data collection and data analysis, the study corpus, and the research participants. The last two chapters are devoted to the field work, the analysis and discussion of the obtained findings through the students' questionnaire and corpus analysis. The third chapter, named "Presentation of the

Findings”, showcases the important results obtained from the analysis of the questionnaire and the main linguistic deviations present in Master 2 Language and Communication students’ Messenger conversations. The fourth chapter, labeled “Discussion of the Findings”, discusses the findings displayed in chapter three in relation to the theoretical framework, gives answers to the pre-asked questions, and confirms or refutes the research hypotheses. Finally, a general conclusion sums up the research by highlighting all the main points and findings, pinpoints the limitations of the study, and offers instances for further research.

Chapter One
Review of the Literature

Introduction

This chapter is theoretical. It includes the main theoretical aspects of the current study. It is divided into two sections. The first section includes definitions of the key concepts in relation to the research study, which is concerned with computer-mediated communication within Messenger messages. In the second part, highlights for the theoretical framework in which important elements of Leech's (1969) Linguistic Deviations are introduced.

I.1. Computer –mediated Communication

I.1.1. Definition of Computer –mediated Communication

Communication takes various forms, among them computer-mediated communication or CMC. The rapid technological developments have affected the way people communicate. New communication methods have emerged such as communication through emails, text messaging and videoconferencing. These new methods have increased the speed of communication and decreased face-to-face interactions. They have transformed the nature of social interactions and human relations. This form of communication that occurs through electronic devices is called computer-mediated communication. Computer-mediated communication is a term that refers to a communication system that allows people to interact with each other via computers and internet network. Yu (2011) states :

Computer-mediated Communication is a system consisting of human and computer, which means that it is alive instead of some rigid facilities. The participation of humans makes themselves creators, users, ameliorators, furthermore the core of the computer-mediated communication system, which means that without humans, the system would only have cold apparatus left(p. 531).

This means that computer-mediated communication involves the interaction between humans using computers. Computer-mediated communication can be synchronous or asynchronous (Mahdi, 2014).

I.1.2. Modes of Computer–mediated Communication

Recently, there has been a change in the way people communicate. The rise of the Internet and computer-based technologies have led to the development of a new form of

communication, known as computer-mediated communication. There are two main modes of computer-mediated communication: the synchronous and asynchronous modes. (ibid)

1.1.2.a. The Synchronous Mode

According to Mahdi (2014), computer-mediated communication “can be virtual synchronous conversations held in chat rooms”. Hawkes and Romiszowski (2001) further explain that “CMC can be synchronous, where participants interact in real time”.(p. 288) That is to say, synchronous computer-mediated communication occurs between people who are engaged in the communication process at the same time. Video chats and Face Time communication are examples of synchronous communications. It can be concluded that synchronous computer-mediated communication involves immediate communication between participants.

1.1.2.b. The Asynchronous Mode

Unlike synchronous computer-mediated communication, the participants in asynchronous communication “do not have to be online at the same time”(Agameya & Soliman, 2019, p. 55).This means that when the sender conveys a message, he/she does not receive an immediate response or feedback from the receiver. Mahdi (2014) further clarifies that “CMC activities can be asynchronous, i.e. in the form of writing emails, or posting responses to a discussion board online”(p. 68).When sending an email, for instance, the receiver does not respond immediately. Facebook Messenger can be a tool of asynchronous communication if the participants are not online at the same time. Indeed, according to Chin et al. (2015) “Facebook is considered as one of the tools of Asynchronous Computer-Mediated Communication”(p. 30).

1.1.3. Asynchronous Computer-mediated Communication through Facebook Messenger

Facebook is one of the most popular social networking sites where users can communicate with each other. Among the messaging applications developed by Facebook, we find Facebook Messenger. According to Pedroso, Tubola and Aquiddo (2023), “Most of

social media users use Facebook Messenger as a messaging platform because of its free messaging and video chatting service”.(p. 491)Facebook Messenger allows users to make video and voice calls ,and engage in chats. From this statement, one can understand that communication through Facebook Messenger can be synchronous when using video and voice calls or asynchronous when using text chats. Our study is concerned with the analysis of asynchronous Messenger conversations of Master 2 Language and Communication students at the University of Tizi-Ouzou.

Asynchronous computer-mediated communication through Facebook Messenger refers to non-real-time interactions where communication participants exchange messages at different times. This allows them to communicate without being online at the same time. Messages can be sent and received without the need for the communication participants to be online simultaneously. To be more specific, asynchronous communication through Facebook Messenger does not require all parties associated with communication to be present online at the same time. This allows them to engage in discussions, reading and responding to messages when it is suitable for them. According to Herring (1995), this permits users to take their time in constructing and editing messages. In addition, since communication occurs asynchronously, users are not required to be online at the same time to read and respond to messages; instead, messages are saved for later reading and responses(Herring, 2001). This makes the communication process more flexible.

I.1.4. The Importance of Computer –mediated Communication

Computer-mediated communication is very important, especially in the digital age. It offers many facilities and opportunities to people. According to Mahdi (2014), computer-mediated communication “is a powerful tool that has changed the ways of people’s daily life, work, and learning. It helps to communicate with people all around the world” (p. 68). From this quote, one can understand that computer-mediated communication reduces geographical

boundaries. Indeed, El-Jarn (2014) states that “computer-mediated communication overcomes the constraint of time and distance” (p.14). In fact CMC is very important in people’s daily life.

In the same vein, Oh, Curley and Subramani (2008) contend that “one of the powerful consequences of the widespread adoption and use of computer mediated communication (CMC) is believed to be the world becoming ‘smaller’” (p. 2). This means that CMC transformed the world into a small village by enabling people from all over the world to interact with one another and keep in touch with relatives. Therefore, CMC helps people to create and maintain social relations and connections. For example, during the COVID-19 pandemic lockdown, CMC played a vital role in maintaining social relations. It allowed people to stay in touch with friends and families through video/audio calls and messages. Through CMC, people can also meet new individuals to exchange information..

CMC also facilitates the exchange of information and knowledge sharing. According to Marani, Subarkah and Wijayanto (2020), “In the digital age, there has been the development of information technology that can facilitate the access to information through the Internet which blurs the boundaries between space and time” (p.95). Thus, computer-mediated communication is an important tool that facilitates the exchange of information and knowledge between people. Teachers, for example, can use computer-mediated communication to share documents and files with their students.

Furthermore, CMC creates opportunities for learning. According to Mahdi (2014), this communication form “creates new opportunities for language learners to interact with each other and helps create a friendlier learning environment” (p. 72). In other words, computer-mediated communication provides individuals and learners new chances to receive information and knowledge. Language learners, for instance, can learn a new language online by chatting with native speakers or following instructive channels on social media.

I.1.5. Characteristics of Computer-mediated Communication

The rapid technological developments have led to the emergence of computer-mediated communication. This latter allows users to share information, express themselves, and interact with others through writing or other forms. Various studies have mentioned the main characteristics of CMC. Romiszowski and Mason (2004) state that “the computer brings certain characteristics to the communication process that the majority of previously available communication media did not offer” (p. 398). The authors have highlighted three main characteristics of CMC.

The first characteristic of CMC is that it is highly interactive. CMC supports interactive communication between the participants, providing opportunities for engagement and immediate feedback. It provides endless opportunities for participation and feedback due to the participants’ originality and active participation during the online discussions (Romiszowski & Mason, 2004).

The second feature of CMC is that it is a multiway process “between all the participants of a group who may receive and respond to messages from all the other participants” (Romiszowski & Mason, 2004, p. 398). Unlike traditional linear one-way communication where the message is sent from the sender to the receiver, CMC allows the exchange of messages between multiple senders and receivers.

The third aspect of CMC mentioned by Romiszowski and Mason (2004) is that it can be synchronous and asynchronous. CMC allows communication participants to communicate synchronously (real-time, like video conferencing) and asynchronously (non-real-time, like emails).

For this , the characteristics of CMC are important to investigate the linguistic deviations used in asynchronous CMC Facebook Messenger messages and the reasons for such deviations.

I.1.6. The Language of the Computer-mediated Communication

Computer-mediated communication is a type of communication that occurs with the use of cell phones, social media, email, or any other digital platform for interpersonal human communication. When using this form of communication, people tend to direct their attention to the meaning of the message rather than its form. That is why, Verheijen (2015) highlights the fact that CMC language differs significantly from the standard language form. The author uses different terms to refer to CMC language such as ‘text/SMS/IM/chat/Internet/cyber language/speak’, ‘text talk’, ‘textish’, and ‘textese’ (Verheijen, 2015, p. 129). Verheijen (2015) mentions four features of CMC language, which are orthographic feature, syntactic feature, lexical feature, and graphical feature. In terms of orthography, Verheijen (2015) indicates that “CMC language includes emoticons/smiley, such as :D indicating great joy and ;-) symbolising a wink, and abounds with ‘textisms’, i.e. spellings deviating from the standard language” (p. 129). As to the syntactic feature of CMC language, Verheijen (2015) mentions the omission of function words like in the example “will leave hotel 3 Feb”, in which the personal pronoun “I”, the article “the”, and the preposition “on” have been removed. CMC language is also characterised by the use of borrowed words. Verheijen (2015) refers to the process of borrowing as lexical feature, for example the suffixation of some words . The last characteristic of CMC language involves the incorporation of images, videos, colors, and hyperlinks. This is referred to as the graphical feature.

Indrová (2011) mentions specific language features of online discussion forums, which are word formation, paralinguistic features, and language featuring incorrect grammar. Word formation involves the creation of new abbreviations and initialisms and replacing whole words with letters or numbers that are pronounced in the same way as the word replaced. According to Indrová (2011), “ the practice of replacing a part of a word or a whole word by letters or numbers rapidly accelerates the process of typing a message since the

amount of characters is reduced” (p. 26). Paralinguistic features are related to the use of emoticons. Language featuring incorrect grammar includes misspellings, whether they are unintentional or deliberate like punctuation and capitalization (Indrová, 2011).

I.1.7.Reasons for Disregarding Standard Language Conventions in Computer-mediated Communication Messages

As mentioned above, the language of computer-mediated communication is different from the standard language form. Computer-mediated communication users do not take into account the linguistic features of standard language such as spatial organization, capitalization, coherence, and punctuation. In other words, they tend to disregard the standard language conventions.

Verheijen (2015) indicates that CMC users often disregard standard language conventions for various reasons. The first reason is that CMC prioritizes efficiency and brevity over language correctness (Silva, 2011; cited in Verheijen, 2015). Users often prioritize speed and brevity, sacrificing formal language norms for faster interactions, particularly in chats. The second reason is that CMC users prioritize brevity due to message size limitations. Indeed, Verheijen (2015) states that “tweets are limited to 140 characters, text messages to 160” (p.129). CMC platforms like texting and social media have character limits and rapid response expectations, leading users to adapt to the medium used by simplifying language and using abbreviations like PLZ for please . Another reason for ignoring standard language conventions is to compensate for paralinguistic features that are absent in writing such as emotions, gestures, and facial expressions (Thurlow & Brown, 2003; cited in Verheijen, 2015). Non-standard language, such as emoticons and unconventional spellings, can effectively convey emotions in text-based mediums. The final reason for disregarding standard spelling and grammar is that it is seen as playful and cool by many young people, as it signifies in-group belonging and is part of youth culture (Bergs, 2009; cited in Verheijen,

2015) for instance, the omission of function words. CMC users can create unique language norms and slang to foster a sense of identity and belonging.

I.1.8. Computer-mediated Discourse Analysis

As stated previously, the language employed in computer-mediated communication differs from the standard language form because it involves the use of abbreviations, numerals, initialisms, the omission of function words, and the use of incomplete sentences. In order to analyze the language used in computer-networked environments, Herring (2004) developed a new approach known as Computer-Mediated Discourse Analysis (CMDA).

Computer-Mediated Discourse Analysis is an approach within the framework of Discourse Analysis that is interested in the study of the language used in computer-mediated communication environments like chats, forums, social media, and emails. According to Altohami (2020), “CMDA can be employed to investigate micro-level linguistic phenomena such word formation processes, lexical choice, sentence structure, and code switching”(p. 82). It can also be used to analyze paralinguistic features like emoticons (Vozgova & Afanasyeva, 2018). CMDA investigates text-based communication, non-verbal cues, and technology’s influence on language patterns. Researchers analyze digital data to understand meaning construction and social practices.

Our research investigates the linguistic deviations in CMC messages through Messenger and the reasons for such deviations. CMDA is the most adequate to describe and analyze the study corpus of thirty-three Messenger screenshots obtained from Messenger group.

I.2.Theoretical Framework

In order to answer the research questions of the ongoing study, Leech’s (1969) Theory

of Linguistic Deviations was used to analyse thirty three Messenger conversations written in English obtained from the Messenger group of Master 2 Language and Communication students. For that, this section is concerned with presenting the theoretical framework.

I.2.1. Leech's Theory of Linguistic Deviations

According to Abu-Krooz and Saadoon (2021), “ linguistic deviation is a term that is connected with creative and inventive usage of language that varies into norms from the usage of the everyday”. (p. 128) In the same vein, Leech (1969) states that linguistic deviation is related to the poet's or writer's “right to ignore rules and conventions generally observed by users of the language” (p. 36). To say it differently, linguistic deviation occurs when the rules of grammar, phonology, and semantics are violated. In this sense, writers distort their text messages by disregarding the rules and basics of standard language. Abu-Krooz and Saadoon (2021) assert that to make their own language original or creative, writers choose a distinct vocabulary from which is common. They alter and create certain grammatical, structural, or lexical components in order to surprise and deeply impact their readers. On this account, linguistic deviation can be seen as a creative use of language that differs from the norms in modern ways. However, a deviation is different from an error. Widdowsom (1984) distinguishes between an error and a deviation, stating that an error indicates deficient language competence, while a deviation suggests common mastery (cited Khatiwada, 2011).

Leech (1969), in his book *A Linguistic Guide to English Poetry*, introduces eight types of linguistic deviation, which are as follows: Lexical deviation, grammatical deviation, phonological deviation, graphological deviation, semantic deviation, dialectical deviation, deviation of register, and deviation of historical period.

Leech classifies these deviations into three main language levels. These levels are Realization, Form and Semantics (realization includes phonology and graphology, form

includes grammar and lexicon, and semantics includes meaning). These three main levels of language are illustrated in Table 1.

Table 1

The Three Levels of Language (Leech, 1969, p.39)

Realization	Form	Semantics
Phonology	Grammar	Denotative or
Graphology	and Lexicon	Cognitive Meaning

I.2.2. Leech's Classification of Linguistic Deviation

In his book, Leech (1969) classifies linguistic deviations into eight types, which are as follows:

I.2.2.1. Lexical Deviation

According to Leech (1969), when using the lexical deviation, the writer invents words that did not formerly exist; this invention of new vocabulary items is known as *neologism*. Leech (1969) clarifies that “It is misleading to suggest that neologism is a ‘violation of lexical rule’; a more correct explanation is that an existing rule (of word-formation) is applied with greater generality than is customary” (p. 42). Leech (1969) calls these new words “non-formation” because they are invented for one particular occasion and not with the purpose of expanding the English lexicon.

I.2.2.2. Grammatical Deviation

When it comes to the second type of linguistic deviation, Leech (1969) indicates that grammatical deviation involves two kinds of deviations: morphology (the grammar of the word) and syntax (the grammar of how words pattern within sentences). Khatiwada (2011) states that grammatical deviation refers to “the violation of the rules of grammar” like “the use of incomplete clauses/sentences, omission of the obligatory grammatical function” (p. 27)

such as auxiliaries, articles and prepositions. Abu-Kroozand and Saadoon (2021) mention other types of grammatical deviation like the use of multiple negations, comparative, and superlative.

1.2.2.3. Phonological Deviation

Another common linguistic deviation is phonological deviation. According to Leech (1969), phonological deviation is usually associated with irregularities in pronunciation and sounds, which are related to social class. This involves aphaesis, which is the omission of an initial unstressed vowel; syncope, which is the omission of a medial part; and apocope, which is the omission of a final vowel. Leech (1969) states that “specific pronunciation for the convenience of rhyming, as when the noun wind is pronounced like the verb wind” (p.47), is an example of phonological deviation.

1.2.2.4. Graphological Deviation

The fourth type of linguistic deviation is called graphological deviation. Leech (1969) notes that “spelling represents pronunciation, and any strangeness of pronunciation will be reflected by a strangeness of written form” (p. 47). Similarly, Khatiwada (2011) indicates that “The term ‘graphology’... refers to the whole writing system: punctuations, spelling, typography, alphabet and paragraph structure. Any strangeness in the use of these causes deviation in the language” (p. 27). That is to say, graphological deviation deals with spelling, capitalization, hyphenation, italicization, and paragraphing (Leech, 1969). Khatiwada (2011) highlights the following graphological deviations: capitalization, spacing between words, punctuation, misspelling, alphabets, abbreviations and numerals.

1.2.2.5. Semantic Deviation

According to Leech (1969), semantic deviation indicates “absurdity” or “non-sense” (p. 48). Leech (1969) classifies semantic deviation into semantic oddity, transference of meaning, which refers “to particular mechanisms for deriving one meaning of a word from

another” (Leech, 1969, p. 148); and honest deception, which refers to hyperbole (extravagant exaggeration); litotes (using the negative expression to express the positive statement); and irony (implying the opposite of things). In short, semantic deviation refers to meanings and connections that are wisely inconsistent or contradictory in some way.

1.2.2.6. Dialectal Deviation

To refer to dialectal deviation, Leech (1969) uses the term *dialectism*. He asserts that dialectism is “the borrowing of features of socially or regionally defined dialects” (p. 49). It occurs when the writer uses words in relation to a different dialect from the standard language; this is a common type used among humorists and storytellers (Abu-Krooz & Saadoon, 2021).

1.2.2.7. Deviation of Register

Register is a variety of language used for a particular purpose or in a particular social setting. Each field has its own register. Abu-Krooz and Saadoon (2021) indicate that “the use of many registers into the inappropriate field is deviation of register” (p. 129). According to Leech (1969), “register borrowing in poetry is almost always accompanied by the further incongruity of REGISTER MIXING, or the use in the same text of features characteristic of different registers”(p.50). On the grounds of this, register borrowing is characterized by the use of different registers.

1.2.2.8. Historical Period Deviation

This last deviation deals with the use of dead or archaic languages like Greek and Latin. Leech (1969) states that this kind of deviation refers to “the survival of the language of the past into the language of the present”(p. 52). This means that writers do not just use the languages of their period but also ancient words or structures that have been eliminated from the standard language usage.

In this dissertation, the focus is on four linguistic deviations, which are graphological, grammatical, phonological and lexical deviations. The reason for focusing on these deviations is that they are more likely to be found in computer-mediated messages than the remaining four deviations

Conclusion

In short, this theoretical chapter has provided definitions of the most fundamental concepts that are essential to the present study. It has first defined computer-mediated communication. Then, it has presented the synchronous and asynchronous modes of computer-mediated communication, and highlighted the importance, characteristics and language of computer-mediated communication. It has also highlighted some of the reasons for disregarding language conventions in computer-mediated messages and introduced computer-mediated discourse analysis. Finally, the chapter has introduced the theoretical framework upon which the study is based, which is Leech's (1969) theoretical model of linguistic deviations. The subsequent chapter describes the methodology used to conduct the present investigation.

Chapter Two

Research Design and Methodology

Introduction

This chapter includes the research design and methodology used in the current study. It is concerned with the methods and procedures used in data collection and data analysis. Firstly, it begins with an outline of the research method that was followed in the study. Secondly, it describes the two data collection instruments: the studies corpus and the students' questionnaire. Finally, it explains the data analysis procedures.

II.1. Research Method

To investigate students' linguistic deviations in computer-mediated communication Messenger messages , a mixed-methods approach that combines quantitative and qualitative research methods was adopted to collect and analyse data. According to Cresswel (2009), quantitative research is “a means for testing objective theories by examining the relationship among variables; these variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures”.(p. 172) That is to say, quantitative research is statistical in nature. However, qualitative research is non-statistical, and it is based on interpretations generated from a corpus.

Combining quantitative and qualitative research methods provides a deep understanding of the research topic and enhances the validity of the research findings. This method of mixing quantitative and qualitative data into individual research is known as the mixed method (O'Leary, 2022). Certain researches cannot be approached only through one method because of the nature of its data, which vary at different stages of the study between quantitative and qualitative. For that, using a mixed-methods approach can help to avoid the biases and limitations of individual approaches while also allowing for methodological diversity in data gathering tools.

II.2. Description of the Research Instruments

To investigate the topic, two data collection instruments were used. The first research tool was a corpus of thirty-three conversation screenshots obtained from the Messenger group of Master 2 students studying Language and Communication in the department of English at the University of Tizi-Ouzou. The second research instrument was an online questionnaire sent to the same students.

II.2.1. Description of the Study Corpus

The present study involved a corpus consisting of thirty-three conversation screenshots obtained from the Messenger group of Master 2 Language and Communication students. They were selected because the researchers are among the members of this Messenger group; therefore, it was easier to collect students' conversations and analyse them with the aim to detect the linguistic deviations used. The researchers obtained Master 2 students' permission to have accesses to their conversations by being approved and getting added to the Messenger group.

Master 2 Messenger conversations were collected from the January to July 2023. In their conversations, students were discussing different topics such as learning projects, exchanging information about some vocabulary meanings, exam grades, tests, and social issues. Students also highlighted the challenges of writing their academic dissertation, like how to use the APA referencing style.

II.2.2. Learners' Questionnaire

In order to collect the relevant data to answer the research questions of the study, a quantitative data collection instrument consisting of an online questionnaire was used. A questionnaire was designed to conduct this study with Masters-level Language and

Communication students at Tizi-Ouzou University. The rationale behind using a questionnaire as a tool to collect data was to gather in-depth information about the participants' viewpoints and perceptions of using deviated language in their Messenger conversations.

There are many definitions of a questionnaire. Kabir (2016) defines a questionnaire "as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents" (p. 208). Cohen and Manion (2018) state that a questionnaire is a widely used and useful instrument for collecting survey information and providing numerical data. A questionnaire is a valuable data collection tool because of its "unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources" (Dörnyei & Taguchi, 2010, p. 6).

In the present study, an online questionnaire was used to collect data. This means that the participants answered the questionnaire's questions online. The questionnaire was designed using Google Forms and sent to Master 2 students of Language and Communication on the 20th of September 2023. By the 25th of September 2023, we received twenty-eight responses out of the forty students enrolled in the Master 2 Language and Communication option. Among the twenty-eight students who answered the questionnaire.

The questionnaire comprised sixteen questions. Fifteen questions were closed-ended in which the answers were suggested and the respondents were only asked to choose the ones that were related to them (yes/no, and multiple choice). Only one question was open-ended, where respondents are required to answer the question themselves and freely.

The questionnaire contained three sections. The first section contained three questions that attempted to gather general information about the students. The respondents were asked to identify their age, as well as their level in English. The second section included five questions that sought to determine EFL learners' attitudes towards computer-mediated communication messages. The third and last section involved eight questions intended to

collect data about linguistic deviations in computer-mediated communication Messenger conversations(See Appendix B).

The questionnaire was first piloted on the 18th of September 2023 before its administration to the students. The piloting stage allowed the researchers to detect and correct mistakes. Among the modifications brought to the questionnaire that were suggested by the students was the addition of definitions and examples for the different linguistic deviations.

II.3. Procedures of Data Analysis

This part is devoted to the procedures followed to analyze the collected data. To transform the gathered data into meaningful findings, the gathered data are interpreted and analyzed using two analytical tools.

II.3.1. Quantitative Analysis

The quantitative analysis of the data collected tackled the close-ended questions obtained from the online questionnaire using the Google Forms software. The results were analysed numerically and coded into percentages, which were presented in diagrams. Google Forms is a valuable tool for data collection and analysis. The software offers spreadsheet functions that enable users to analyse data.

II.3.2. Qualitative Analysis

This study is a discourse analysis of computer-mediated communication Messenger messages of Master 2 students. The obtained textual data were analysed using Leech's (1969) theory of Linguistic Deviations with the aim to detect the linguistic deviations used by the students. To reach this aim, Qualitative Content Analysis (QCA) was used to categorize the data into different themes. Hsieh and Shannon (2005) assert that QCA is "a research method for subjective interpretation of the content of text data through a systematic classification process of coding and identifying themes or patterns" (p. 1278). To say it differently, qualitative content analysis is applied in order to categorize textual data into symbols, elicit

meaning, and reach conclusions. Therefore, qualitative content analysis was used in order to analyse the qualitative data obtained from the Messenger conversation screenshots written in English by Master 2 students. We have read and reread the students' conversations and classified the linguistic deviations found in these conversations into graphological, lexical, grammatical, and phonological deviations.

Conclusion

This chapter has dealt with the general design and methodology of this study, in which all the important steps related to data collection and analysis are presented. First, it has outlined the research method used to address the study questions and test the validity of the research hypotheses stated in the General Introduction of this dissertation, which is the mixed methods. Then, it has described the data collection instruments (the corpus of the study and students' questionnaire). Finally, the chapter has provided a descriptive account of the data analysis procedures. The findings of the study are presented in the next chapter, "Presentation of the Findings," which is practical in nature and deals with the analysis of the selected corpus and questionnaire.

Chapter Three

Presentation of the Findings

Introduction

This chapter displays the findings gained from the analysis of the data collection tools. It exhibits the main results obtained after the analysis of a corpus that consisted of thirty-three Messenger conversations screenshots written in English obtained from the Messenger group of EFL Master 2 Language and Communication students at the University of Tizi-Ouzou and a questionnaire addressed to the same students. Accordingly, this chapter is divided into two sections. Section one reports the results obtained from the analysis of the study corpus relying on Leech's (1969) model of Linguistic Deviations and qualitative content analysis. Section two presents the findings of the online questionnaire posted on Facebook group Messenger.

III.1. The Present Linguistic Deviations in Master Two Students' Messenger Conversations

The current section is essentially based on qualitative content analysis (QCA) to identify the existing deviated forms in Master 2 students' Messenger conversations according to Leech's (1969) model of linguistic deviations. More specifically, it aims to present the graphological, grammatical, phonological, and lexical deviations.

III.1.1. Graphological Deviation

After extensive readings of students' Messenger conversations, we have identified the graphological deviations regarding punctuation, capitalization, misspelling, abbreviations, and numerals. Punctuation deviations are presented in Table 2.

Table 2

Graphological Deviation Regarding Punctuation

Conversation Screenshot	Messenger Conversation
Number	
01	So, what is the point
04	Can u click on it pls
05	Could someone send the Apa referencing system pdf that research methodology sent, please
11	Where are u Are u in clad
13	to end up spamming notifications thinking it's something important to read and then end up finding more jokes I don't know what !!!
18	All modules??
19	Is the teacher there
20	Why is he asking about the notes of students that are missing Is she blind??
24	Anyone can help, please Idk why the messenger isn't working Any solutions
29	Why we need to complicate things Do u really think that he will agree to post pone It now
31	can I plz gimme the mail of Mr. A Ya sure
32	R u sure ?!

Table 2 presents the graphological deviations related to punctuation found in the corpus

under study. As can be seen, students omitted punctuation, mainly question marks. In some instances, students used over-punctuation like excessive exclamation points and question marks. It is worth mentioning that in most of the conversations analyzed, students did not put a full stop at the end of their sentences. In addition to punctuation, students deviated from the traditional capitalization norms. Capitalization deviations are presented in Table 3.

Table 3

Graphological Deviation Regarding Capitalization

Conversation Screenshot Number	Messenger Conversation
05	Could someone send the Apa referencing system pdf Give me ur mail, i 'll forward it 2u
06	Thanks A
13	BUT NOT FUN SENDING INAPPROPRIATE THINGS AND REMOVING THEM
15	Hhhh of course, i will be taking the pic i 'll be in the center of u
16	And she wants to know you
17	Yes, i think IT IS JUST A GUESS the NOW
18	Because students in didactics they finished the programm So WE have two lectures with Miss'' B '' and intercultural teaching Yes, i think
21	I don't remember exactly the question but it was about learner centered approach as a reaction to the target

situation analysis following esp course design	
22	Thank god Thank M
23	Sorry B
25	Thanx m
28	N i 'll pass it alone If i have to
29	i saw the teacher She informed" h" Do u really think that he will agree to post pone It now
30	That's all i wanted to say as long as i 'm a simple girl and i don't hurt anyone, i don't see how i 'm weird
33	i know it's weird Sometimes i just don't know what i am doing by the way, @A will u come

Table 3 highlights the graphological deviations related to capitalization. Students mixed between uppercase and lowercase letters in their Messenger conversations. They used uppercase letters when lowercase letters are required, and vice versa. In addition, in some of their conversations, all uppercase or capital letters were used. Besides capitalization deviations, the students deviated the standard norms of spelling. Spelling deviations are reported in Table 4.

Table 4

Graphological Deviation Regarding Misspelling

Conversation	Screenshot	Messenger Conversation
Number		
02		Jez focus Is she that 'azy
04		Can u click on it pls
05		Okay, thanx A
06		Wether it's exam or test
11		Are u in clad Yess I juste came jn
12		Have a nice y'all
15		Exactement Thank u guys, of cousre i'll be in the center of u
17		And we don't have to xorry
18		Because students in didactics they finished the programm Miss a and interculturel teaching
21		Thanx a lot
23		You can deactivate the app and reactivate it Thanx anyway
25		Thanx m
26		Will this exam be a dissertation or a set of exercises ? Set of exercises i think
27		So, if you have friends in Littérature Générale et Comparée

30	Thzt 's all i wanted to say
31	Can I plz gimme the mail of Mr.A Thanx Cuz I've sent an email to this account
33	BTW the consultation for teaching interculturality' ll be for tmrw by the way @M will u come tommorrow Nah ain't coming

Table 4 highpoints the main graphological deviations related to misspelling. Students spelt many words incorrectly while communicating with their classmates via Messenger. Their Messenger conversations also contained abbreviations, which are presented in Table 5.

Table 5

Graphological Deviation Regarding Abbreviations

Conversation Screenshot Number	Messenger Conversation
02	For ex you you have only one mark? Omg! Is she that 'azy
03	U can calculate it ur self and know it
05	Give me ur email, i'll forward it 2u
06	For u I see one 13,5 test Omg
07	and u ll get the necessary information
08	I found 3 fcB accounts

09	I think of sharing this series of a youtuber bcz it is beneficial
11	Where are u Are u in clad
15	Thank u guys, of course I'll be in the center of u it'd be a gr8 pleasure
16	Lol , it happens
21	esp course design
22	Did u finish the lecture? What are u doing ?
23	You can deactivate the app That was kind of u
24	Idk why the messenger isn't working
28	I.ll come N i'll pass it alone Do u really think that he will agree to post pone it
30	as long as i'm a simple girl
31	Can I plz gimme the mail Thnx R u sure?! Cuz I've sent an email
32	BTW the consultation for teaching interculturality'll be for tmrw

Table 5 reports the abbreviations found in students' Messenger conversations.

Students reduced many words. More specifically, they used contracted forms, shortened forms, and initials to convey messages to their classmates. The last graphological deviation located in students' conversations is related to the use of numerical digits. The findings related to numerical deviation are presented in Table 6.

Table 6

Graphological Deviation Regarding Numericals

Conversation Screenshot Number	Messenger Conversation
05	Give me ur email, I'll forward it 2u
06	2 i guess
15	Thank u guys, of course I'll be in the center of u it'd be a gr8 pleasure

Table 6 displays the three numerical deviations found in students' Messenger conversations. Unlike the other types of graphological deviations, students did not overuse numbers to replace letters or words.

III.1.2. Grammatical Deviation

This type of linguistic deviation deals with the grammar mistakes such as incomplete sentences, wrong preposition and relative pronoun, and omission and repetition of function words. Table 7 reports the main grammatical deviations found in students' Messenger conversations.

Table 7

Grammatical Deviations in Master Two Students' Messenger Conversations

Conversation Screenshot Number	Messenger Conversation	Type of grammatical Deviation
02	If you can't find your mark	Wrong tense (Imperative)

	gave her your name	
	For ex you you have only one mark?	Repetition of the same pronoun
06	Wether it's [an] exam or [a] test	Omission of function word (article)
10	Thank God [I] am not there	Omission of function word (personal pronoun I)
12	Morning guys, [I] hope you're doing good. [I] Just wanted to remind you about Mrs. A project in case someone of you forgot it or still didn't do it .	Omission of function word (personal pronoun I)
14	[I] Don't know but I received this yesterday [It] Wasn't me who changed it.	Omission of function word (personal pronoun I/ It)
15	Nope. No no, not taking the pic	Double-negation Incomplete sentence
18	Because students in didactics they finished the programm	Repetition
24	Idk why messenger isn't working in my phone	Wrong preposition
26	Morning everyone, [I] hope you're doing good	Omission of function word (personal pronoun I)

29	I told her we are not satisfied (of) for the day	Wrong preposition
30	There're people that (who) have 2 first names	Wrong relative pronoun

Table 7 recounts the grammatical deviations found in the Messenger conversations of Master 2 Language and Communication students. The next phase of our analysis is to locate the phonological deviations found in these conversations.

III.1.3. Phonological Deviation

The present deviation deals with irregularities in pronunciation and sounds. This type includes three aspects: elision (omission of a medial part), apocope (omission of a final part) and aphaesis (omission of an initial part) for the convenience of rhythm.

Table 8

Phonological Deviations in Master Two Students' Messenger Conversations

Conversation Screenshot Number	EFL learners conversation Messenger	Type of phonological deviation
02	Omg ! Is she that' azy (crazy)	Aphaesis
07	And u ll (will)get all the necessary information	Aphaesis
17	We'll be sure next Wednesday and we don't have to xorry (<u>worry</u>) about the far future	Aphaesis
24	I'm on vacation	Aphaesis
31	Cuz (because) I've sent an email	Aphaesis
32	the consultations for teaching interculturality' ll (will) be	Aphaesis
02	N also there's just 3	Apocope
25	Thanx (thanks) m	Apocope
31	gimme (giv eme)the mail of Mr.A R u sure?	Apocope
08	I found 3 fb (Facebook)	Elision
09	I think of sharing this series	

	of a youtuber bcz (Because)_ it is beneficial	Elision
24	Morning guys Anyone can help, please Idk why the messenger isn't working in my phone Any solutions.	Elision
31	Can i plz (please)	Elision
32	BTW (by the way) the consultations for teaching interculturality'll be tmrw (tomorrow)	Elision

III.1.4. Lexical Deviation

This linguistic deviation is concerned with forming new words that in fact did not formerly exist for a particular occasion; this invention called is neologism. This type of irregularity is present in students' Messenger conversation screenshots written in English.

Table 9

Lexical Deviations in Master Two Students' Messenger Conversations

Conversations Screenshot Number	Messenger Conversation	Type of Lexical Deviation	Standard English
01	Yeah , it was so random ...	Accent stylisation	Yes
02	Omg ! Is she that' azy	Accent stylisation	Oh My God Crazy
09	I think of sharing this series of a youtuber bcz it is beneficial Thanx ...	Using initialism	Because Thanks
10	Hhhhhhhhhhhhh	Using initialism	Laughter
15	Exactement of course i'll be in the center of u , it 'd be a gr8 pleasure	Affixation Using initialism	Exactly You / Great
16	<u>Lol</u> , it happens , that's fine my dear	Using initialism	Laughing Out Loud
17	Mmmm interesting ,	Accent stylisation	Onomatopoeic

	even I think that next week will be our last and after it they ‘ll give us a week off		expressions
25	Idk why the messenger isn’t working in my phone	Using initialism	I Don’t Know
32	BTW the consultation for teaching interculturality’ll be for tmrw	Using initialism	By the way Tomorrow
33	Nah ain’t coming	Accent stylisation	No

III.2. Findings of the Online Questionnaire

The second data collection tool used in our research is an online questionnaire (See Appendix 1) which was designed for Master 2 Language and Communication students at Tizi-Ouzou University. The questionnaire helped us to get further data needed to reach the objectives of the study and answer the research questions stated in the general introduction of this dissertation. The following are the detailed results of the questionnaire presented in diagrams.

Section One: General Information

The questionnaire starts with general questions which aim to know students’ personal information.

Q1. Gender?

The question aims to know if our participants are males or females. The answer to this question is displayed in Diagram 1.

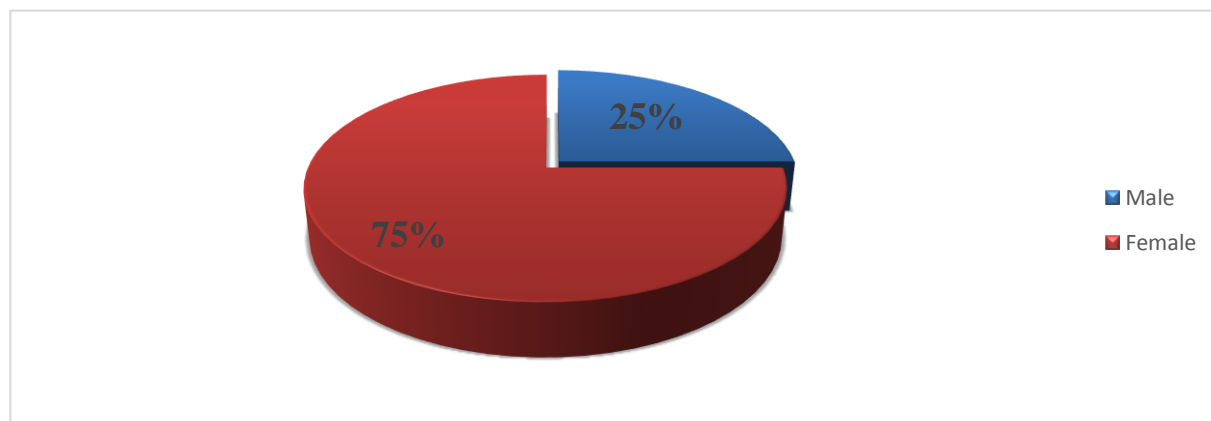


Diagram 1. Students' Gender

The results displayed in Diagram 1 show that three-quarters (75%) of the participants are females and a quarter (25%) of them are males. The diagram demonstrates that the number of female participants is three times the number of male students.

Q2. How do you consider your level in English?

This question enquires about the respondents' opinions about their level in English. Four options were offered to select from: excellent, very good, good, and average. The results of this question are displayed in Diagram 2.

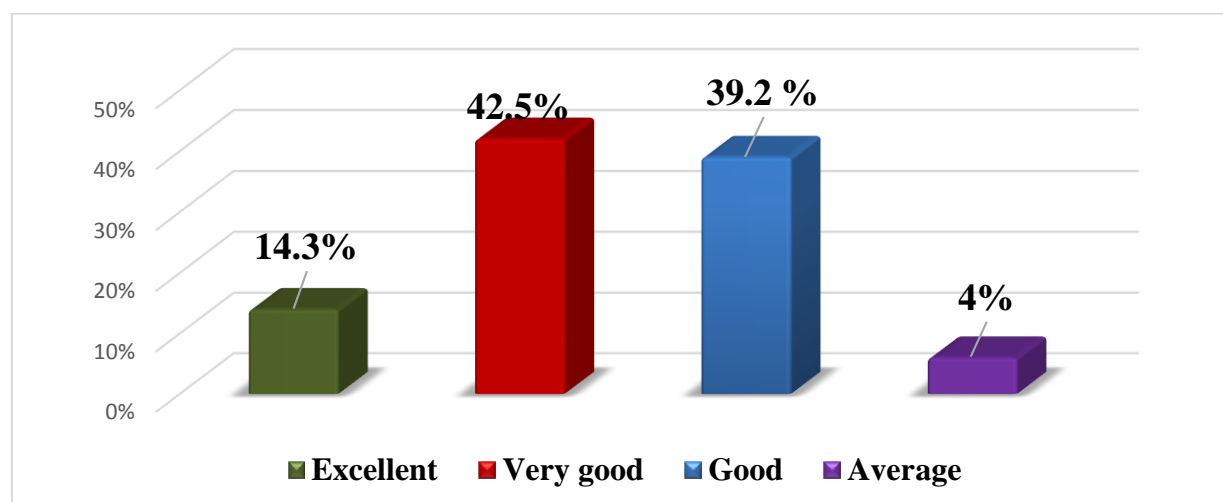


Diagram 2. Students' Consideration of their Level in English

As noticed in Diagram 2, 42.5% of the students consider their level in English as being “very good” and 39.2% as “good”. 14.3% think that their level in English is excellent. A minority of students (4%) believe that their level in English is average.

Section Two: EFL Learners' Attitudes towards Computer-mediated Communication

Messages

Q3. How often do you use computer-mediated communication?

Question aims to know the frequency of students' use of computer-mediated communication. The respondents are asked to give their answers by ticking one from the five frequency adverbs. The results are displayed in Diagram 3.

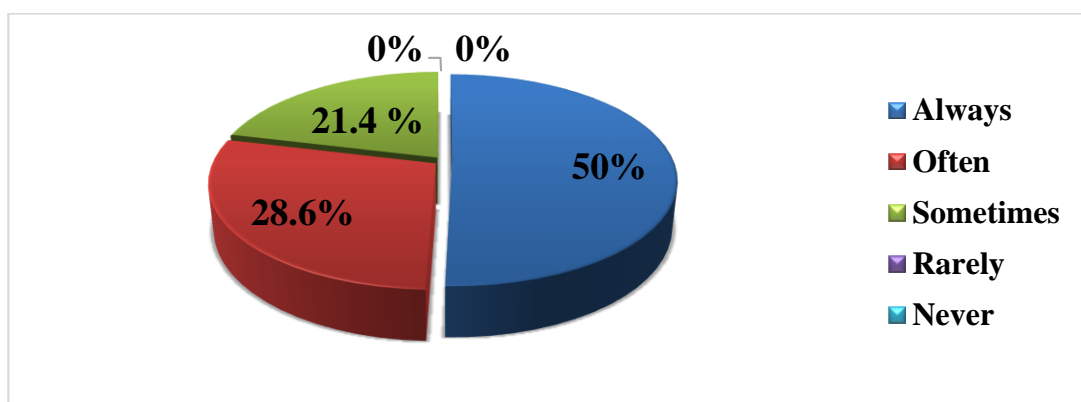


Diagram 3. Students Frequency of Computer-mediated Communication Use

The results shown in Diagram 3 reveal that half of the respondents (50%) claim that they always use computer-mediated communication. In addition, 28.6% of the students often communicate using computer-mediated communication, and 21.4% sometimes use this form of communication. However, none of the students opted for 'never' or 'rarely'.

Q4. How important are computer-mediated communication messages?

This question aims to seek information about students' views regarding the importance of using computer-mediated communication messages. The results are presented in Diagram 4

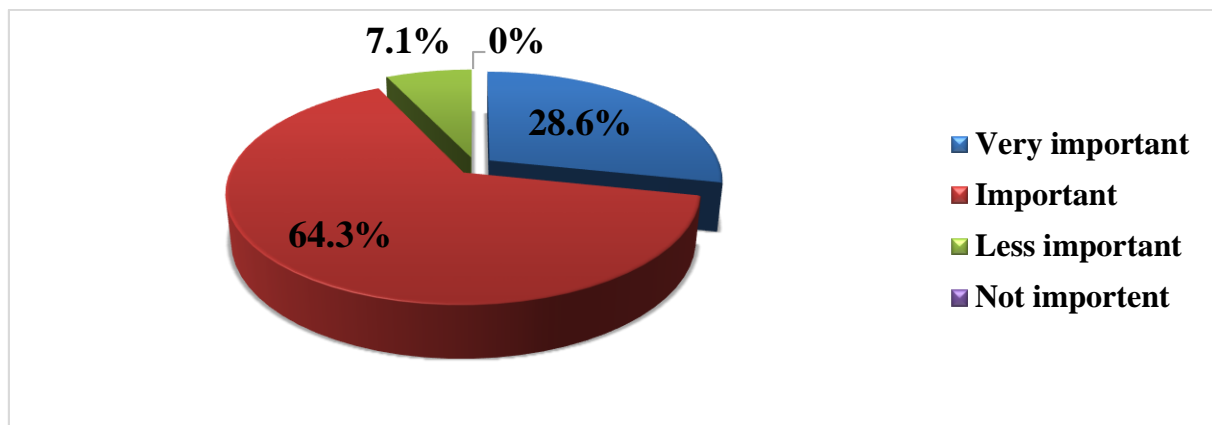


Diagram 4. Students' Views about the Importance of Computer-mediated Communication

It can be seen in Diagram 4 that 64.3% of the students said that the use computer-mediated communication messages is important. In addition, about 28.6% of the respondents believe that it is very important. However, a small percentage (7.1%) of the students consider it less important and no one (0%) ticked the option 'Not important'.

Q5. To what extent do you agree or disagree with the statement 'Computer-mediated communication facilitates the delivery of the message'?

Question five seeks to know students' views about the role of computer-mediated communication in facilitating the delivery of the message. The participants are expected to express the degree of their agreement or disagreement with this statement by ticking one of the four options. Students' answers are displayed in Diagram 5.

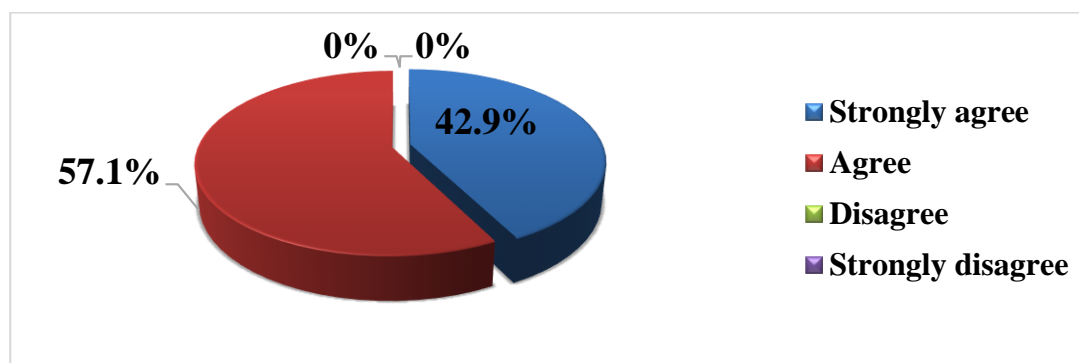


Diagram 5. Students' Perception of Computer-mediated Communication as a Facilitating Delivery Tool

Diagram 5 reveals that more than half of the students (57.1%) agreed that computer-

mediated communication facilitates the delivery of the messages on Messenger, and 42.9% strongly agreed with the statement. However, none of the students selected the options ‘disagree’ and ‘strongly disagree’.

Q6. Do you think that the manner (i.e. physical aspect of the text) in computer –mediated communication messages is more important than its matter (i.e. content or meaning)?

This question aims to know whether the manner (i.e. physical aspect of the text) in computer –mediated communication messages is more important than its matter (i.e. content or meaning). This question is closed ended offering two options ‘Yes’ and ‘No’. The results obtained from the above questionnaire displayed in Diagram 6.

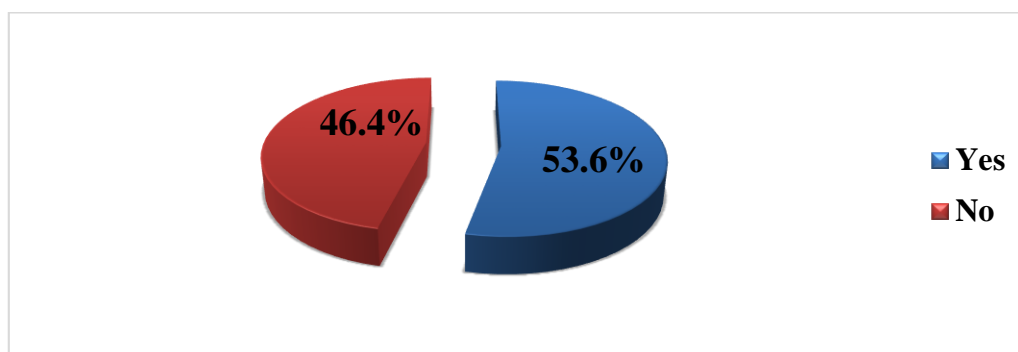


Diagram 6. Students’ Opinion about Manner and Matter in Computer-mediated Communication Messages

Diagram 6 demonstrates that more than half of the students (53.6 %) consider the physical aspect of the message as being more important than its content or meaning. On the contrary, 46.4 % of the respondents answered the question negatively.

Q7. To what extent does computer-mediated communication messages have an effect on your language structure?

This question aims to seek information about the effect of computer-mediated communication messages on students’ language structure. The question consists of three main choice answers.

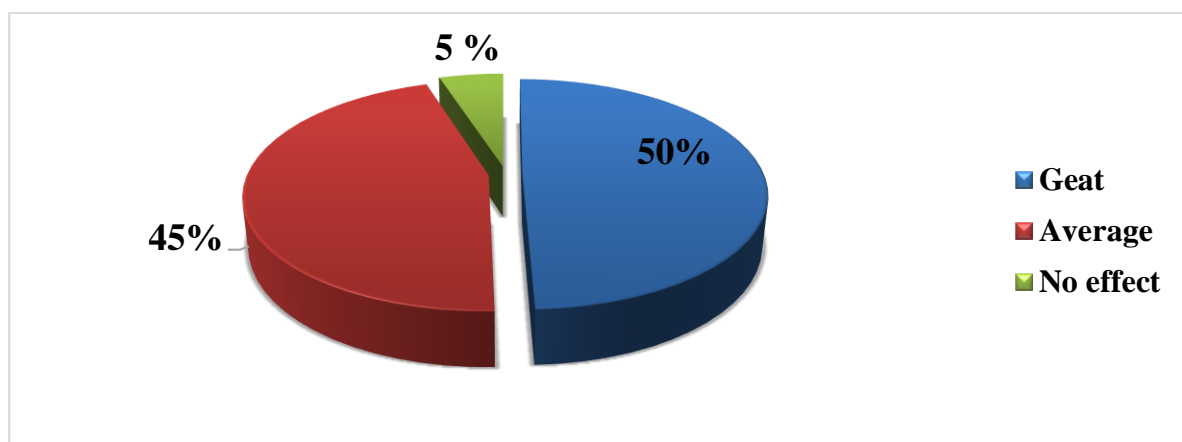


Diagram 7. The Effect of Computer-mediated Communication on Students' Language Structure

According to the statistics presented in Diagram 7, one can see that half of the students (50%) claimed that computer-mediated communication messages have a great effect on their language structure. 45% reported an average effect. Only 5 % said that computer-mediated communication has no effect on their language structure.

Section Three: Linguistic Deviations in Computer-mediated Communication Messenger Conversations

Q8. When you communicate via Messenger, do you focus on the linguistic aspects (grammar, vocabulary, spelling, pronunciation) or the communicative aspects (how to communicate)?

This question seeks to discover whether the students focus on the linguistic aspects (grammar, vocabulary, spelling, and pronunciation) or on the communicative aspects (how to communicate) in their Messenger conversations. The results of this question are displayed in Diagram 8.

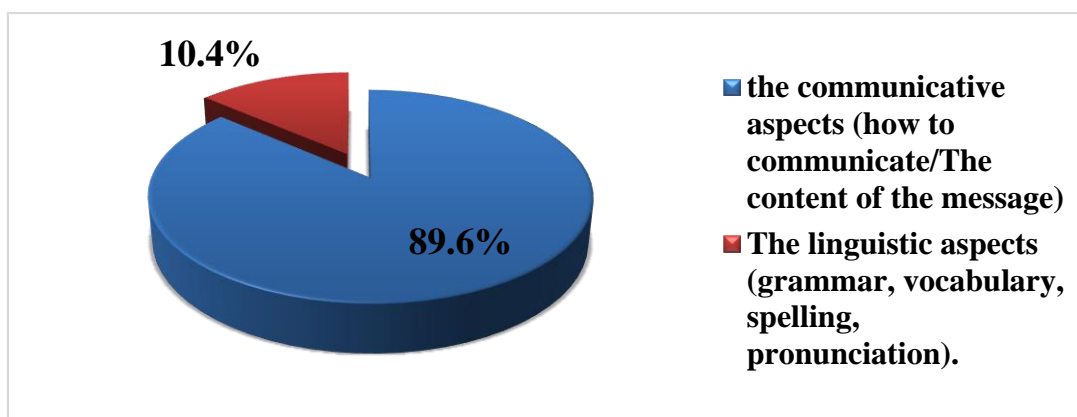


Diagram 8. Students' Focus while Communicating via Messenger

The results displayed in Diagram 8 reveal that the majority of the students (89.6%) said that they focus on the communicative aspects (how to communicate/the content of the message). However, (10.4%) represent students who said that they focus on the linguistic aspects (grammar, vocabulary, spelling, and pronunciation).

Q9. Do you think that the language of computer-mediated communication messages is deviated?

This question aims to determine students' views regarding the language of computer-mediated communication. More specifically, it aims to establish whether students think that the language of computer-mediated communication is deviated or not. The question consists of two main choice answers.

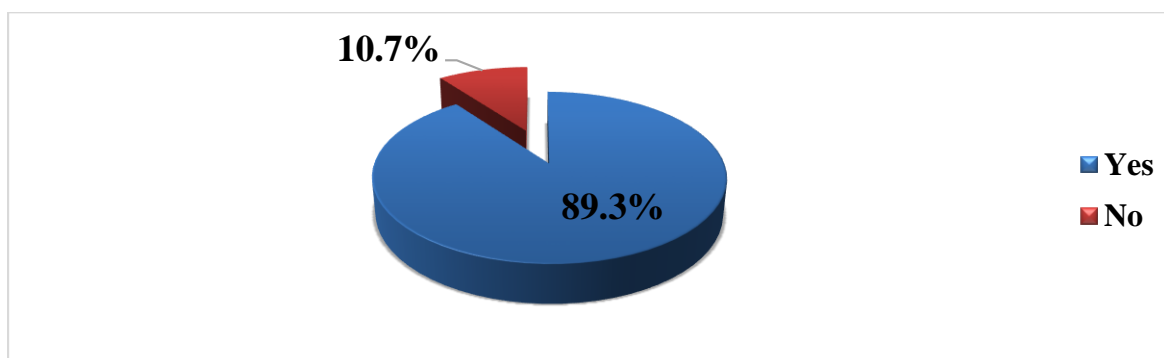


Diagram 9. Students' Views about the Language of Computer-mediated Communication

The data presented in Diagram 9 reveal that the majority of the students, that is a percentage of 89.3%, gave an affirmative answer. However, 10.7% of the students answered

the question negatively. From the findings, it can be deduced that the respondents are aware of the linguistic deviations present in computer-mediated communication messages.

Q10. Are you familiar with the linguistic deviations you use in your computer- mediated communication Messenger conversations?

This question is asked in order to know whether the students are familiar with the linguistic deviations they use in their computer- mediated communication Messenger conversations or not. The participants answered this question by ticking one of the two options offered.

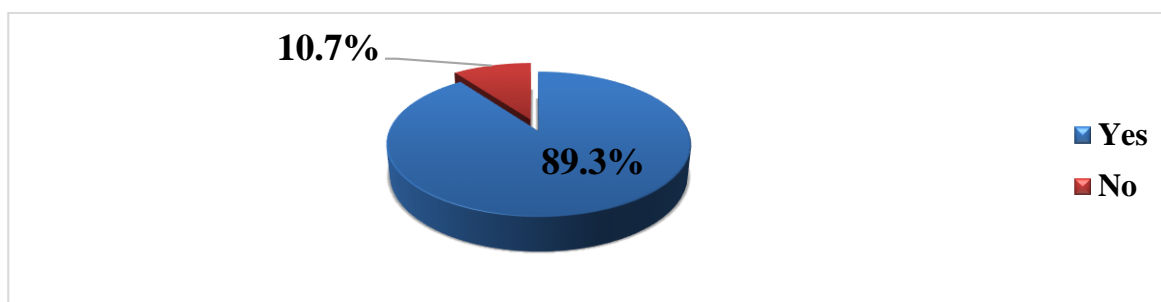


Diagram 10. Students' Familiarity with the Linguistic Deviations in their Messenger Conversations

According to the statistics offered in Diagram 10, the majority of the students (89.3 %) are familiar with the linguistic deviations they use in their Messenger conversations; however, 10.7% of them are not.

Q11. If yes, which type of linguistic deviations do you use in your Messenger conversations?

The students who answered question 10 positively are asked to specify the type of the linguistic deviations they use in their Messenger conversations. The respondents' answered this question by ticking one or more of the multiple choices given.

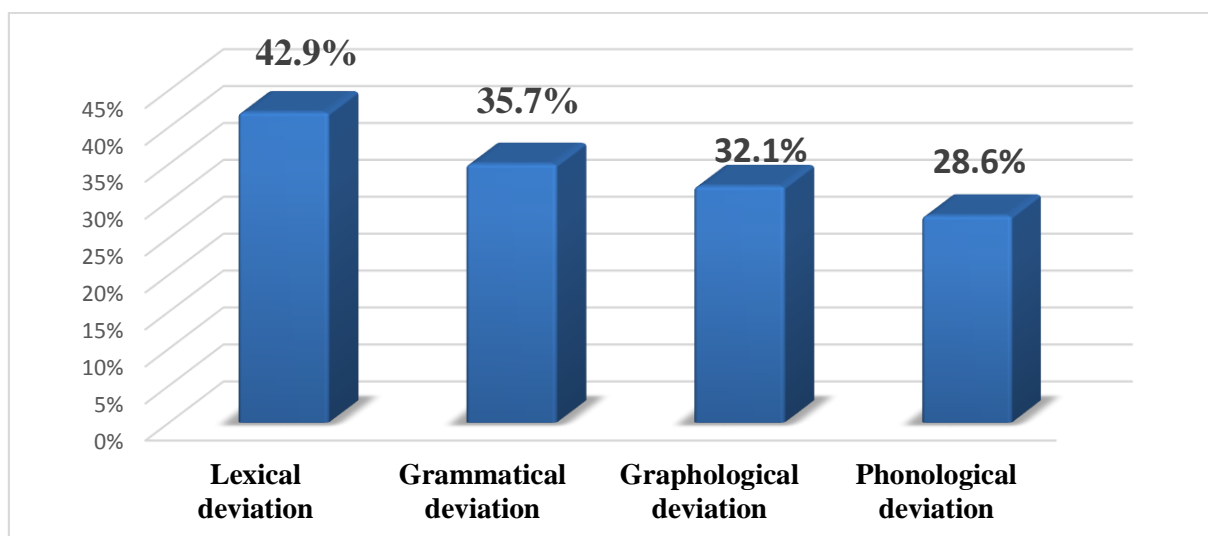


Diagram 11. Types of Linguistic Deviations Used in Students' Messenger Conversations

From Diagram 11, it can be seen that 42.9% of the students indicated that they use lexical deviations. It can also be observed that 35.7% use grammatical deviations and 32.1% use graphological deviations. The remaining percentage (28.6%) refers to the students who use phonological deviations.

Q12. While writing Messenger text messages, do you follow norms of language aspects such as capitalization, spacing between words, punctuation) ?

This question aims to determine whether the students follow norms of language aspects such as capitalization, spacing between words, and punctuation while writing Messenger text messages or not. This question is closed ended offering two options 'Yes' and 'No'. The results are provided in Diagram 12.

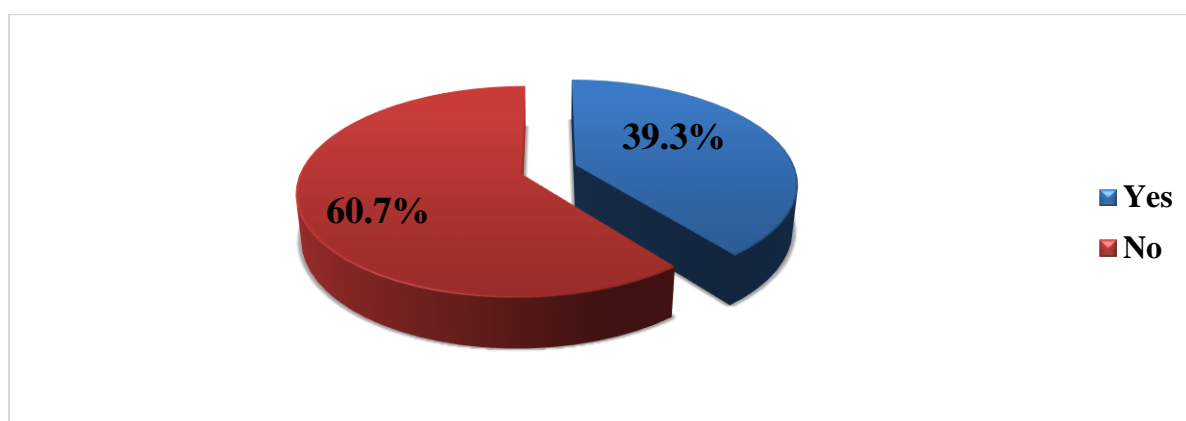


Diagram 12. Students Following Language Norms in their Messenger Text Messages

Diagram 12 shows that the majority of the participants (60.7%) do not follow language norms such as capitalization, spacing between words, and punctuation. 39.3% of the students, on the other hand, reported that they respect the norms of language.

Q13. Do you use self-created abbreviations and numerals in your Messenger conversations?

Question 13 seeks to know whether Master 2 Language and Communication students use self-created abbreviations and numerals in their Messenger conversations. The participants' answers were obtained by ticking 'Yes' or 'No'. The findings are presented in Diagram 13.

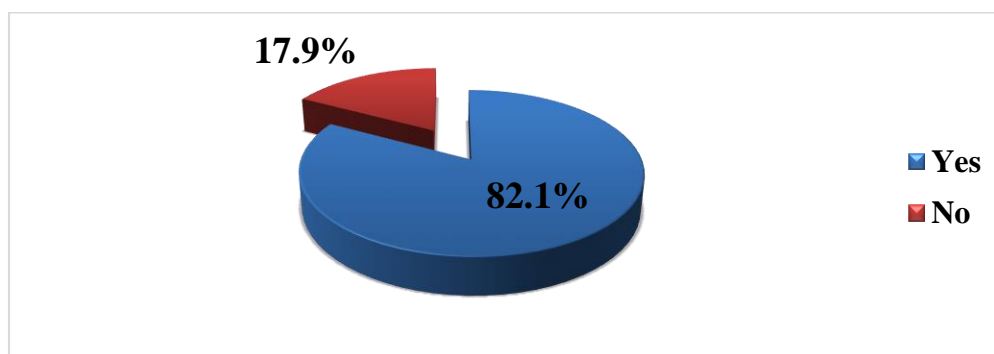


Diagram 13. Students' Use of Self-created Abbreviations and Numerals in Messenger Conversations

The data obtained from this question reveal that the majority of the students gave an affirmative answer. More specifically, a percentage of 82.1% of the students use self-created abbreviations and numerals in their Messenger conversations. However, 17.9% answered the question negatively, meaning that they do not use self-created abbreviations and numerals in their Messenger conversations.

Q14. Do you use incomplete clauses and phrases in your Messenger conversations?

The aim of this question is to investigate whether or not the students use incomplete clauses and phrases in their Messenger conversations. This question is closed ended offering two options 'Yes' and 'No'. The outcomes are displayed in Diagram 14.

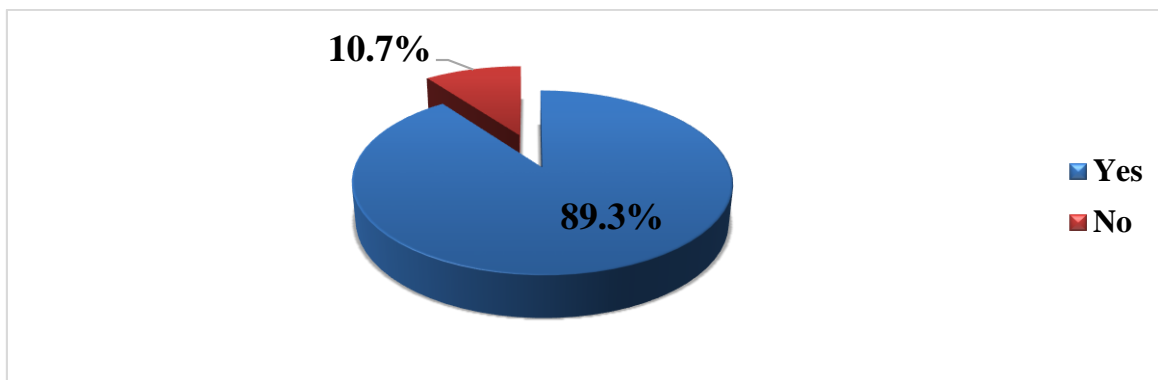


Diagram 14. Students' Use of Incomplete Clauses and Phrases in Messenger Conversations

It can be seen in Diagram 14 that the majority of the students, representing a percentage of 89.3%, use incomplete clauses and phrases in their Messenger conversations. A minority of the students, representing a percentage of 10.7%, do not use incomplete clauses and phrases in their Messenger conversations.

Q15. If you use deviated forms in your Messenger conversations, could you please specify why?

This question aims to know the reason (s) behind using deviated forms by students in Messenger conversations. The data are provided via ticking one (or more) of the seven options and mentioning others. Students' answers are summarized in Diagram 15 using percentages.

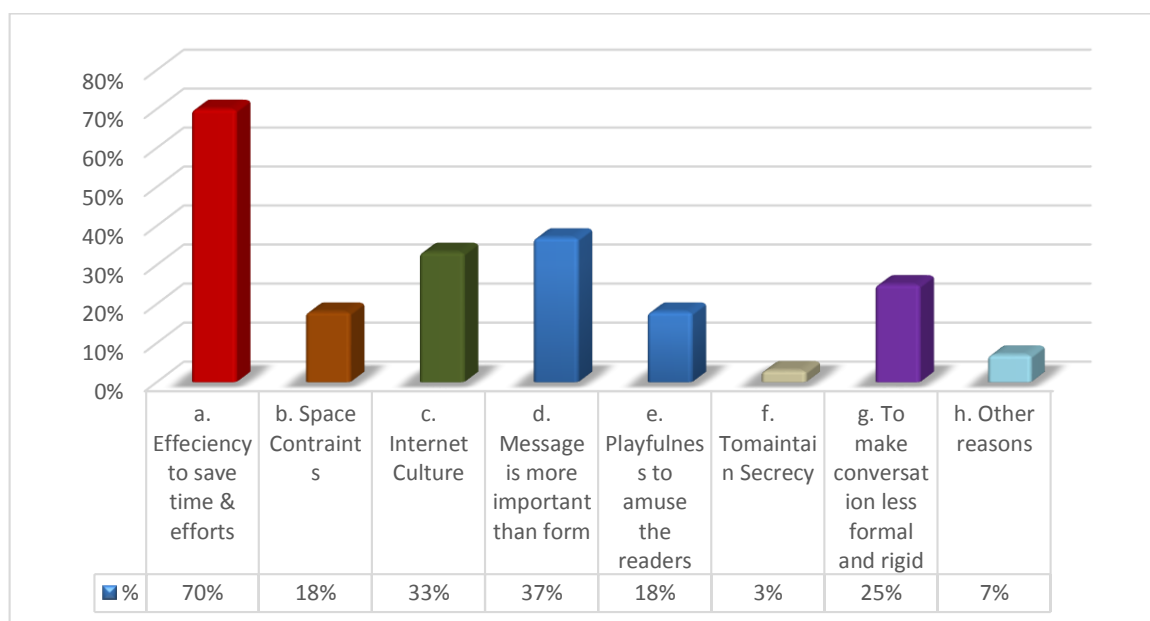


Diagram 15. Reasons for Using Deviated Forms in Students' Messenger Conversations

It can be seen from the statistics provided in Diagram 15 that students use deviated forms in their Messenger conversations for a variety of reasons. The main reason is efficiency for saving time and efforts, which was mentioned by 70% of the students. The second reason, selected by 37% of the students, is related to the importance of the message over its form. The third reason for using deviated forms is to follow a trend/fashion in writing, with a percentage of 33%. The fourth reason is to make conversations less formal and rigid with a percentage of 25%. The fifth reason is related to space constraints. 18 % of the students reported that it is not always possible to write the whole words due to space limitations. The same percentage (18 %) of the students chose the option 'Playfulness: To amuse the readers'. Other students (3%) selected the option 'to maintain secrecy'. However, 7% of the students selected the option 'other' without pacifying this other reason.

Q16. Is there anything you would like to add concerning "Linguistic Deviations in Computer-mediated Communication Messenger Conversations?"

This question aims to have extra information about students' attitudes towards the topic of investigation, which is about linguistic deviations in computer-mediated communication Messenger conversations. Here, the participants are free to answer the open question. In fact, the majority of EFL Master 2 Language and Communication students did not answer this question, while others claimed that there was nothing to add. Only three students added the following:

-Yes, it is important and helps us to gain time and effort! It's an important mean to create many social, professional relations and I think that the importance is given to content not the form.

-I think that our methods of writing with the social media are not for us, because we use a lot of abbreviations which is a limited language.

-There are other types of deviations.

Conclusion

This third chapter has presented the findings obtained from the analysis of the corpus (Students' Messenger conversation screenshots and the questionnaire, using Leech's (1969) model of Linguistic Deviations. Thereon, four Leech's linguistic deviations were investigated in students' Messenger conversations. The interpretation of the findings is deeply discussed in the following chapter.

Chapter Four

Discussion of the Findings

Introduction

The present chapter provides a discussion of the main results obtained from the analysis of the study corpus that consisted of thirty-three Messenger conversation screenshots and the online questionnaire addressed to EFL Master 2 Language and Communication students at the University of Tizi-Ouzou. Moreover, it seeks to answer the research questions formulated in the general introduction and check the validity of the advanced hypotheses. The first part of this chapter discusses the results related to the first research question and the second part deals with the interpretation of the findings addressing the second research question.

IV.1. Discussion of the Findings Addressing the First Research Question

The first objective of the study was to determine the types of language deviations used by the students in their Messenger conversations. The analysis of the corpus of the students' Messenger conversations revealed that they use a variety of informal writing styles. They are categorised using Leech's (1969) linguistic deviations model.

According to Leech (1969), the use of linguistic irregularities in writing is due to the quality of information that the writer wants to address when communicating. This means that the writer's choice depends on his/her will to simplify his/her way of writing by neglecting the standard structure of the English language, and his/her focus on the meaning in conveying messages to others.

Four main linguistic deviations were identified during the analysis of the screenshots. This included grammatical deviations, in addition to graphological deviations that are strongly present in the conversations such as abbreviations, capitalization, misspelling, punctuation, and numerical. Next, we have phonological deviation with its three types as well as lexical deviations. These findings support the results obtained from question 8 in the questionnaire where the majority of the students reported that they favor the communicative aspects (how to

communicate/ The content of the message) over the linguistic aspects (grammar, vocabulary, spelling, pronunciation) of the message. This also supports the findings obtained from questions 10 and 11 where the students highlighted the types of linguistic deviations they use in their Messenger conversations.

IV.1.1. Discussion of Graphological Deviation

The analysis of the corpus revealed that the language used in Master 2 students' Messenger conversations violates the norms of graphology. According to Leech (1969), graphological deviation is an external aspect of style consisting of issues of capitalization, misspelling, abbreviations, and numerical. These aspects were identified in students' Messenger conversations. In addition, the analysis of question 12 in the questionnaire revealed that the majority of the students admitted that when writing Messenger text messages, they do not follow norms of language aspects such as punctuation and capitalization due to speed and brevity. Furthermore, the results obtained from question 11 showed that 32.1% of the students use graphological deviations in their Messenger conversations.

The language used by the students in their Messenger conversations violates the norms of graphology about punctuation. Deviation in punctuation can occur for various reasons. For instance, in conversation screenshot 11, the lack of punctuation in "Where are u" creates an informal tone that is found in quick messages and informal conversations. The casual and quick nature of online communication where conciseness and rapidity are prioritized may lead users to eliminate punctuation. In addition, they may have to remove punctuation to make their message fit within the allotted space. In a study about punctuation rules in Internet communication, Lytvyn et al. (2022) found that students did not pay attention to punctuation because they switched to conversational informal style. In the present study, it was also observed that students used excessive punctuation such as the use of two question marks in

“All modules???” (See conversation screenshot 18), three exclamation marks in conversation screenshot 13, and a question mark followed by an exclamation mark in conversation screenshot 32. In this context, Sidiq, Basri and Salija (2019) explain that university students use excessive punctuation in their online written communication on social networking sites to emphasize their words.

The language used by the students in their Messenger conversations also violates the norms of graphology regarding capitalization. Graphological deviation related to capitalization refers to variations in the use of uppercase and lowercase letters to convey emphasis, for instance. Indeed, Sadoon (2010) explains that “capitalization of various sizes is used for emphasis, irony, satire, and other literary purposes” (p. 55). In conversation screenshot 13, one of the students wrote “BUT NOT FUN SENDING INAPPROPRIATE THINGS AND REMOVING THEM”. The use of all capital letters here may indicate emphasis or shouting. Another example of graphological deviation related to capitalization is the lack of capitalization or the use of small letters in the initial letter of proper names. For instance, in conversation screenshot 18, one of the students wrote “So WE have two lectures with Miss a and intercultural teaching”. The name of the teacher is written with no initial capitalization maybe to convey informality or casual tone. Similarly, Khatiwada (2011) found that the SMS text messages he analysed included capital letters and small letters in the initial letter of proper names. This outcome is also in line with the findings of Pandey (2013) who found that “85% of the total facebook users used deviated form of language regarding capitalization in facebook chat messages” (p. 42).

In addition, the students misspelt various words in their Messenger conversations. Misspelling like using “xorry” instead of “worry” in conversation screenshot 17 can convey a sense of informality. Another example of spelling deviation is found in conversation screenshot 11. The student wrote “clad” instead of “class”. The rapid typing of words can lead

to spelling deviations. The casual and fast-paced conversations can lead to unintentional typographical mistakes. According to Verheijen (2015), “users have to respond rapidly to keep up with the conversational pace in order to maintain the floor, which gives them less time to revise their writing and check their spelling” (p. 134).

Furthermore, abbreviations and numerical digits were found in the Messenger conversations of the students. According to Javed and Mahmood (2016), “a word is abbreviated by omitting letters from one or more parts of the whole word. There are four main kinds of abbreviations, ‘shortenings’, ‘contractions’, ‘initialisms’, and ‘acronyms’” (p. 84). An example of shortening can be found in conversation screenshot 11, where the student used “u” instead of “you”. Contracted forms are used, for example, in conversation screenshots 5 (the use of “i’ll” instead of “I will”) and 24 (the use of “isn’t” instead of “is not”). Examples of initialisms include “omg” (conversation screenshots 2 and 6) and “esp” (conversation screenshot 21). In conversation screenshot 16, the students used the acronym “Lol”. The use of numbers can be found in conversation screenshots 5 (I’ll forward it **2u**), 6(**2i** guess) and 15 (gr**8** pleasure). The use of abbreviations and numerals may be due to various reasons such as character limitations, efficiency, and speed.

IV.1.2. Discussion of Grammatical Deviation

The analysis of the corpus revealed that the language used in Master 2 students’ Messenger conversations breaks the norms of grammar. In addition, the analysis of question 11 in the questionnaire revealed that 35.7% of the students admitted that they use grammatical deviations in Messenger text messages, meaning that they do not respect the grammar rules of the standard language. According to Alkhazaali (2018), “grammatical deviation in virtual discourse can be seen as a result of the writers’ goal to show brevity, speed and familiarity” (p. 60).

The language used by the students in their Messenger conversations violates the norms

of grammar. For example, the repetition of negative words in conversation screenshot 15 “Nope , no no, not taking the pic” may express emphasis. The student used many negative terms in the same sentence maybe to convey a stronger sense of disapproval or opposition. This sentence also violates the norms of grammar because it is incomplete. According to Khatiwada (2011) “incomplete sentences can also equally contribute to make the language of SMS deviant” (p. 45).

In addition, some examples included slit rearrangements in the common structural pattern, S+V+O turned into V+O as in conversation screenshot 14 “Don’t know”. This is due to the omission of the subject of the sentence. In their Messenger conversations, it was observed that the students omitted the function words such as personal pronouns that served as the sentence subject. Due to the omission of articles, pronouns and sentence subjects, the grammatical structure of messages deviates from standard rules (Khatiwada, 2011).

Furthermore, the students misused prepositions and relative pronouns in their Messenger conversations. This can be found in conversation screenshots 29 and 30. Using the wrong preposition and relative pronoun can be considered a linguistic deviation that may result from typing speed. The language used by the students in their Messenger conversations also violates the norms of grammar regarding verb tense. In screenshot 02, one of the students wrote “If you can’t find your mark **gave** her your name”. The ordinary spelling is the use of “give” instead of “gave” to indicate the imperative. The use of the wrong tense can be attributed to the nature of online discussions, which lead to occasional errors and inconsistencies.

IV.1.3. Discussion of Phonological Deviation

The analysis of the corpus revealed that the language used in Master 2 students’ Messenger conversations violates the norms of phonology. According to Leech (1969), phonological deviation is usually associated with irregularities of pronunciation and sounds.

These aspects were identified in students' Messenger conversations. In addition, the analysis of question 11 in the questionnaire revealed that 28.6% of the students admitted that when writing Messenger text messages, they use phonological deviations.

The language used by the students in their Messenger conversations violates the norms of phonology. Deviation in phonology for Leech (1969) is concerned with three types that involve the omission of certain sounds. These phonological deviations include elision, aphesis and apocope. The omission of the initial part is called aphesis and the last part is apocope. The current analysis identified the presence of aphesis and apocope in students' messages. For instance, aphesis can be found in conversation screenshot 02, "Is she that' azy (crazy)" And screenshot 7 "And u ll get". Apocope can be located in conversation screenshot 31 "can I plz **gimme** the email of Mr "A". In the present study, it was also observed that students used elision, which is the omission of a vowel, a consonant, or a syllable (Bussmann, 2006), for instance, "**Idk** why the messenger isn't working" in conversation screenshot 24.

This is due to the students' willingness to sacrifice formal language norms for faster interactions. Verheijen (2015) indicates that users often disregard standard language conventions for efficiency and brevity reasons. That is to say, students may have to remove some parts / letters of words to be rapid and brief.

IV.1.4. Discussion of Lexical Deviation

The analysis of the corpus revealed that the language used in Master 2 students' Messenger conversations violates the norms of lexis. According to Leech (1969), lexical deviation is adding strange and new words that did not formerly exist. This process is called *neologism*, which means inventing new words that did not exist before through four ways (nonce-formation, functional conversion, affixation and compounding). This aspect was identified in students' Messenger conversations. In addition, the analysis of question 11 in the questionnaire revealed that the majority of the students (42.9%) admitted that when writing

messenger text messages, they do not follow norms of language aspects about lexis.

The language used by the students in their Messenger conversations breaks the norms of lexis. In computer-mediated communication, lexical deviations can involve the creative use of abbreviations, acronyms, and slangs. Deviation in lexis can occur for various reasons. For instance, the use of initials in screenshot 9”bcz”(because) , screenshot 10 “Hhhhhhhh”(laughter) , screenshot 16”Lol”(Lots of laugh) and screenshot 25”Idk”(I don’t know) is due to students’ desire to save time, effort and space.

In the present study, it was also observed that students used accent stylisation, which refers to the manner a word is spelt as it is pronounced in casual speech (Achili, 2021). This can be found in screenshot 01 “**Yeah** , it was so random ...”,and screenshot 17 “**Mmmm** interesting”, because of the students objective to write less formal conversations with friends and classmates.

The results obtained from the questionnaire revealed that the students used more lexical deviations than the three other types of deviations investigated in this study. This contradicts the results obtained from the corpus where graphological deviations were overused by the students. These findings can be explained by the fact that our study analyzed only thirty-three Messenger conversation screenshots collected during a certain period. The current study did not analyze all the Messenger conversations of Master 2 Language and Communication students.

What is worth mentioning is that the deviated forms found in students’ Messenger conversations are considered linguistic deviations and not errors. This is mainly because the students indicated in the questionnaire that they are aware that the language used in computer-mediated communication is deviated and that they are familiar with the linguistic deviations they use in their computer-mediated communication Messenger conversations. In addition, the majority of the students viewed their level in English as being very good and good, which

means that they are aware that the forms they use are deviations and not errors.

IV.2. Discussion of the Findings Addressing the Second Research Question

In order to answer the second research question that aims to find the reasons why students use deviated forms in their Messenger conversations, the results obtained from question 15 in the questionnaire are considered. Students were asked to select one or more of the seven options provided or mention other reasons.

The results revealed that the main reason students use deviated forms in their Messenger conversations is efficiency. It means that they deviate from standard language forms to save time and effort. The students chose to send messages to their classmates quickly and concisely, and this led to the use of unusual language forms and the omission of certain language elements. Achili(2021) asserts that “For speed and brevity reasons, the texters’ concern with time and rapidity in delivering messages might be at the origin of the creative use of punctuation” (p. 134).

The second reason highlighted by the students is that they think that the content of the message is more important than its form. This supports the findings obtained from question 8 where the students stressed the importance of the communicative aspects over the linguistic aspects of the message. The students prioritize effective communication exchanges over the standard language form. Similarly, Khatiwada’s (2011) informants indicated that one of the reasons they use deviated forms is related to the fact that the message is more important than its form.

The third reason is related to internet culture. More specifically, students deviate from the standard language form to adopt certain language forms and invent new expressions to stay connected with the growing online culture or trend.

The fourth reason is to make conversations less formal and rigid. It was mentioned by

25% of the students. When students communicate with their classmates, they tend to use informal language. Achili (2021) states that “little attention is paid to grammar or spelling given the informal context of production” (p. 223).

The fifth reason concerns space constraints. 18 % of the students indicated that it is not always possible to write whole words due to space limitations. Indeed, as already mentioned in the review of the literature chapter, certain CMC platforms impose character limitations, leading users to use abbreviations and reduced language forms to respect character constraints. This results in a more informal and reduced form of communication.

Other reasons include playfulness or amusing the readers and maintaining secrecy. The findings of the present study are in line with the findings obtained by Khatiwada (2011) where economy of time, message is more important than its form, not always possible to write the whole words, and established trends or fashion were cited as the main reasons for graphological and grammatical deviations.

Conclusion

This chapter has discussed the findings of the current research that investigated linguistic deviations in computer-mediated communication Messenger conversations of EFL Master 2 Language and Communication students at the University of Tizi-Ouzou. The analysis and discussion of the findings have relied on Leech’s (1969) theory. The chapter has provided answers to the research questions raised in the introduction and confirmed the advanced research hypotheses.

General Conclusion

The present study is a computer-mediated discourse analysis that attempted to investigate the linguistic deviations in computer-mediated communication messages taking the Messenger conversations of EFL Master 2 Language and Communication students at the University of Tizi-Ouzou as a study corpus. More specifically, the study sought to reach two main objectives which were previously mentioned in the General Introduction of this dissertation. The first objective aimed at identifying the linguistic deviations used by Master 2 students in their Messenger conversations with reference to graphology (graphological deviation), grammar (grammatical deviation), phonology (phonological deviation) and lexis (lexical deviation). The second objective sought to find out why Master 2 students use deviated forms in their Messenger conversations. To reach these objectives, the current research adopted Leech's (1969) linguistic deviations as a theoretical framework.

In order to attain the research objectives, provide answers to the research questions, and confirm or refute the proposed hypotheses, we have examined Master 2 students' computer-mediated communication Messenger messages through various readings. To collect and analyze data, a mixed-methods approach was used. Qualitative data were collected from a corpus consisting of thirty-three conversation screenshots obtained from the Messenger group of Master 2 students. The obtained findings were analyzed using Leech's theory of Linguistic Deviations and Qualitative Content Analysis. Quantitative data, on the other hand, were gathered from an online questionnaire addressed to the same students. The results were analyzed in terms of percentages and displayed in diagrams.

The analysis of the corpus and questionnaire revealed that students use linguistic deviations in their Messenger conversations. More specifically, the four linguistic deviations were identified. First, the results revealed that students use graphological deviations related to punctuation, capitalization, misspelling, abbreviations, and numerical. Second, the findings

showed that students deviate from standard grammar by omitting function words and using incomplete sentences. Third, the students used apocope, apharesis and elision as phonological deviations. Finally, the study findings exposed deviations regarding lexis. These findings provided an answer to the first research question and confirmed the first hypothesis that “Master 2 Language and Communication students use graphological, grammatical, phonological, and lexical deviations in their Messenger conversations”.

In addition, the findings revealed that students deviate from the standard language form for various reasons. In the online questionnaire, the students highlighted the following reasons: efficiency (to save time and effort), the importance of the message over its form, internet culture, and making the conversation less formal and rigid. Students’ responses provided an answer to the second research question and confirmed the second hypothesis that Master 2 Language and Communication students use deviated forms in Messenger conversations due to various reasons such as efficiency and space constraints.

It is worth mentioning that the present study has faced some limitations during the process of data collection and data analysis which made the research process a bit challenging. The first limitation is related to the sample size. The study targeted only EFL Master 2 Language and Communication students at the university of Tizi-Ouzou. Therefore, the findings cannot be generalized to all students. The Second limitation is that there was a certain confusion while analysing the students’ Messenger conversations and this forced us to reread the conversations multiple times for the sake of identifying the exact deviate form.

In light of these limitations, some suggestions for further research are required. Our study hopefully contributed to the field of computer- mediated discourse analysis. The current study is just a starting point. Further research can compare the use of linguistic deviations among males and females. In addition, future studies can compare the use of linguistic deviations in formal and informal online discussions. Furthermore, the study relied on

Leech's model of linguistic deviations. Other researchers can use other theoretical framework to guide their research. Another suggestion for further research is to investigate the impact of linguistic deviations on students' academic writing.

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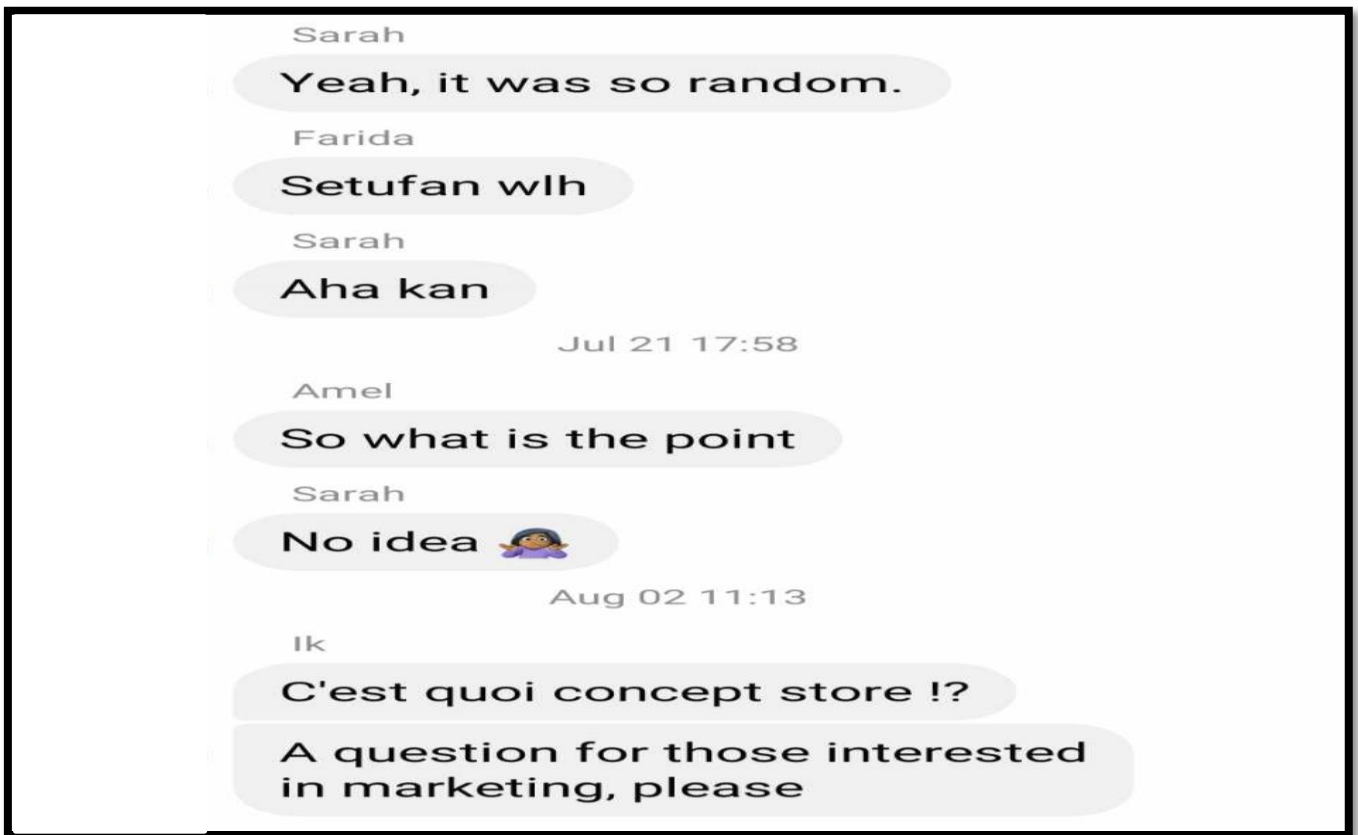
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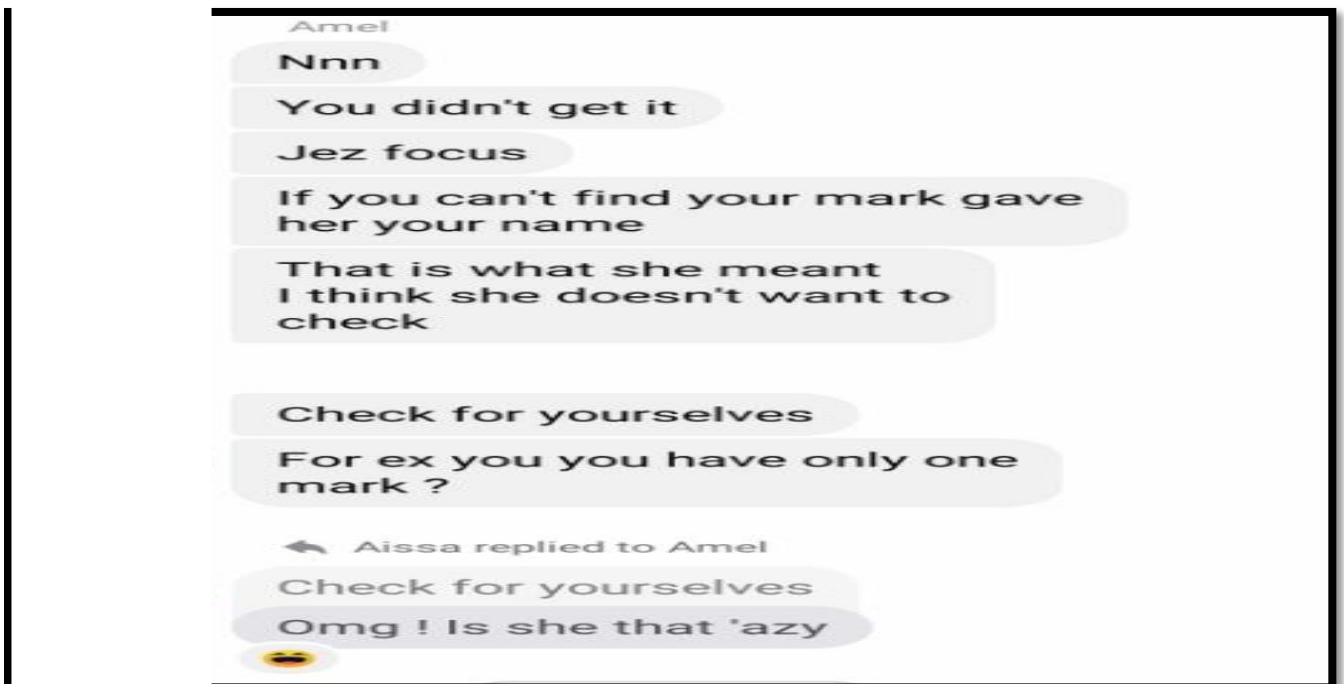
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Appendices

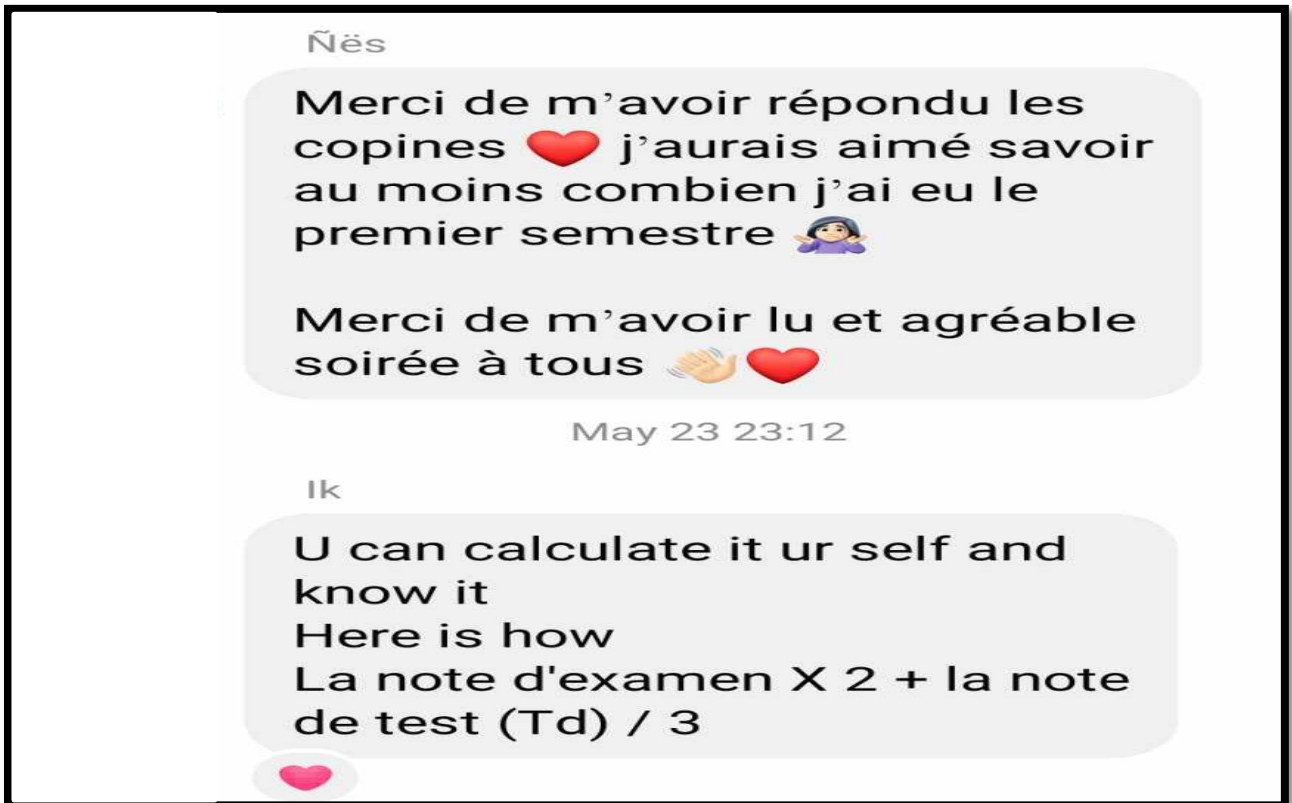
Appendix A: Students' Messenger Conversation Screenshots



Screenshot 01



Screenshot 02



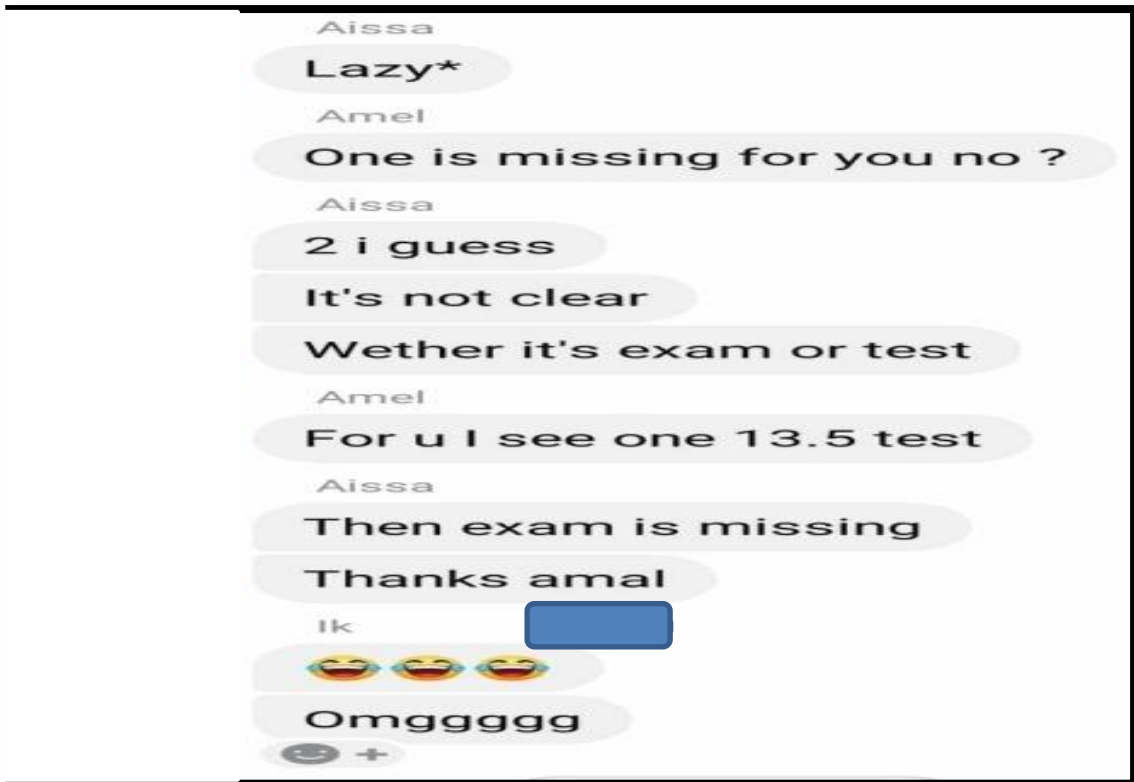
Screenshot 03



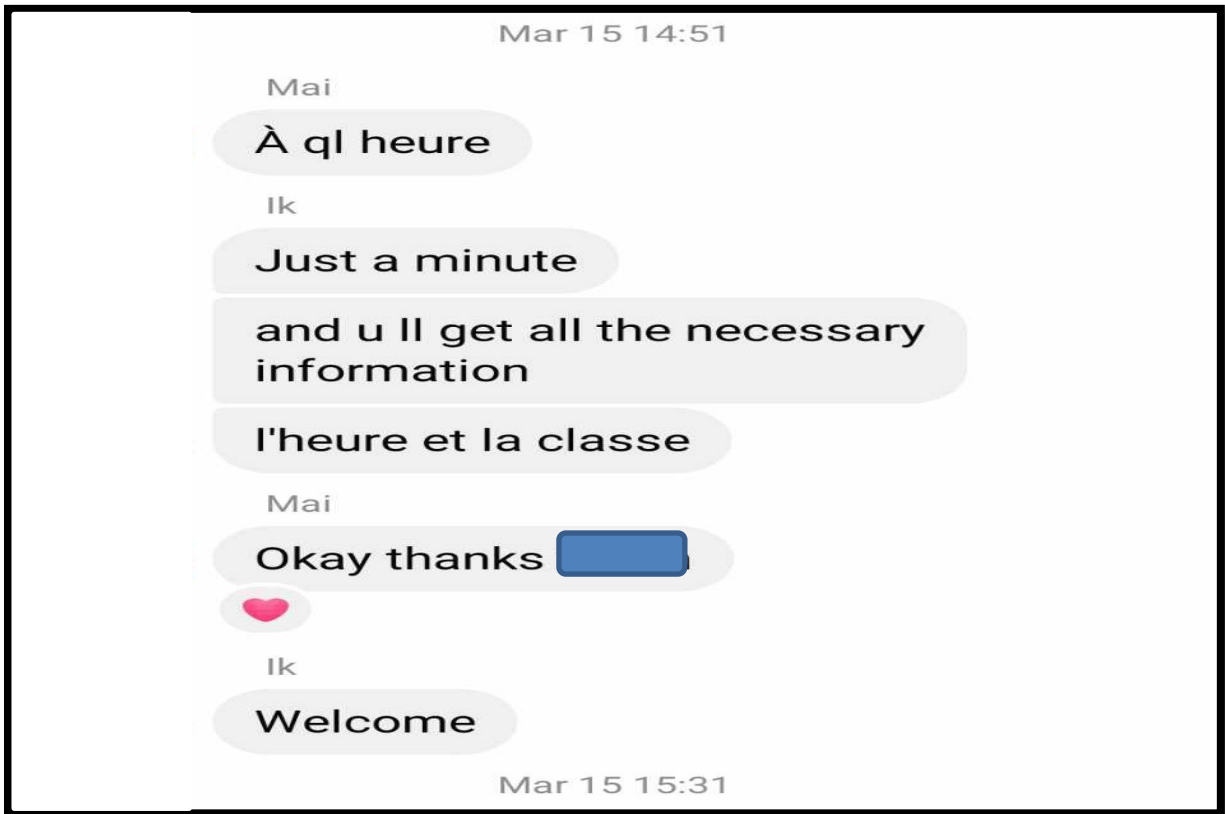
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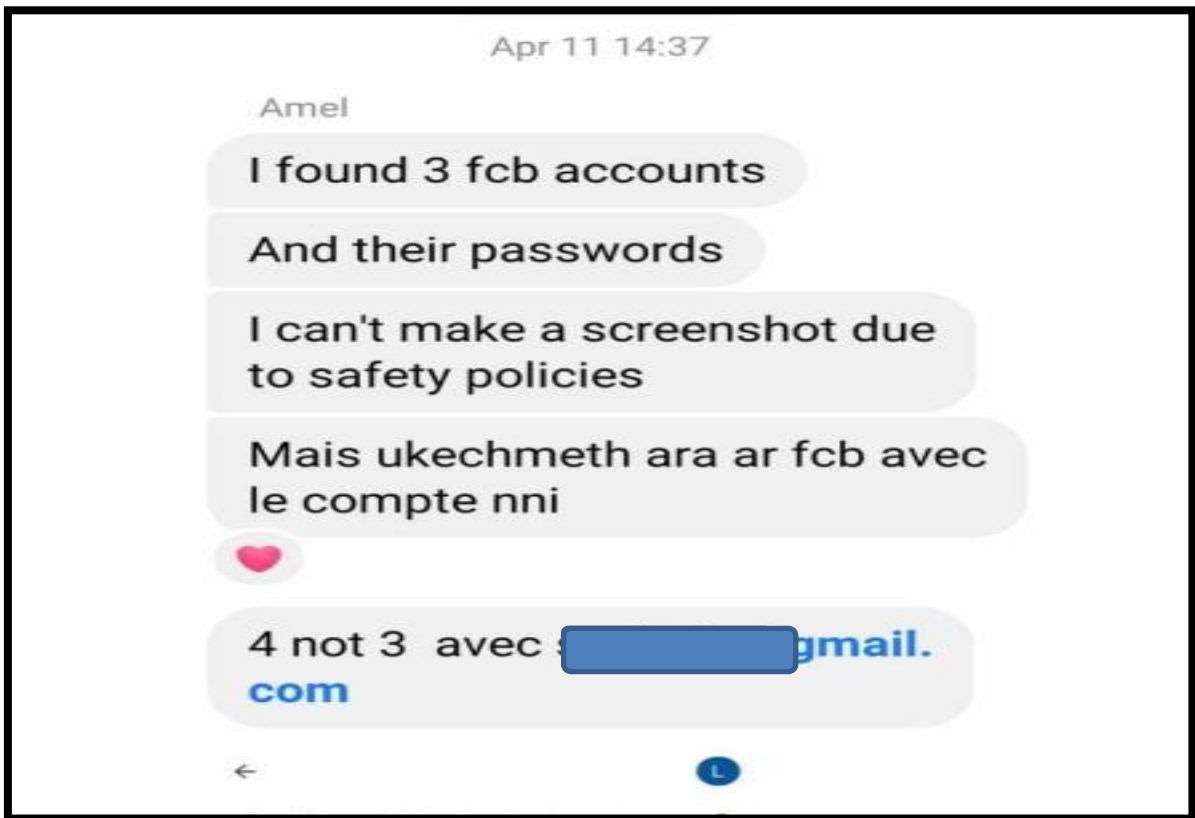
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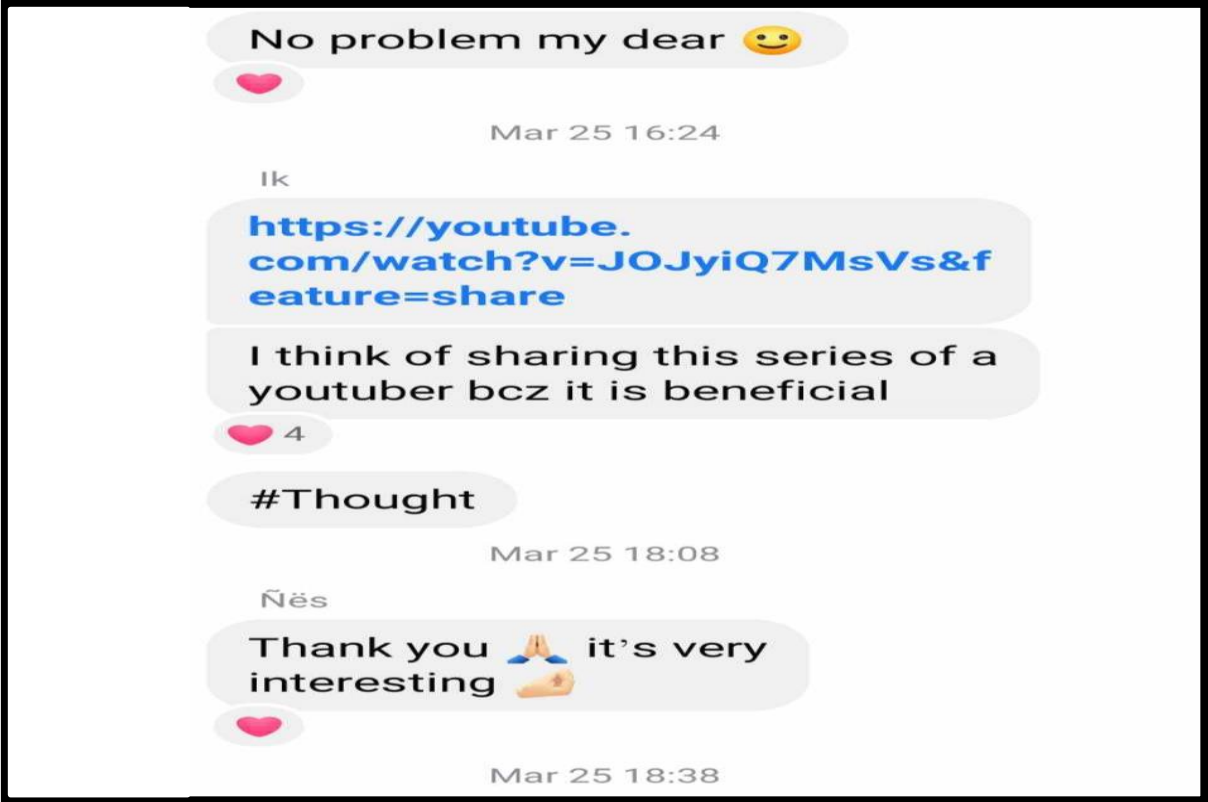
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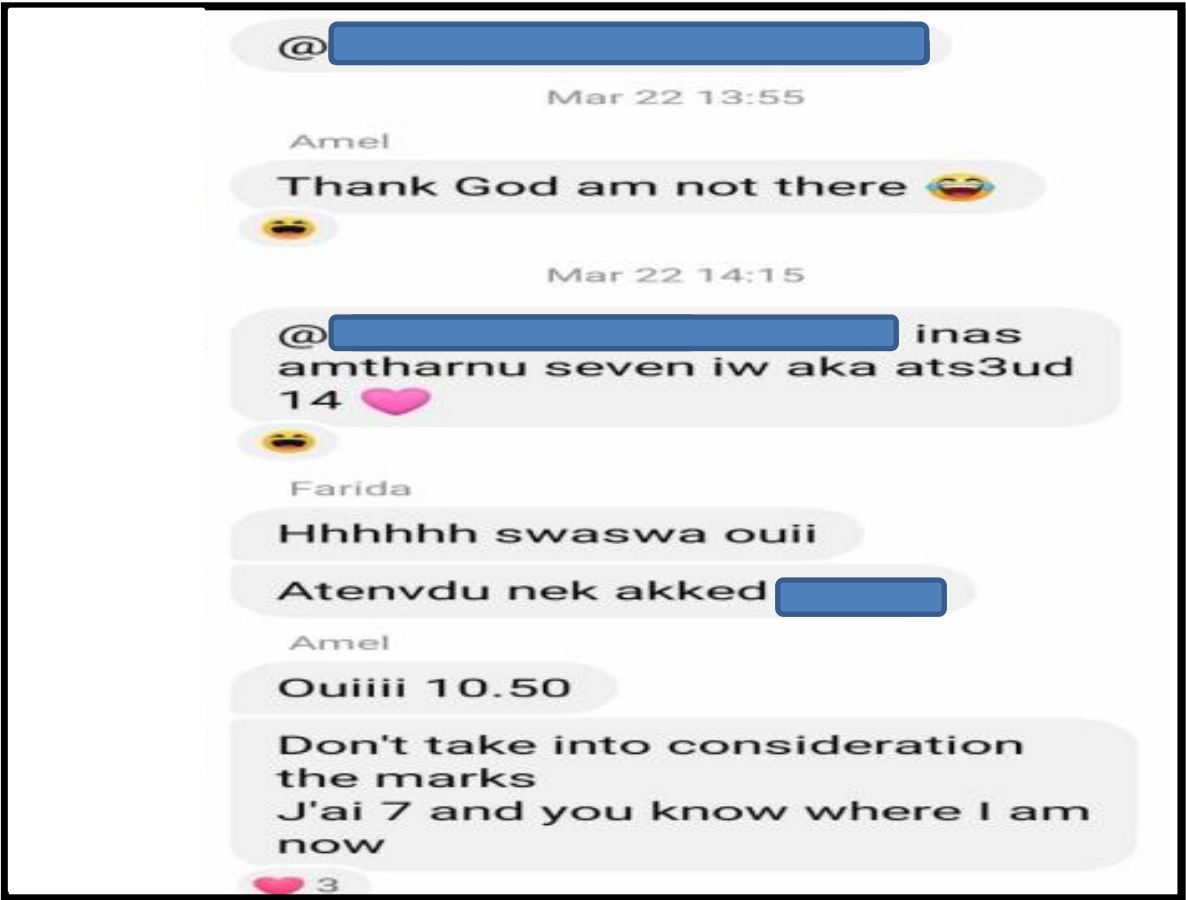
Screenshot 07



Screenshot 08



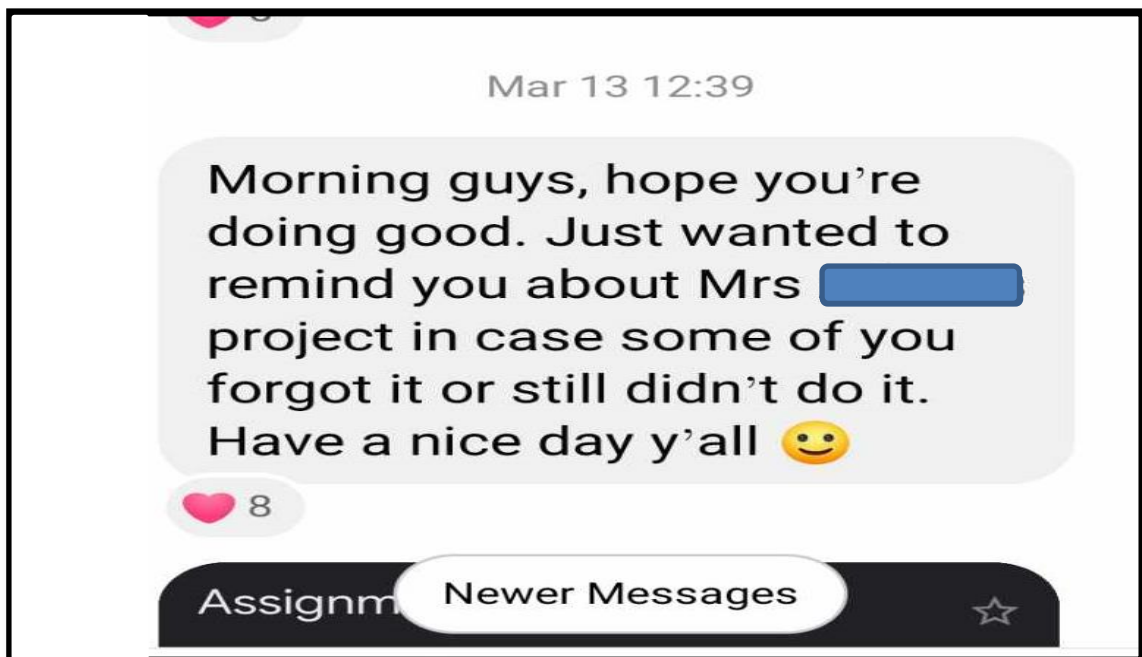
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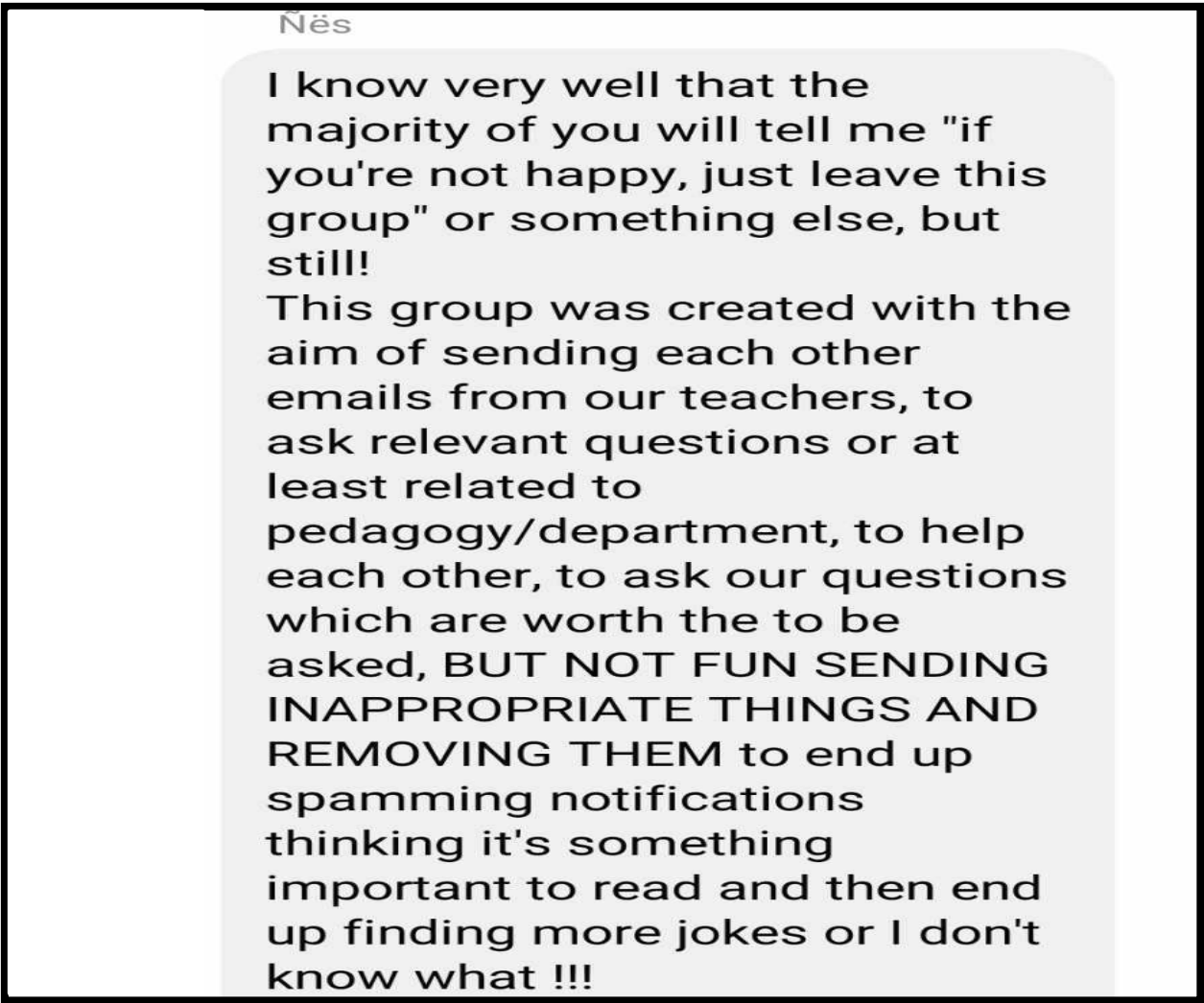
Screenshot 10



Screenshot 11



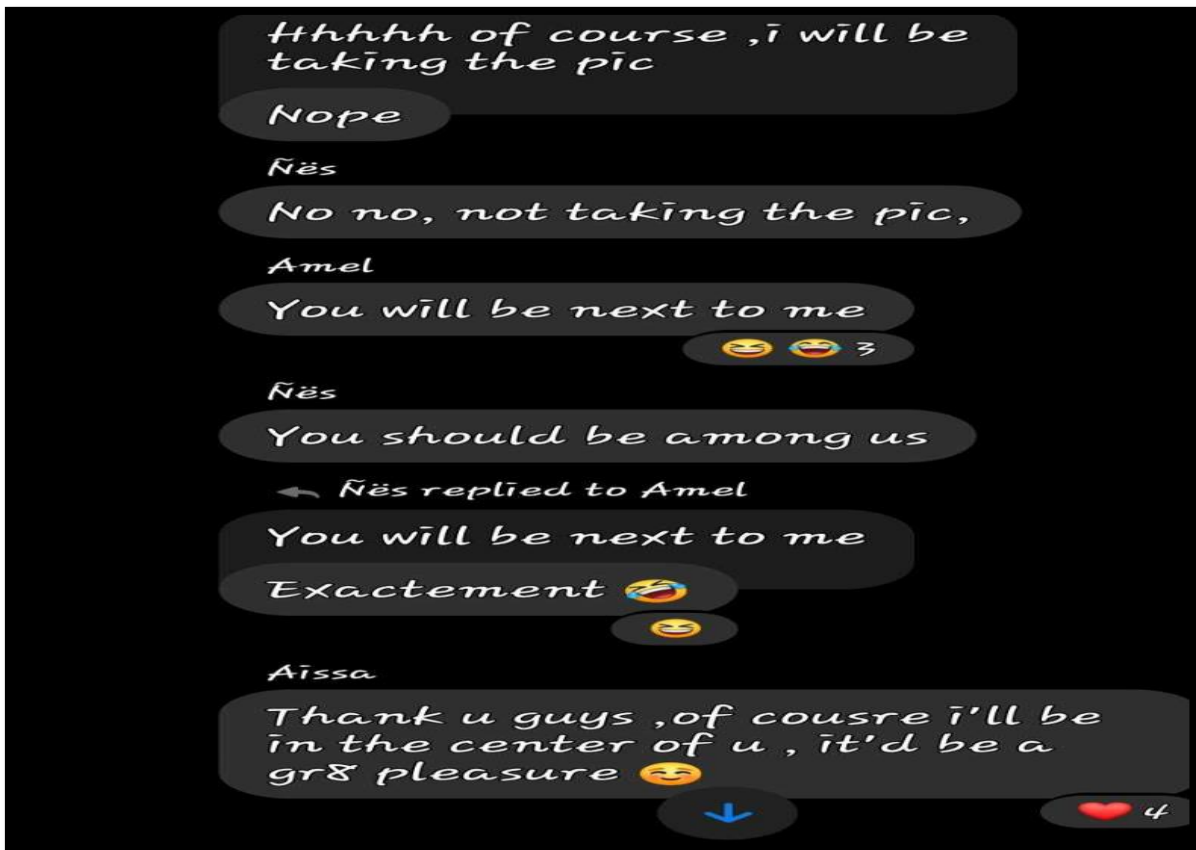
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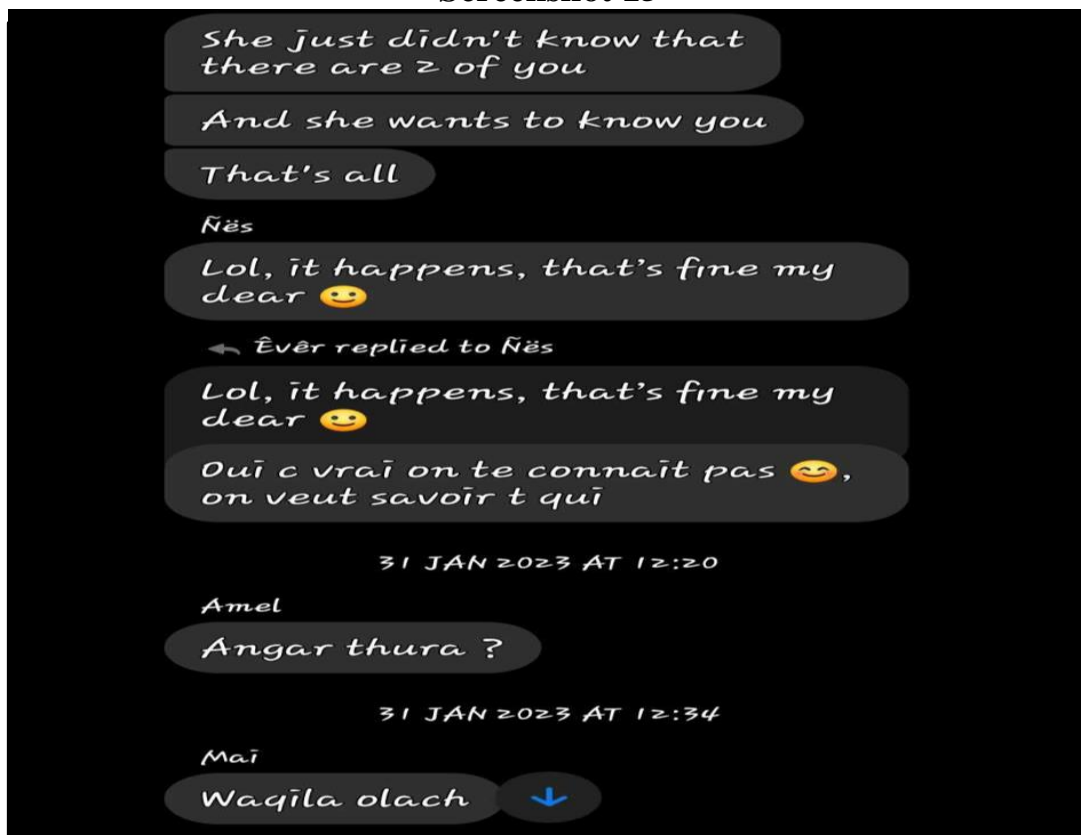
Screenshot 13



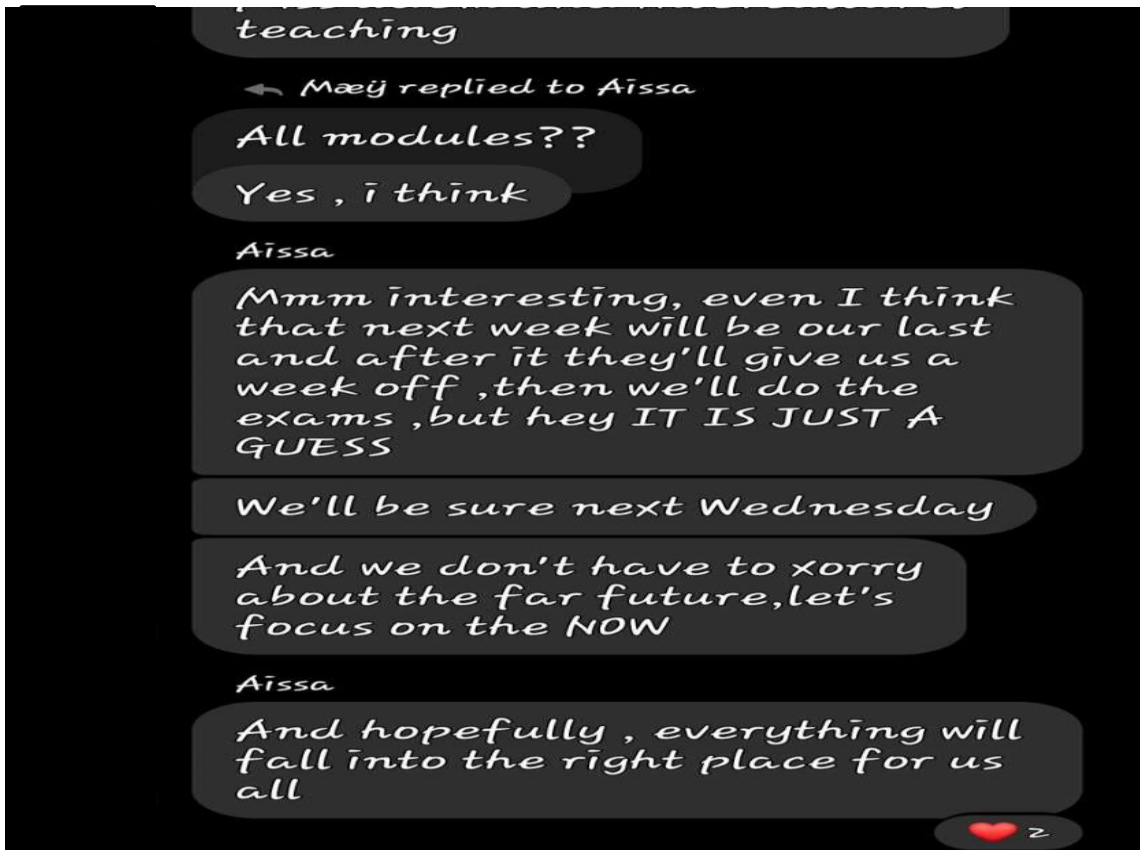
Screenshot 14



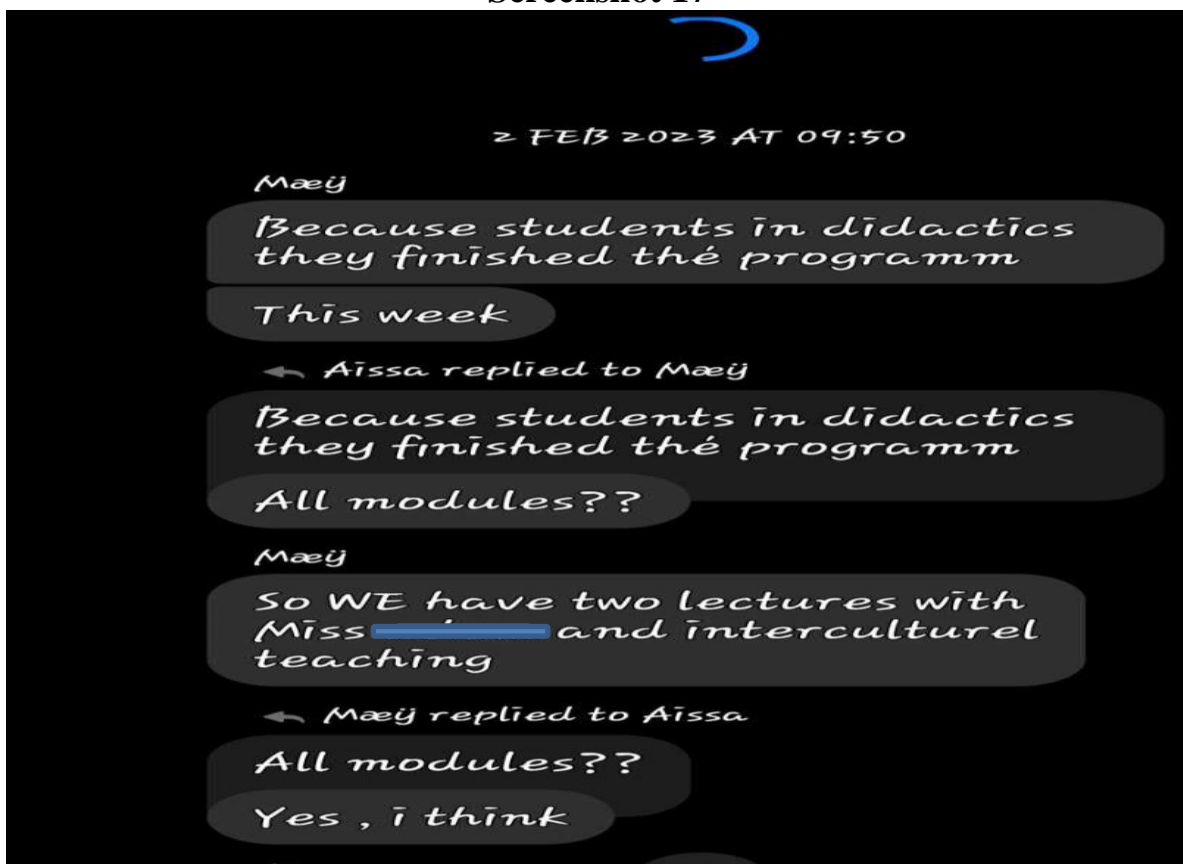
Screenshot 15



Screenshot 16



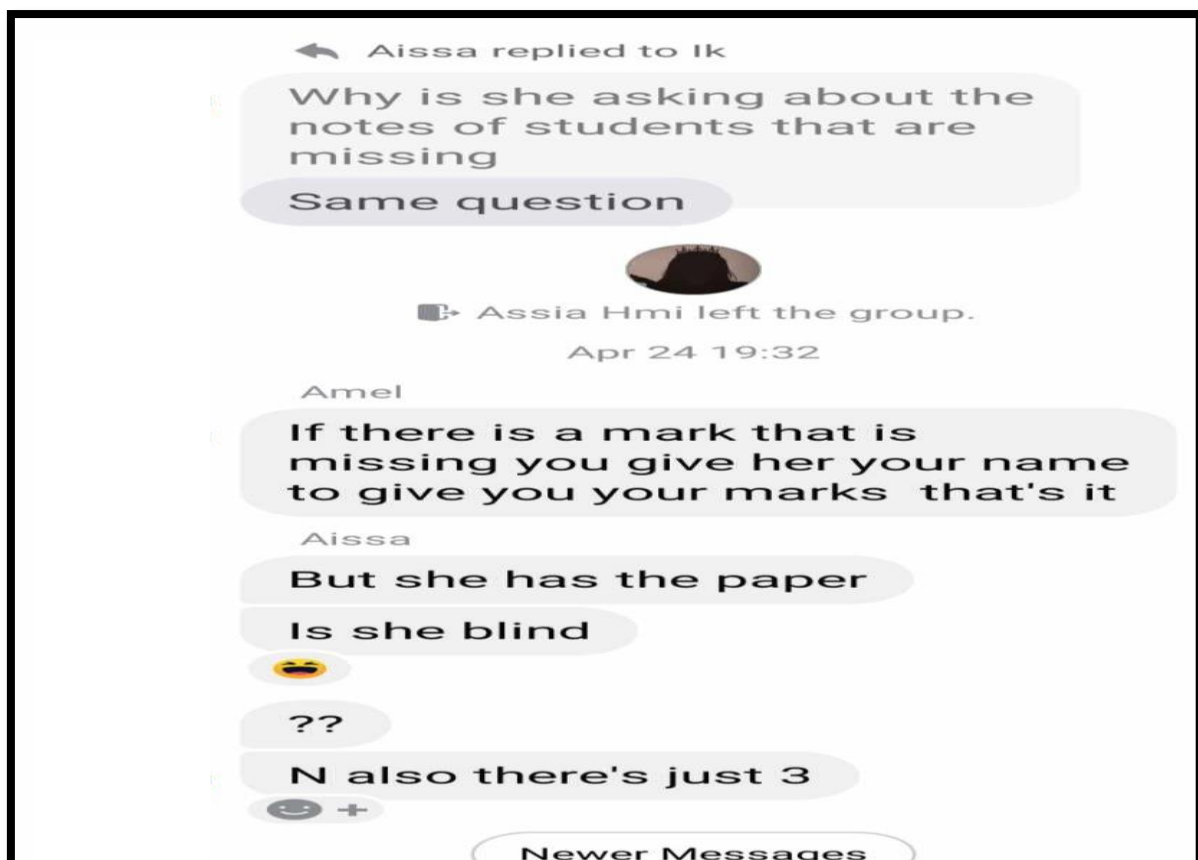
Screenshot 17



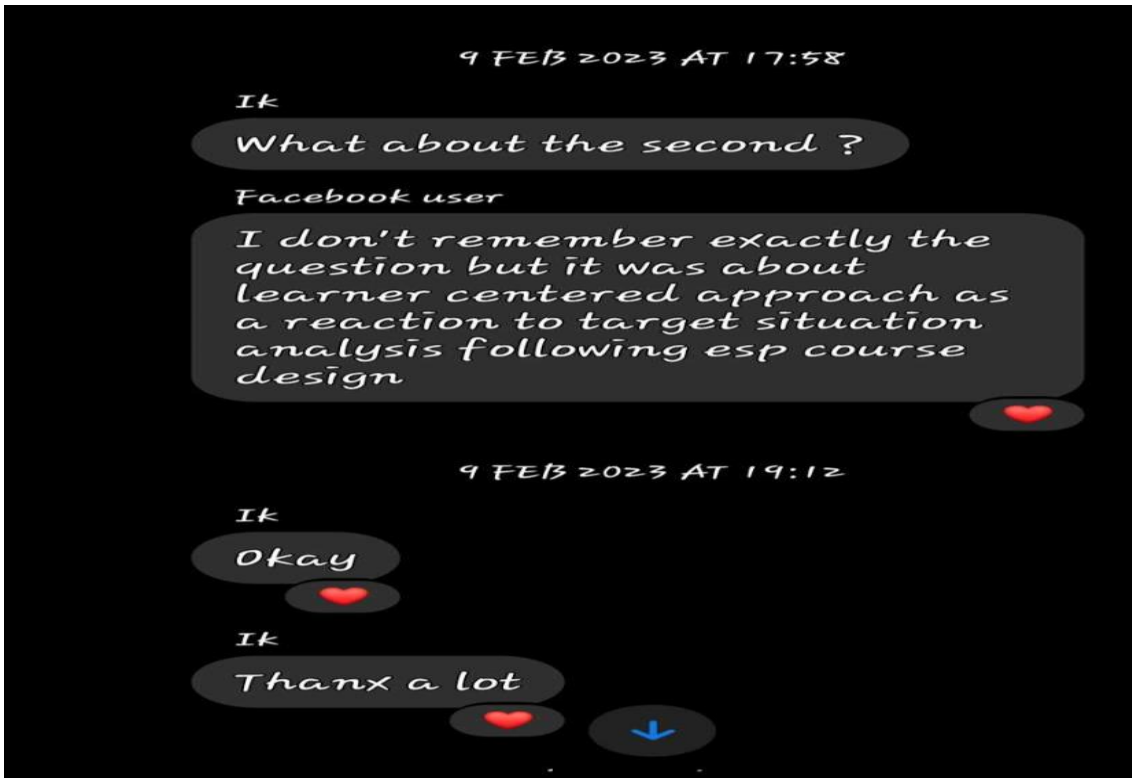
Screenshot 18



Screenshot 19



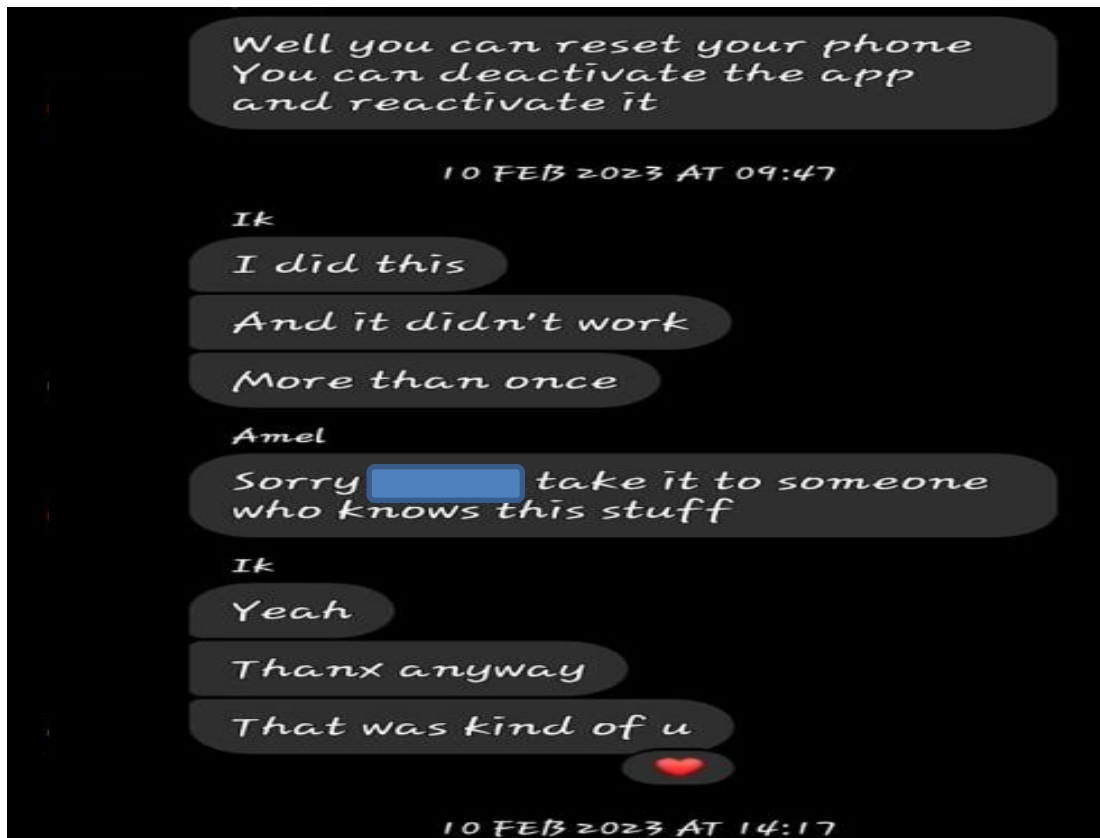
Screenshot 20



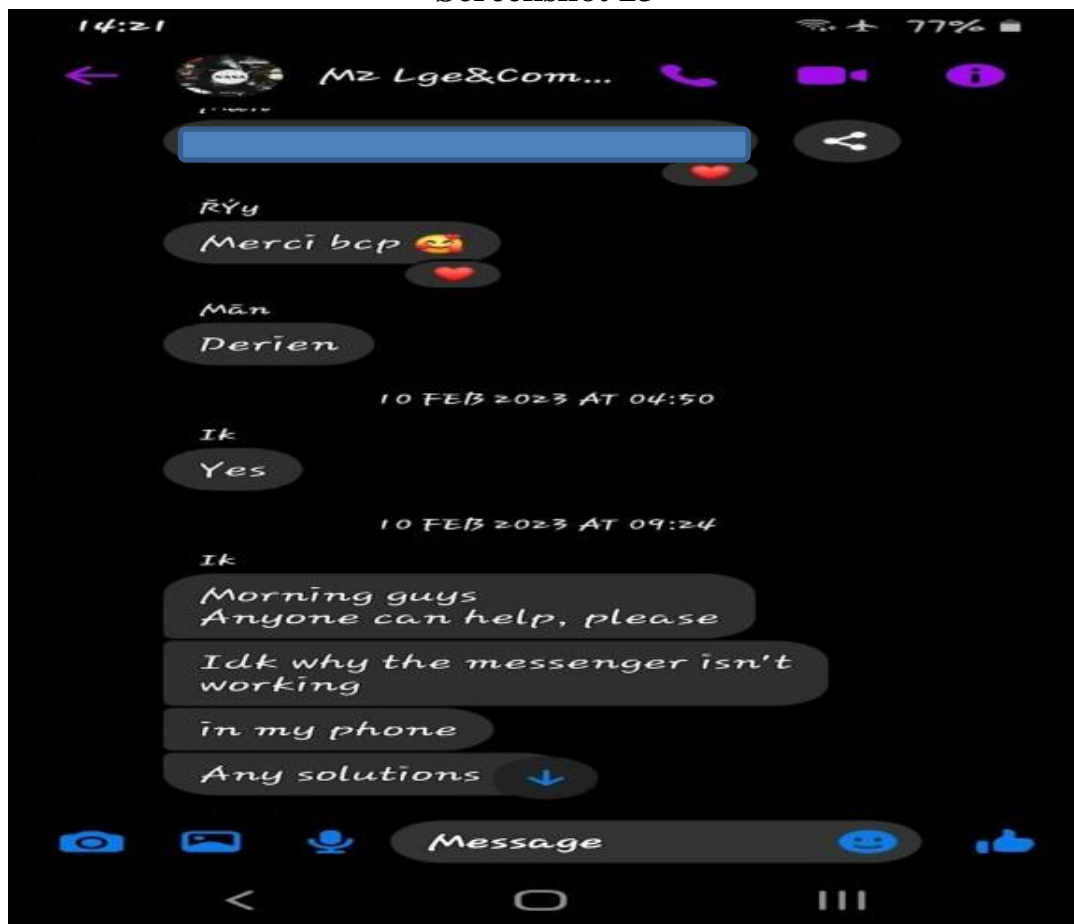
Screenshot 21



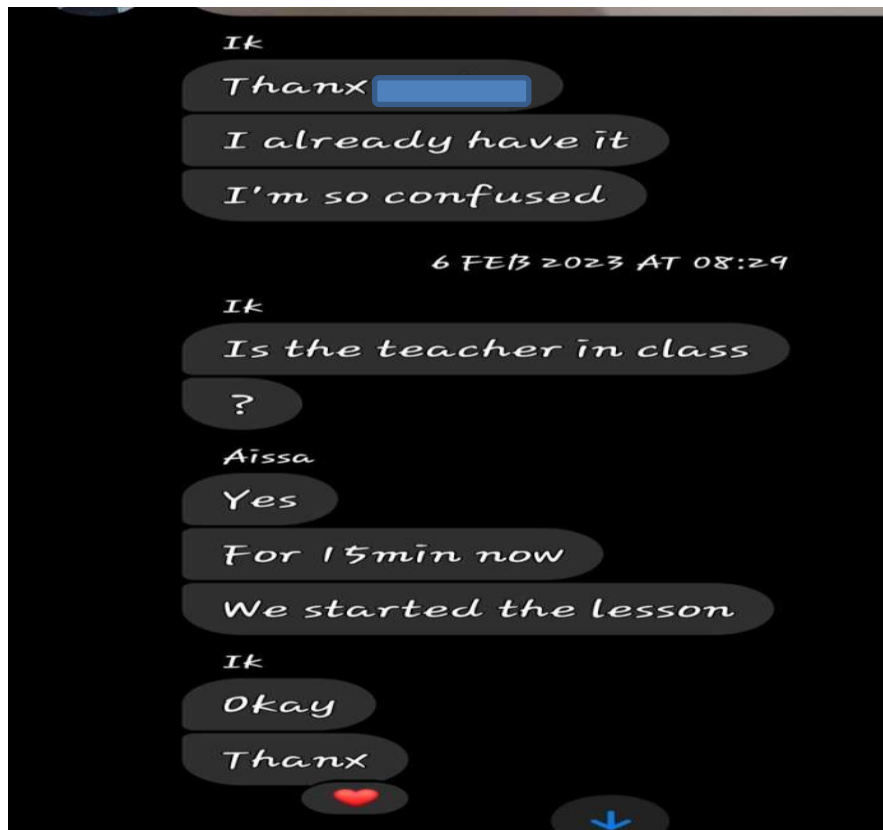
Screenshot 22



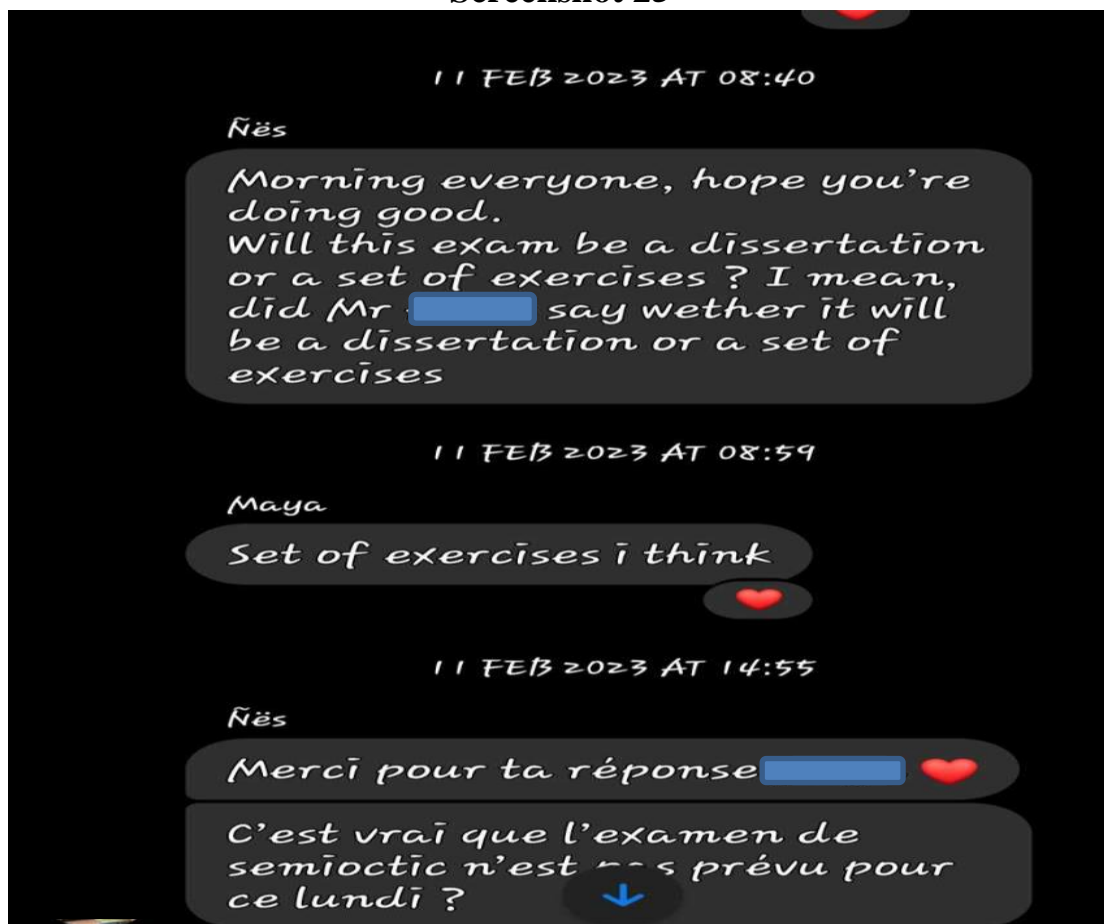
Screenshot 23



Screenshot 24



Screenshot 25



Screenshot 26

← Massi replied to Fairouz

Pas didactique, LGC

My bad.

Fairouz

Subject	Date	time	Venue
Writing a Lit. Commentary (Pr. BOUTOUCHENT)	Thursday 26.01.2023	09:30 → 11:00	Room 3.40
Ang. African Lit (Pr. GUENDOUZI)	Sunday 12.02.2023	09:30 → 11:00	Room 3.40
Teaching Methods /class practice (Mr. HAMI)	Thursday 16.02.2023	09:30 → 11:00	Room 3.40
Research Methodology (Dr. HADJ BACHIR)	Sunday 19.02.2023	09:30 → 11:30	Room 3.40
Didactics of texts (Dr. SEDDIR)	Monday 20.02.2023	09:30 → 11:00	Room 3.40
French	Tuesday 21.02.2023	11:00 → 12:30	Room 3.40
Narrative Theory/Textual Practice (Mr. LAOUARI M.L.)	Thursday 23.02.2023	09:30 → 11:00	Room 3.39
Translation of Literary Texts (Dr. HATEM)	Sunday 26.02.2023	11:00 → 12:30	Room 3.39
Communication (Ms. BAYOU)			

The Head of Department

Massi

So, if you have friends in
Littérature Générale et
Comparée, ask them whether
they want to have the exam on

Tuesday or not.

19 FEB 2023 AT 18:30

Screenshot 27

Even semiotics should have a
day this week

Sarah

I think we shouldn't all come
this Tuesday

Amel

Après l'examen anuh ar chef
de département

Sarah

We need it

Amel

Ouii udnetas ara

We won't come

Rÿy

Ouii ilaqqq akka

Aissa

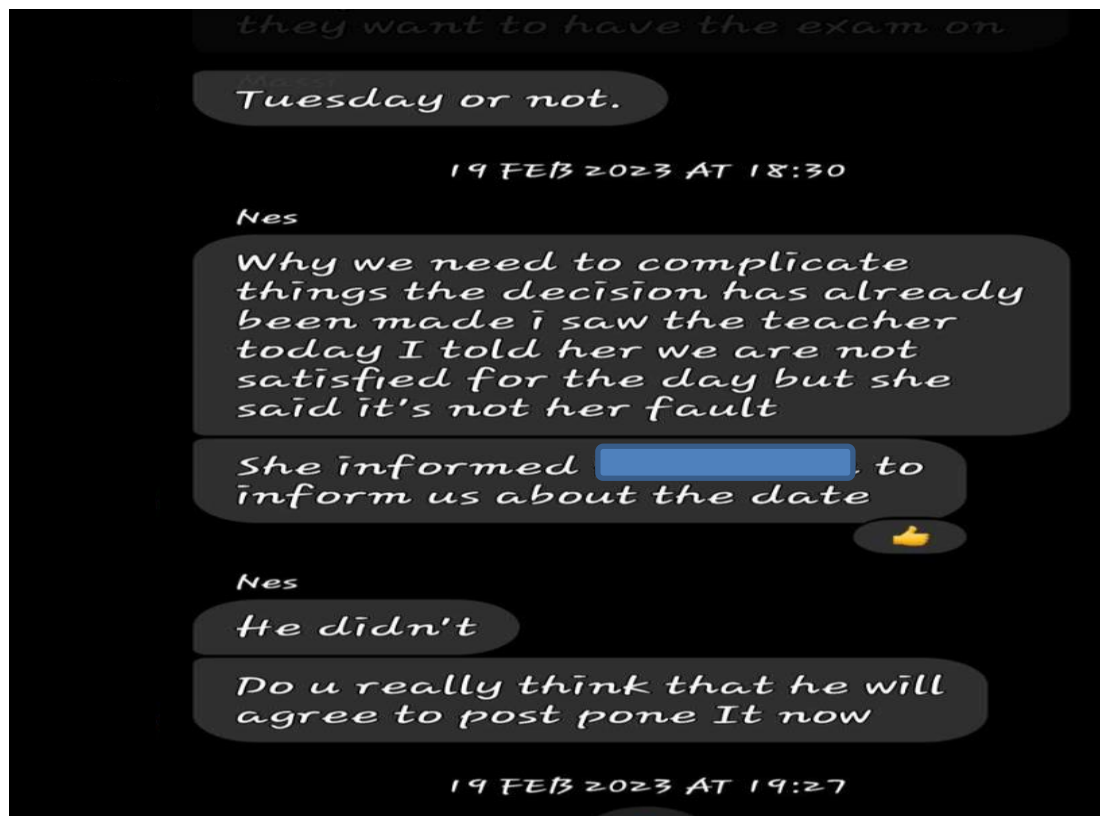
I.ll come

N i'll pass it alone

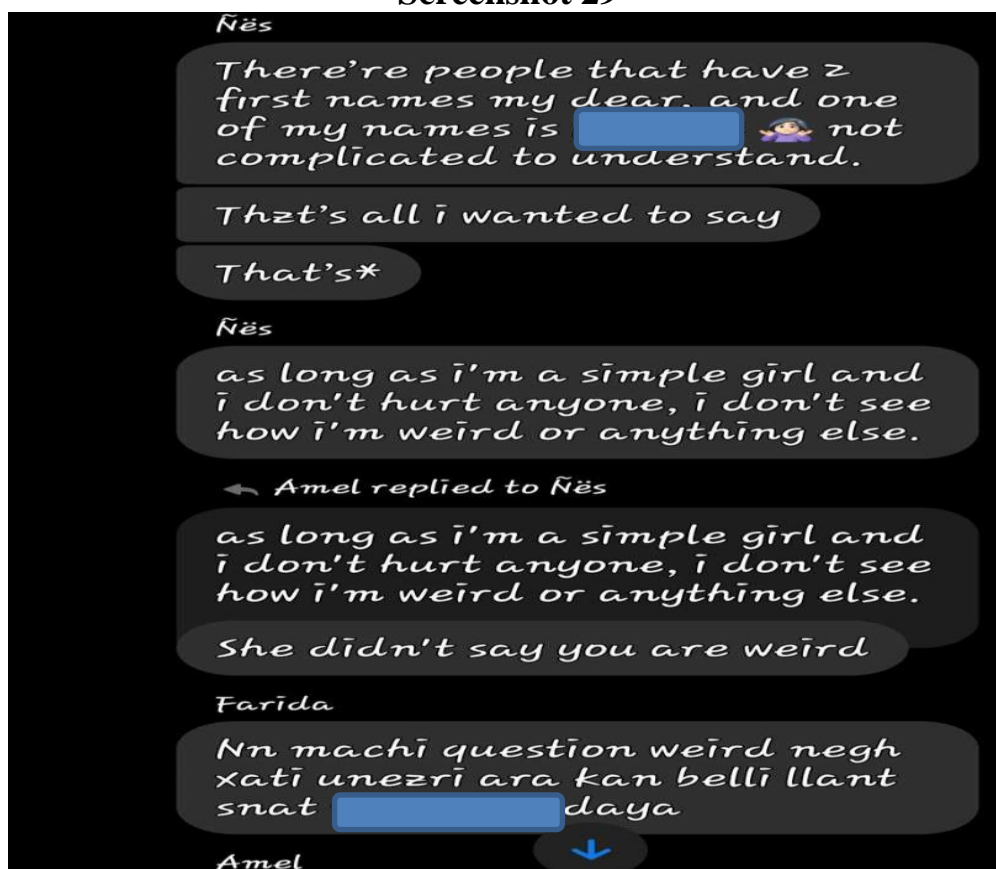
If i have to



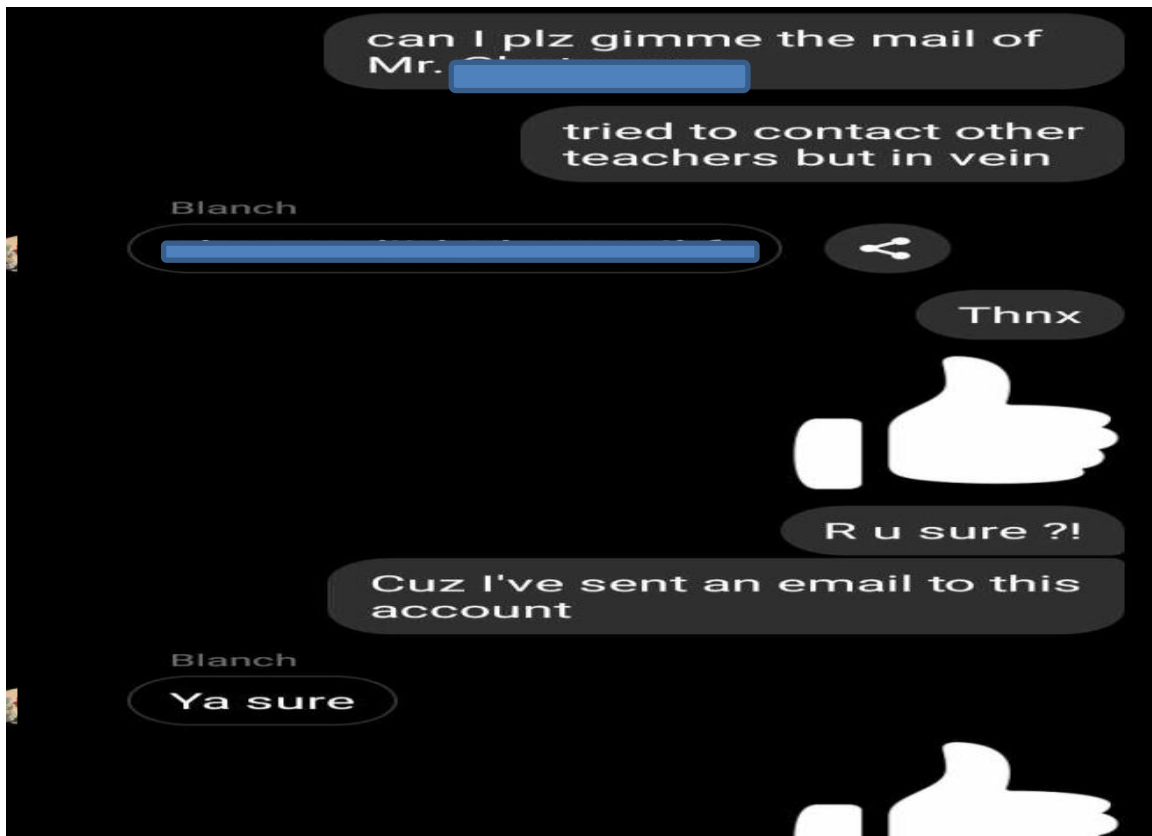
Screenshot 28



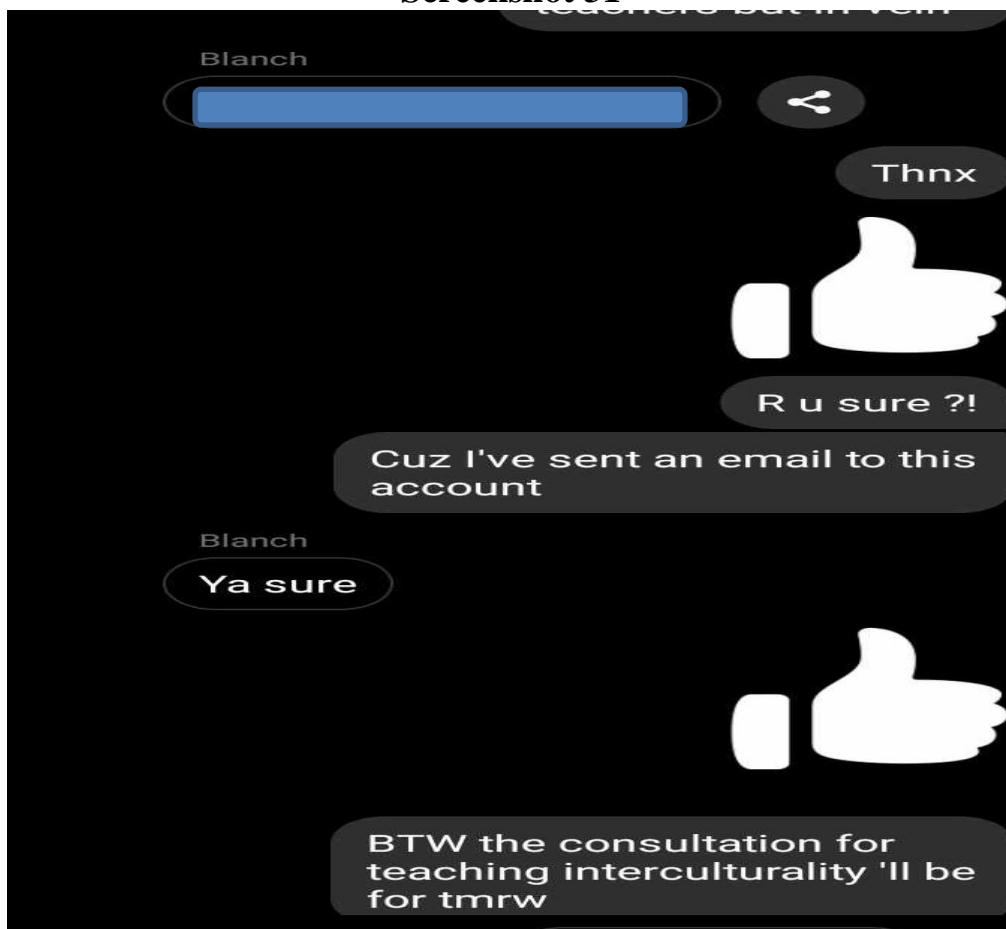
Screenshot 29



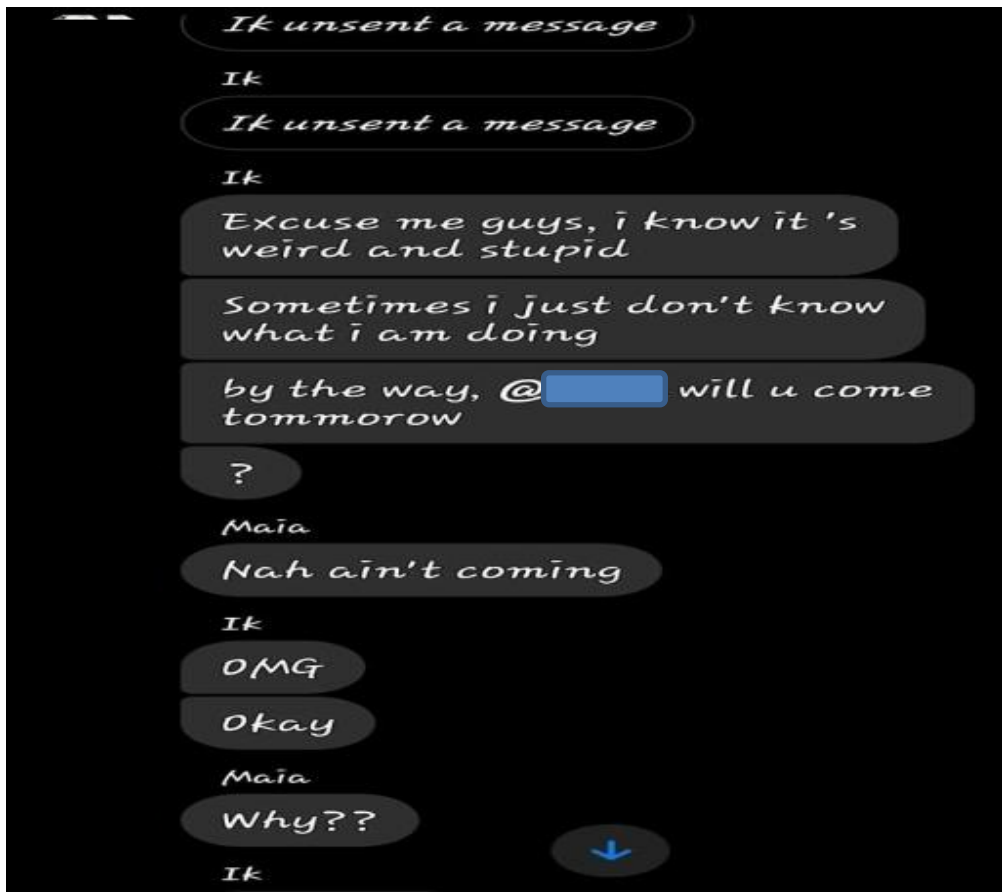
Screenshot 30



Screenshot 31



Screenshot 32



Screenshot 33

Appendix B: A Questionnaire for Master 2 Language and Communication Students

Mouloud Mammeri University of Tizi-Ouzou

Faculty of Letters and Languages

Department of English

Dear students,

This questionnaire aims to collect data for the accomplishment of a master dissertation about *“Linguistic Deviations in Computer-mediated Communication Messenger Conversations”*. We would be grateful if you provided precise, clear, and complete responses. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

Here are some definitions that will help you answer the questions.

A linguistic deviation refers to the use of unconventional or unusual language by the writer. It occurs when the writer chooses not to follow the rules of a standard language, mainly for artistic purposes like in poetry. There are several types of linguistic deviation such as:

Lexical deviation: is adding strange and new words that did not formerly exist. This process is called neologism, which means inventing new words that did not exist before. i.e. (Attractive girl- **Shawty**/ Bridelike- **bridey**/ You only live once- **YOLO**)

Grammatical deviation: there are two types of grammatical deviation: morphological and syntactic. Morphological deviation is an intentional deviation from ordinary spelling, form and structure of words. For example, the use of “brokek” instead of “broke” to indicate the past tense is a morphological deviation because it does not follow the regular past tense. Syntactic deviation refers to the use of sentence structure and word order that deviate from the norms of. i.e. (She **doesn’t** like him- She **don’t** like him/ You **don’t** revise- **U no** revise)

Phonological deviation: is usually associated with irregularities of pronunciation and sounds. i.e. (**Gimme**- Give me / **You-U**/ **Lemme**- Let me/ I don’t know- **I dunno**)

Graphological deviation: is a deliberate violation of the writing system like unconventional use of capitalization, misspelling, abbreviations, numerals, spacing and punctuation. i.e. (Barack Obama said: ‘Your voice can change the world.’- **barrackobamasaid** your voice can change the world) (before -**b4**) (As soon as possible - **ASAP**)

Section One: General Information

Q1. Gender? a. Male b. Female

Q2. How do you consider your level in English?

a. Excellent b. Very good c. Good d. Average

Section Two: EFL Learners’ Attitudes towards Computer-mediated Communication

Messages

Q3. How often do you use computer-mediated communication messages?

a. Always b. Often c. Sometimes d. Rarely e. Never

Q4. How important are computer-mediated communication messages?

- a. Very important b. important c. Less important d. Not important

Q5. Computer-mediated communication facilitates the delivery of the message.

- a. Strongly agree b. Agree c. Strongly disagree d. Disagree

Q6. Do you think that the manner (i.e. physical aspect of the text) in computer – mediated communication messages is more important than its matter (i.e. content or meaning).

- a. Yes b. No

Q7. To what extent does computer-mediated communication messages have an effect on your language structure?

- a. Great b. Average c. No effect

Section Three: Linguistic Deviations in Computer-mediated Communication Messenger Conversations

Q8. When you communicate via Messenger, do you focus on?

- a. The linguistic aspects (grammar, vocabulary, spelling, pronunciation)
b. The communicative aspects (how to communicate/The content of the message)

Q9. Do you think that the language of computer-mediated communication messages is deviated?

- a. Yes b. No

Q10. Are you familiar with the linguistic deviations you use in your computer- mediated communication Messenger Conversations?

- a. Yes b. No

Q11. If yes, which type of linguistic deviations do you use in your Messenger conversations?

- a. *Graphological deviation*
b. *Grammatical deviation*
c. *Phonological deviation*
d. *Lexical deviation*

Q12. While writing Messenger text messages, do you follow norms of language aspects such as capitalization, spacing between words, punctuation) ?

- a. Yes b. No

Q13. Do you use self-created abbreviations and numerals in your Messenger conversations?

- a. Yes b. No

Q14. Do you use incomplete clauses, phrases and in your Messenger conversations?

- a. Yes b. No

Q15.If you use deviated forms in your Messenger conversations, could you please specify why?

- a. Efficiency: to save time and efforts
- b. Space Constraints: Not always possible to write the whole words
- c. Internet Culture: to follow trend / fashion in writing
- d. Message is more important than its form
- e. Playfulness: To amuse the readers
- f. To maintain secrecy
- g. To make conversations less formal and rigid
- h. other, please specify.....

Q16. Is there anything you would like to add concerning “*Linguistic Deviations in Computer-mediated Communication Messenger Conversations?*”

.....
.....

Thank you for your time, effort and collaboration