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*Text Messaging and the Linguistic Subculture
Competence among EFL Learners.*

Case study: Second year Master Degree English Students At "ABBES
LAGHROUR» UNIVERSITY KHENCHELA

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foreign languages and cultures

Candidate:

- Touila Assma
- Boutarfa Rayen

Board of Examiners:

• Mrs. Dakhouch Fahima	• Supervisor
• Mr. Khanfri	• President
• Mr. Boulakroun Issam	• Examiner

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STATEMENT

**WE HERBY CERTIFY THAT THIS THESIS IN INTIRELY IS OF OUR OWN
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ARE CLEARLY INDICATED IN THE BIBLIOGRAPHY**

**CASE STUDY: SECOND YEAR MASTER DEGREE ENGLISH STUDENTS AT
"ABBES LAGHROUR UNIVERSITY KHENCHELA"**

THE CANDIDATES :

- **Touila Asma**
- **Boutarfa Rayen**

THE SUPERVISOR:

- **Dakhouch Fahima**

Dedication

I, Miss Touila Asma. This work is nicely dedicated to my dear family,
my strength and my support.

starting by my parents who sacrificed their lives for our sake.

to my mother, my role model in this life, who believed in me, and encouraged me all the time

this work is dedicated to my father

for his endless reinforcement, strength, trust, and support he provided me with.

This work is dedicated to my dear brothers and sisters, Loubna, Akram, Salsabil, khaoula, and

Firas and not to forget my cousins wahiba and Amal

for helping me and for being by my side all the time.

To all my friends.

To all my teachers.

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helped me . First and for most, I have to thank my

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Abstract

The present study investigates and explores the students' attitude towards developing EFL learners' linguistic subculture competence by the use of text messages, at Abbas Laghrour University of Khenchela. The current thesis, which took place during the academic year 2019/2020, aims at highlighting the students' opinions towards the subject matter. Studying English as a foreign language is culturally and linguistically critical thus, it is very important for learners to expand their minds and personal attitudes towards the linguistic subculture competence. As it was noticed that EFL learners are highly using text messages to communicate with each other and even with foreigners, the researchers saw that texting is a good way to promote the subculture competence among the students. The research approach adopted here is the quantitative, to verify the validity of the hypothesis the researchers relied on the descriptive method. For collecting data, a questionnaire is published in Face book. The population is second year master degree students of English in the department of English at Abbas Laghrour University. The sample consists of fifty students. After interpreting data, the researchers found that many students share the same attitudes towards developing the linguistic subculture by the use text messaging.

Key words: linguistic subculture competence, text messaging, EFL learners

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List of Abbreviations

EFL: English as a Foreign Language.

SMS: Short message service.

MMS: Multimedia Message Service.

IM: Instant Messages.

PDA: Personal Digital Assistants.

GSM: Global System of Mobile Communication.

UHF: Ultra High Frequency.

TV: Television.

P2P: Person to Person.

A2P: Application to Person.

PC: Personal Computer.

N°: Number .

L2: second language.

NCCC: National Center for Cultural Competence.

Emo: Emotional.

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Introduction

The development of internet has revolutionised all the domains of our life including the economical, social, and educational ones. By this advance all the segments of society were influenced as well, it also changed the way people communicate. Learners were the most remarkable class that was affected by technology and internet. It changed their attitudes, norms, culture, and even their language. Due to the heavy use of this new type of communication through chatting, texting, and emailing ...Learners tend to use this type of communication for the sake of rapidity, simplicity, and easiness, so they create their own, specific type of writing messages like short message service "SMS" including abbreviations, acronyms, fragmented sentences, codes, reductions, and constructions. These codes differ from one group or culture to another.

Background study

A study entitled "the effect of text messaging on the English language aspects " found :

1. In text messaging as syntax is concerned, there is no fixed word order like in ordinary English syntactic structure. In addition, there is replacement of pronouns. The texter usually doesn't care of about English grammatical rules (see you at four = cu@4).(Nagla, Ibrahim.2016)
2. In morphology, the internal structure of word, there is complete damage of words by many processes such as blending (you = u) and acronym (oh my god= OMG).(Nagla, Ibrahim.2016)
3. In semantics, there is complete volition of punctuation, the use of symbols, signs, pictures and digits and this sometimes makes confusion.).(Nagla, Ibrahim.2016)
4. .In the area of phonology, there is an omission of vowel letters which affects pronunciation (Great= GR8). In addition, there is an omission of final vowel letter (accurate= aQr8).).(Nagla, Ibrahim.2016)
5. The use of abbreviations leads to differences in understanding of single words, because there are no agreed- upon rules for abbreviating words. This resulted in ambiguity and the reader may not be able to guess the intended meaning. So, the intended meaning will depend on the texter's intention, unless there is an agreement between the sender and receiver about the intended meaning.).(Nagla, Ibrahim.2016)
6. Abbreviations used in text messaging are linguistically incorrect, but communicatively acceptable.

Another study entitled "**The Impact of Text-Messaging on Vocabulary Learning of Iranian EFL Learners**" found that "the use of short message service does not positively affect the vocabulary learning achievement of EFL learners."(Abdolsamad,2012) . And also found "the students and English teachers have positive attitudes towards the application of text-messaging on vocabulary learning of Iranian EFL learners." (Abdolsamad,2012).

Statement of the problem

Being students of English language in Abbes Laghrour University of Khenchela, the writers noticed that EFL learners are heavily using text messages for communication, among them and even with foreigners. This makes them in touch with different cultures, languages, and thoughts thus their linguistic subculture competence can be developed.

The issue here is to know the attitude of EFL learners towards text messaging role to promote the learners' linguistic subculture, or they are only texting for pleasure.

Research question

What is the attitude of EFL learners towards using text messages in developing the linguistic subculture competence?

Research hypothesis

We assume that EFL learners have positive attitude towards the development of the linguistic subculture competence by the use of text messaging.

Aim of the study

This study aims to investigate the attitude of Algerian students of English as a Foreign Language, "EFL" learners, towards the use of text messaging to develop the linguistic subculture competence. It takes place in « ABBES LAGHROUR UNIVERSITY KHENCHELA » with Second year Master Degree English Students.

Methodology

Design

In this thesis, we will apply the quantitative approach that is based on numerical data, which can be analyzed using statistics. We will start by a research question and a hypothesis that will involve objective data gathering to arrive at findings that are systematic, generalizable, and open to replication by other investigators. For the method of the research, it will be descriptive.

Participants

The population of the study will be Second year Master Degree students of English as a Foreign Language, at the department of English in Abbes Laghrour University of Khenchela. For the sample, it will be at least fifty students out of one hundred and fifty students.

Data collection

For gathering information we will use a questionnaire that will be published in face book for second year master degree students of English It is chosen because the questionnaire is the best way to collect numerical data and it can be used for a large sample.

Structure of the study

This study will be divided into two chapters « theoretical and practical». For the theoretical chapter it will consist of two sections. Section one will be a theoretical background about text messaging and the second section will be about cultural awareness. The practical chapter will contain a section of methodology in addition to a section of data interpretation.

Chapter one :

Section one: Text messaging

Section two: cultural awareness

CHAPTER ONE

Section I

Introduction

Short message service (SMS) or text messaging is one of the most important applications used for personal, social, educational, and business reasons. It has developed as an initial by-product of cell phone industry (Faulkner&Cluwin, 2004). Then evolved through time to have many other forms, such as Instant Messages (IM), which are closely related to SMS, IM is a function of online chat rooms that has expanded to mobile phones due to their ability to carry applications that can be downloaded to the handset (Goldstuck, 2006).

Text messaging is one of the largest growth areas in the communication field (Faulkner&Cluwin, 2004). It has become a form of mass communication in all the countries, particularly among teenagers and young adults. Messaging became a part of everyone's daily life due to many factors like being fast, co-effective, and private, also it keeps them in touch with their friends and relatives all time and under all circumstances (Faulkner&Cluwin, 2004).

I.1. Definition of text messaging

The concept and meaning of Text Messaging has various descriptions. As stated by Margret (2017) text messaging is the act of sending short alphanumeric communication between cell phones, pagers, or other hand held devices, as implemented by a wireless carrier.

According to Agar (2003) short message service, or as it is broadly known SMS, created a new fast and short way of communication due to the great development of technology which reduced distances and saved both money and time.

As mentioned in the web site Techopedia (2013) texting is also defined as the transmission of short messages between two or more fixed mobile devices. They include mobile phones and personal digital assistants (PDAs).

Friedhelm Hillebrand and Bernard Ghillbaert first developed the SMS concept in Franco-German global system of mobile communication (GSM) cooperation in 1984 (mobivity.2012)

In addition to that, the concept of texting as stated by Caroline web site (2009) refers to the sending of short typed messages between mobile phones using the SMS. It became a feature of most mobile phones in the last 1990's. The word texting refers to both the

medium and the language variety while text messaging refers to the individual message sent. There are many terms that describe the language of texting such as: texts, phone, and shorthand.

As mentioned in Alexa (2019) the term SMS stands for "short message service". SMS Messaging and Text Messaging are typically used interchangeably. Originally, SMS messages only contained texts; however, they can also include multimedia messages service (known as MMS) that has many features like images, GIF's, videos, sound clips, and emoji.

The term Text Messaging or just Texting refers to the brief typed message sent using the SMS of cell phones, PDAs, smart phones or web browsers. They can also include images, videos and music. This is called MMS (Multimedia Message Service). The basic text-based messaging service continued to be enormously popular (Herring, Stein & Virtanen, 2011).

I.2. Basic messaging concepts

Channels: messaging applications transmit data through a Message Channel, a virtual pipe that connects a sender to a receiver. A newly installed messaging system typically does not contain any channels; you must determine how your applications need to communicate and then create the channels to facilitate it (Hohpe, & Woolf, 2004).

Messages: a message is an atomic packet of data that can be transmitted on a channel. Thus to transmit data, an application must break the data into one or more packets, wrap each packet as a message, and then send the message on a channel. (Hohpe, & Woolf, 2004)

Pipes and Filters: in the simplest case, the messaging system delivers a message directly from the sender's computer to the receiver's computer. However, certain actions often need to be performed on the message after it is sent by its original sender but before it is received by its final receiver. (Hohpe, & Woolf, 2004)

Routing: in a large enterprise with numerous applications and channels to connect them, a message may have to go through several channels to reach its final destination. The route a message must follow may be so complex that the original sender does not know what channel will get the message to the final receiver. Instead, the original sender sends the message to a Message Router, an application component that takes the place of a filter in the Pipes and Filters architecture. The router then determines how to navigate the

channel topology and directs the message to the final receiver, or at least to the next router. (Hohpe, & Woolf, 2004)

Transformation: various applications may not agree on the format for the same conceptual data; the sender formats the message one way, but the receiver expects it to be formatted another way. To reconcile this, the message must go through an intermediate filter, a Message Translator, which converts the message from one format to another (Hohpe, & Woolf, 2004).

Endpoints: most applications do not have any built-in capability to interface with a messaging system. Rather, they must contain a layer of code that knows both how the application works and how the messaging system works, bridging the two so that they work together. This bridge code is a set of coordinated Message Endpoints that enable the application to send and receive messages. (Hohpe, & Woolf, 2004)

I.3. History of Text Messaging

The process of sending and delivering messages has started many years ago, and kept evolving through time due to many reasons such as the technological development, and time change.

I.3.1. Texting before phones

Messaging did not appear only in phones, yet it had a history before phones. It started in 1837 when the electric telegraph was invented. It was the first device that could send a text-based message electronically from one location to another. The inventor of the Morse code "SAMUEL MORSE" sent the first telegram that could only travel 2 miles, and later on in 1844, he could send the first long-distance message from Baltimore to Washington. Including "WROUGHT WHAT HATH GOD" (Alexa, 2019).

In 1933, the German Postal Service "Reishespost" exposed the telex machine. It was a public switched network of teleprinters that is very similar to nowadays telephone networks that is why it was the first phone network to overcome the shortcoming of telegraphs (Alexa, 2019).

In 1971, the University of Hawaii used ALOHA net to send radio waves that were carrying text message data. The waves are called Ultra-high frequency (UHF) today's wireless networks are due to this technology (Alexa, 2019).

I.3.2. Texting as we know it

After Friedhelm Hillebrand and Bernard Ghillbaert developed the concept of SMS in 1984, they conceived the first SMS in the same year. Friedhelm, and Bernard limited

its characters into 160 seven bit to fit on to existing signaling formats (Alexa, 2019). In 1992, engineer Neil Popworth sent the first text message to Richard Jarvis who was in Christmas party (Alexa, 2019). Hillebrand and Ghillbaert are credited with the came up of the SMS concept however, engineer "Finnish Matti Makkonan" was considered the father of SMS for his work at Nokia though. He does not consider himself the inventor of texting because of the large number of engineers involved. A year later, an engineer called "Bennan Hayder" working for "Irish Wireless Company" sent the first commercial message (Alexa, 2019). The first most common method of commercial texting is referred to as "multi-top". Each number on the phone is connected to three or four letters (Mobivity, 2012).The message sent by Bennan Hayder contained "burp"; it does not mean anything but was a birth of new type of communication, and Nokia became the first phone to support SMS messages.

After that, cell phones began to transform. In 1995 Auto complete was a key development in history of texting as well opening the door to faster texting. The first Auto complete technology was called "T9" that made it a bit easier to send text messages using A10 digit keypad. In 1997, Nokia released the first cell phone featuring a QWERTY Keyboard: The 900 oi communicator "a large keyboard" (Alexa, 2019).

I.3.3.Texting goes global

In 1999 cross-network texts was introduced .In 2000 the volume of messages increased to became a global phenomenon especially among college Students .In just two years, later messages could reach billions of messages sent worldwide. The aim of messages evolved and reached many domains of life, in 2003 the TV show "American Idol" Introduced "Text to vote". Viewers are able to choose their preferred singer via using messages to vote (Alexa, 2019).In the same year, in third march, "The Telegraph", a national board sheet newspaper in the UK, published a short article about a 13 years old girl who had written an essay in SMS. The article described how the girl used abbreviations and "Hieroglyphics" commonly associated with texting to compose an assignment, she had been given at her state secondary school in west Scotland (Taylor & Vincent, 2005). In a study made by Alexa (2019), texting developed to became the popular mobile data service worldwide in 2007, and the number of messages sent passed the number of calls.

I.4.Types of text messages

Types of text messages differ from one researcher to another. In some researches, they mentioned only three types of text messages while others mentioned four, but all agreed on SMS/MMS, push notification, and In-app messaging.

I.4.1.SMS/MMS

An SMS (short message service) is a short written message that can be sent from one person to another person "P2P" to connect individuals to each other, or an application to person "A2P" message that is used by companies to interact. It is a business message (Mob lox, p4). In the other, hand an MMS (Multimedia Message Service) which means sending videos or photos in addition to pure texts as well as extended character limits.

I.4.2.Push-notifications

Notifications are messages or alerts that appear in the phone's home screen instead of appearing in user's inbox alongside other texts; both when the user is engaged or not on the application (Gomes, 2015).

I.4.3.In-app messaging

In-app communication includes messages in each application that is downloaded in the user's phone. These messages appear only when the application is opened and the user is engaged in like Face book, Instagram, Subway surface, and many others. With every downloaded application, comes the potential to receive In-app messages (Gomes, 2015).

Instant messages (IM) are a part of In-app messages. They are typically done via personal computer, and the transmission of text messages on mobile phones .Text phones are generally limited to 160 characters while IMs essentially have no upper limit. It was introduced in the 1980s at several American Universities; However, it did not become popular until the personal computer (PC) versions appeared (Ling & Boron, 2007).In another study made by Oluwakemi, Dingely & Hart (2018), Instant Messaging enables users to communicate effectively with one another. IMs include MSN; Face book Messenger, What's app, Viber, and Skype.

	SMS/MMS	Push notification	In-app message
Must have app downloaded	✓	✓	
Must opt-in	✓	✓	
User sees notification on home screen of device	✓	✓	
Users must have app open		✓	✓
Users must be in app		✓	
Can include image	✓	✓	✓
Can include URL	✓	✓	✓
Must be included in the development of the app			✓

Table N° 4.1.The difference between SMS/MMS, Push Notification, and In-app messages.

I.5. Advantages and disadvantages of text messaging

In a study done by George, Philips, et al (2012), they mentioned a set of advantages and disadvantages of text messaging. Starting by the advantages:

- Texting increased privacy, control, and convenience, as well as the fact that texting enabled individuals to manage their connectedness with others, in a variety of unconventional ways.
- Messages allowed young men to compartmentalize various aspects of their social communication.
- Speed and ease of use which center on the technological aspects of such communication.
- Texting allowed young men for easier discussions of “embarrassing” issues with close friends. They were able to communicate ideas and feelings that cannot be told face to face. These ideas led to greater feelings of control.
- In addition to quotidian uses of texting, it could be used to give or receive social support and guidance such as “encouraging comments”.

- Moving to the disadvantages listed in this study
- Texts were less intimate and concerns that they displaced valuable opportunities for in-person relating as well as the permanency of text messages.
- Separation created in people's lives between the public and the private.
- Not suitable for discussing serious topics matters.
- Missing face-to-face communication that involves sounds, gestures intonation, and others.
- Text messaging is not enough for passing serious feelings, and ideas, especially for emotional people.
- Messages were definite limits to the nature of these discussions .To see the reaction.
- Messages are stored in the telephone until the user deletes them.
- You are not sure that the reader of the message is the addressed one because the user may leave his phone anywhere, so anyone can read them.

I.6.The Length and structure of Messages

I.6.1.Length

SMS messages contain at most 160 characters, but they differ from one person to another. Some studies carried out in English, Norwegians, Swedish, German and IsiXhosa with adult and young men between 13-27 years old. The results varied according to the method used, and message varied from 65 to 133 characters and 14 to 22 words (Bernicot, Volckaert et al, 2012). An important issue associated with the length of text messages is gender, women generally write longer text messages than men. The median length reported by women was 27 letters, 7 letters longer than the median reported by men 20 letters (Baron, 2004).

I.6.2.The Structure of Text Messages

In an oral communication, Goffman (1967) insisted on greeting and leave-taking as being an important element of the oral interaction. Herring (1996) provided a basic three-part structure namely: "opening epistolary convention","contentful message", and "closing epistolary convention", which is supposed to be similar to the oral interaction. Opening is greeting, Message is saying what one has to say, and the closing is taking leave (as cited in Bernicot, Volkaert, Gomi et al, 2012).

In a study carried by Spiliot (2011), confirmed that the complete opening-message-closing sequence was rarely used.

I.7. The impact of text messaging on communication

According to a study made by Hemmer (2009) about the impact of text messaging on communication. It came to a result that text messaging is multitasking. It means that one can communicate while he/she is brushing his/her teeth, cooking, dancing, eating, or singing a song. Most of the female participants agreed that texting is multitasking. Many people tend to use their phones or computers to text others when they get board at school or at work because texting is distractive. Other people use text messaging even when they are engaged in a face –to –face conversation for they were not interested in what others say. Both men and women agreed that texting is multitasking and enjoying, yet some of them found it addicting. Most of the participants admitted that messaging is an addiction. One participant said that she feels she needs to text every day to communicate while another one mentioned that she would not be addicted because of the coast. Others said it could not be an addiction but just a habit forming. In addition to that, all the participants agreed that text messages provided intimacy and connection between friends and relatives. They created a bridge between people from different places to show their care and to say everything without being embarrassed. Another point mentioned by participants was displacement, nearly all males and females shared the same view that messages displaced face –to face communication in their lives, but still the verbal communication much more important for them. Only few participants thought that texting has totally replaced the verbal communication in their lives .one of the male participant gave an example about himself and his roommates; he has the bill in his name whenever he gets it. He texts his four roommates the amount they owe him, instead of knocking their door (hemmer, 2009).

I.8.The Impact of SMS texting style of communication on language

Many researchers assumed that SMS texting has a negative effect on the everyday language of texters whereas the linguists' point of view is the opposite. According to Rusll (2010) in an unscientific poll conducted by Edutopia .org, half of the participants were in the path of those who are saying that texting is harmful for students' writing and grammar. Some of the second half viewed that it is true texting had an effect on students, but not a big deal. While the rest said that messages do not have any negative effect on grammar or writing (as cited in koross, &kipkenda, 2016).

In another study, a group of teachers was of the view that the abbreviations used in texting had a negative effect on students' writing. They argued that this is reflected on their students' papers that were written without regards to proper punctuation, good grammar,

and the use of abbreviations. In the other hand, other teachers argued that texting provided opportunities for them to teach students how language changed from the Shakespearian English to internet English (O'Connor, 2005).

I.9.The Language of Text Messaging

Language is so intangible, changes over time and keeps changing for many reasons, culture, technology, and events in history. Nevertheless, the most influential catalyst for the change in this era is Technology. Things like e-mail, Texting, and Face book have led to new words forming (Gorney, 2012). It is clearly noticed that the language of text messaging is very different from the standard one. Texters have created special code as a new language for messages only. That contains abbreviations, numbers instead of letters, acronyms and symbol

Formal English	Texts language
Be	B
Before	B4
At	@
Are	R
And	&
To ,too , two	2
Someone	Sum1
Laugh out load	LoL

Table N° 9.1.Examples of the difference between traditional English and SMS English

I.9.1.Features of Text Language

I.9.1.1.Emotions and Typographic Symbols

According to Crystal, emotions are a type of pictogram that conveys an emotion or a facial expression, through objects can also be represented (as cited in Farina & Lyddy, 2011). Crystal also mentioned glossaries of emotions include a multitude of forms, most of which are not found in analysis of actual texts. For example, (7) glossed "baseball cap" (as cited in Farina & Lyddy, 2011).

I.9.1.2. Letters and number homophones

It means the use of letters or numbers to represent a word or a part of it as an abbreviation to be very fast in writing it. For example, “R” to mean "Are", or “aQr8” accurate. (As cited in Farina & Lyddy, 2011).

I.9.1.3. Shortenings, contractions, and clippings

Shortenings are words missing their end letters (Thurlow & Brown, 2003). Days and months are commonly shortened in SMS and instant messages example sun/Sunday, feb / February. Contractions are words with omitted middle letters usually vowels for example thanks/thnx .Clipping is the omission of final sounds or silent letters from the word like final “g” in going / goin and have /hav (plaster, wood & joshy, 2009)

I.9.1.4. Acronyms and Initialisms

According to Crystal (2008), the terms acronyms and initialisms involve shortening words to their initial letters (as cited in Farina and Lyddy, 2011). Acronyms are considered to be a formal shortening like NATO "North Atlantic Treaty Organization"; while, Initialism is informal like OMG "Oh My God", or BF "Best Friend" (Bieswanger, 2008).

I.9.1.5. Non-conventional Spelling and Accent Stylizations

Non-conventional or Non-standard spelling follows legitimate letter-sound correspondence in a language for example: "thanks/thanx", "some/sum", and the use of "K" in "skool" (Thurlow & Brown, 2003). Accent stylizations, categorized broadly as "you the code" (Plaster et al, 2008) refers to words that are spelled in accordance with informal speech for example, "want/wanna", going/gonna" (Crystal, 2008).

I.9.1.6. Other forms

Other documents text language categories reported throughout the literature include onomatopoeic spellings "e.g. haha or zzz" and hybrids, which are a word or utterance using two or more of the categories mentioned before (Farina & Lyddy, 2011).

Conclusion

Text messaging has passed by many changes through time. Starting by telegrams and telex to become a feature of mobile phones. Now all the types of messages being SMS/MMS push notifications or instant messages become the popular method of communication among teenagers, college students, and even adults. Texters created a special language consisting of some codes like symbols and abbreviations

Section II

Introduction

The National Center for Cultural Competence defines culture as an “integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations” (Goode, Sockalingam, Brown, & Jones, 2000). This means that language is not only a part of how we define culture, yet it also reflects it. Thus, the culture associated with a language cannot be learned in a few lessons about celebrations, folk songs, or costumes of the area in which the language is spoken. Culture is a much broader concept that is inherently tied to many of the linguistic concepts taught in second language classes.

Through initiatives such as the national standards for foreign language learning, language educators in the United States have made it a priority to incorporate the study of culture into their classroom curricula. Cultural knowledge is one of the five goal areas of the national standards:

Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. (National Standards in Foreign Language Education (Project, 1996).

II.1.definition of culture

Culture has many definitions according to different people.

In anthropological sense, culture is defined as the way people live (Chastain, 1988). Winn (2008) defines culture as “...an all-inclusive system which incorporates the biological and technical behavior of human beings with their verbal and non-verbal systems of expressive behavior starting from birth, and this ‘’ all-inclusive system is acquired as the native culture. This process, which can be referred to as ‘socialization’, prepares the individual for the linguistically and non-linguistically accepted patterns of the society in where he lives.

According to Brown (1994) culture is a deeply ingrained part of the very fiber of our being ,but language –the means for communication among members of a culture-is the most visible and available expression of that culture. So a person’s worldview, self-identity,

and systems of Language, acting, feelings, and communicating can be disrupted by a change from one culture to another.

Similarly, Tang (1999) propounds the view that culture is language and language is culture. He suggested that to speak a language well, one has to be able to think in that language, and thought is extremely powerful. Language is the soul of the country and people who speak it. Language and culture are inextricably linked, and as such, we might think about moving away from questions about the inclusion or exclusion of culture in foreign language curriculum, to issues of deliberate immersion versus non-deliberate exposure to it.

In a word, culture is a way of life Brown (1994). We exist, think, feel and relate each other within the context. It is the ‘glue’ that binds a group of people together. It can be defined as a blueprint that guides the behavior of people in community and is incubated in family life. It governs our behavior in groups, makes us sensitive to matters of status, and helps us to know others expect of us and what will happen if we do not live up to their expectations thus culture helps us to know how far we can go as individuals and what our responsibility is to the group.

More recently, Schein (1990) defines culture in managerial terms as “how people feel about the organization, the authority system and the degree of employee involvement and commitment”; he continues, adding that culture can be viewed as a widely held, shared set of values, beliefs and ideas.

Culture at its most basic level can be defined as shared symbols, norms, and values in a social organization (Walsham, 1990). In addition, Hall and Hall (1990) define culture as a system for creating, storing, and processing information. National culture refers to a deeply held set of values that are shared by members of a nation (Gurung and Prater, 2006).

Broadly (1999) further adds three basic components of culture, namely: what people think, what they do, and the material product they produce. All forms of culture exhibit unique ways and values systems that aid and affect individuals in their perception and reaction to different life circumstances.

As a conclusion, the definition of culture is an important term to define in Sociology, Psychology, Political sciences, Anthropology, International business, and cross-cultural studies.

II.2.characteristics of culture

All organizations have the culture in the sense that they are embedded in specific societal cultures and are part of them. Some values create a dominated culture in the organizations that help guide the day-to-day behavior of employees.

There is also evidence that these dominant cultures can have a positive impact on desirable outcomes such as successfully conducting mergers and acquisitions supporting product innovation processes, and helping firms cope with rapid economic and technological change.

Culture has various characteristics, from various definitions; we can deduce the following characteristics of culture:

- **Culture is shared:** this means that even though two individuals will not have exactly the same culture knowledge and life experience, both will share enough to make social life possible. That is to say, as cultural beings, individuals can predict and understand the behavior of others, thus enabling social life. Culture shock precisely occurs when all that is taken for granted (i.e., shared within your own culture) no longer applies (Ryle, 2002).
- **Culture is learned:** This recognizes the fact that humans do not live by instinct alone; rather, culture mediates our adaptation to the physical environment. To survive, humans acquire culture. By learned, this presumes that culture will be in large part acquired in the first years of a child's life (enculturation), but it does not imply that humans ever stop learning culture. As culture is constantly in a state of flux, humans have the ability to acquire new knowledge and to generate new culture over the course of their lifetimes (Ryle, 2002).
- **Culture is changed:** All cultural knowledge does not perpetually accumulate. At the same time that new cultural traits are added, some old ones are lost because they are no longer useful. For example, most city dwellers today do not have or need the skills required for survival in a wilderness. Most would likely starve to death because they do not know how to acquire wild foods and survive the extremes of weather outdoors. What is more important in modern urban life are such things as the ability to drive a car, use a computer, and understand how to obtain food in a supermarket or restaurant (Ryle,2002).

- **Culture is cumulative:** Knowledge is stored and passed on from one generation to the next, and new knowledge is being added to what is existing. Each culture has worked out solutions to the basic problems of life, which it then passes on to its children. The tricycles in the Philippines are good examples of the cumulative quality of culture. Their invention involved the use of materials that were invented in different places of the world (Ryle, 2002)
- **Culture is ideational:** Culture is an ideal pattern of behavior, which the members are expected to follow. Man assigns meanings to his environment and experiences by symbolizing them. These are internalized by the individual and sees or approaches his world from the standpoint of this culture (Ryle, 2002).
- **Culture is symbolic:** A symbol is something that is used to represent something else. These may be physical objects like flags, crosses or may be signs at the road crossings, or acts like shaking hands, kisses or something else such as words, numbers or sequence of sounds, etc (Ryle,2002).

II.3.Elements of culture

Culture was defined earlier as the symbols, language, beliefs, values, and artifacts that are part of any society. As this definition suggests, there are two basic components of culture: ideas and symbols on the one hand and artifacts (material objects) on the other. The first type, called nonmaterial culture, includes the values, beliefs, symbols, and language that define a society. The second type, called material culture, includes all the society's physical objects, such as its tools and technology, clothing, eating utensils, and means of transportation. These elements of culture are discussed next.

II.3.1.Symbols

Every culture is filled with symbols, or things that stand for something else and that often evoke various reactions and emotions. Some symbols are actually types of nonverbal communication, while other symbols are in fact material objects. As the symbolic integrationist perspective discussed in Chapter 1 "Sociology and the Sociological Perspective" (Links to an external site.) emphasizes, shared symbols make social interaction possible.

A common one is shaking hands, which is done in some societies but not in others. It commonly conveys friendship and is used as a sign of both greeting and departure. Probably all societies have nonverbal symbols we call gestures, movements of the hands, arms, or other parts of the body that are meant to convey certain ideas or emotions. However, the same gesture can mean one thing in one society and something quite different in another society (Axtell, 1998). In the United States, for example, if we nod our head up and down, we mean yes, and if we shake it back and forth, we mean no (Axtell, 1998).

Here the U.S. flag is a prime example. For most Americans, the flag is not just a piece of cloth with red and white stripes and white stars against a field of blue. Instead, it is a symbol of freedom, democracy, and other American values and, accordingly, inspires pride and patriotism. During the Vietnam War, however, the flag became for many Americans a symbol of war and imperialism. Some burned the flag in protest, prompting angry attacks by bystanders and negative coverage by the news media. (Axtell, 1998).

II.3.2.Language

Perhaps our most important set of symbols is language. In English, the word chair means something we sit on. In Spanish, the word Silla means the same thing. As long as we agree how to interpret these words, a shared language and thus society are possible. By the same taken, differences in languages can make it quite difficult to communicate. For example, imagine you are in a foreign country where you do not know the language and the country's citizens do not know yours. Worse yet, you forgot to bring your dictionary that translates their language into yours, and vice versa, and your iPhone battery has died. You become lost. How will you get help? What will you do? Is there any way to communicate your plight? (scenario, 1889).

As this scenario (1889) suggests, language is crucial to communication and thus to any society's culture. Children learn language from their culture just as they learn about shaking hands, about gestures, and about the significance of the flag and other symbols. Humans have a capacity for language that no other animal species possesses. Our capacity for language in turn helps make our complex culture possible.

In the United States, some people consider a common language so important that they advocate making English the official language of certain cities or states or even the whole country and banning bilingual education in the public schools (Ray, 2007). Critics acknowledge the importance of English but allege that this movement smacks of anti-immigrant prejudice and would help destroy ethnic subcultures. In 2009, voters in Nashville, Tennessee, rejected a proposal that would have made English the city's official language and required all city workers to speak in English rather than their native language (Brown, 2009).

II.3.3.Norms

Cultures differ widely in their norms, or standards and expectations for behaving. We already saw that the nature of drunken behavior depends on society's expectations of how people should behave when drunk. Norms of drunken behavior influence how we behave when we drink too much (Hall & Hall, 2007).

Some of the most interesting norms that differ by culture govern how people stand apart when they talk with each other (Hall & Hall, 2007). In the United States, people who are not intimates usually stand about three to four feet apart when they talk. If someone stands more closely to us, especially if we are of northern European heritage, we feel uncomfortable. Yet people in other

countries—especially Italy, France, Spain, and many of the nations of Latin America and the Middle East—would feel uncomfortable if they were standing three to four feet apart. To them, this distance is too great and indicates that the people talking dislike each other. If a U.S. native of British or Scandinavian heritage were talking with a member of one of these societies, they might well have trouble interacting, because at least one of them will be uncomfortable with the physical distance separating them (Hall & Hall, 2007).

Other evidence for cultural variation in norms comes from the study of how men and women are expected to behave in various societies. For example, many traditional societies are simple hunting-and-gathering societies. In most of these, men tend to hunt and women tend to gather. Many observers attribute this gender difference to at least two biological differences between the sexes. First, men tend to be bigger and stronger than women, and are thus better suited for hunting. Second, women become pregnant, bear children, and are less able to hunt. Yet a different pattern emerges in some hunting-and-gathering societies. Among a group of Australian aborigines called the Tiwi and a tribal society in the Philippines called the Agta, both sexes hunt. After becoming pregnant, Agta women continue to hunt for most of their pregnancy and resume hunting after their child is born (Brettell & Sargent, 2009).

II.3.4 Rituals

Different cultures also have different rituals, or established procedures and ceremonies that often mark transitions in the life course. As such, rituals both reflect and transmit a culture's norms and other elements from one generation to the next. Graduation ceremonies in colleges and universities are familiar examples of time-honored rituals. In many societies, rituals help signify one's gender identity. For example, girls around the world undergo various types of initiation ceremonies to mark their transition to adulthood. Among the Bemba of Zambia, girls undergo a month-long initiation ceremony called the Chisungu, in which girls learn songs, dances, and secret terms that only women know (Maybury-Lewis, 1998). In some cultures, special ceremonies also mark a girl's first menstrual period. Such ceremonies are largely absent in the United States, where a girl's first period is a private matter. However, in other cultures the first period is a cause for celebration involving gifts, music, and food (Hathaway, 1997).

Boys have their own initiation ceremonies, some of them involving circumcision. That said, the ways in which circumcisions are done and the ceremonies accompanying them differ widely. In the United States, boys who are circumcised usually undergo a quick procedure in the hospital. If their parents are observant Jews, circumcision will be part of a religious ceremony, and a religious figure called a *Moyel* will perform the circumcision. In contrast, circumcision among the Maasai of East Africa is used as a test of manhood. If a boy being circumcised shows signs of fear, he might well be ridiculed (Maybury-Lewis).

II.3.5.Values

Values are another important element of culture and involve judgments of what is good or bad and desirable or undesirable. A culture's values shape its norms. In Japan, for example, a central value is group harmony. The Japanese place great emphasis on harmonious social relationships and dislike interpersonal conflict. Individuals are unassertive by American standards, lest they be perceived as trying to force their will on others (Schneider & Silverman, 2010). When interpersonal disputes do arise, Japanese do their best to minimize conflict by trying to resolve the disputes amicably. Lawsuits are thus uncommon; in one case involving disease and death from a mercury-polluted river, some Japanese who dared to sue the company responsible for the mercury poisoning were considered bad citizens (Upham, 1976).

II.4.Why teaching culture is important in EFL setting

Teaching a foreign language is a complex activity that involves many aspects, from methodologies to techniques and strategies. It requires English teachers to consider many factors that they sometimes may miss important aspects, which are beyond improving students' English proficiency. One such non-linguistic aspect is teaching culture in language classrooms to assist language learners to become successful communicators in English. Lafayette (1988) noted that teachers spent the greatest amount of time and effort on teaching grammatical and lexical components of the language, leaving culture as the weakest component in the curriculum. In my experience, students who do not learn culture find understand English texts more difficult, are likely to misunderstand them. Now that, students do not have access to authentic language environment in an English as a foreign language (EFL) setting, especially, for non-major English learners who learn different disciplines, teaching culture is becoming more important since the lack of cultural knowledge leads them to encounter more culture shocks in real-life communications with foreigners later in their future workplace. Language teachers seem to ignore foreign cultural instruction or they may not have deep knowledge of its importance, or its integration into teaching curriculum and lesson plans.

Indeed, teaching a foreign language does not only require providing students with syntactic structures, new vocabulary and expressions, but also to incorporate major cultural elements and pragmatic meanings, which are intertwined with the language itself. Singhal (1998) notes that it is evident that one would have to be quite knowledgeable in the culture under study to be able to present all of these aspects accurately to second language learners. However, teaching cultures in language classrooms is generally neglected. (Ali et al 2015) states that a number of language programs focus on the development of skills, i.e. (listening, speaking, reading, and writing) but the teaching of cultural context has not been introduced in any of the language learning programs. As a result, students do not have sufficient cultural demand to understand English texts thoroughly as well as become effective communicators in English. Therefore, teaching culture is suggested as a way to enhance authenticity

of communication. If students know the foreign language and foreign culture, they may be more successful in interpreting English texts and using the language.

II.5.Possible benefits of teaching culture in English language

Language and culture are thought to have a reciprocal relationship at the very least, culture may augment language instruction. Brown (1994) states that

“A language is a part of a culture and culture is a part of language, the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”.

Krasner (1999) also shares similar perspectives, claiming that second and foreign language learners should not only study the language but also the culture because linguistic competence alone is not enough for learners of a language to be competent in that language. In the same vein, Wang (2008) asserts that foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers. This paradigm implies that at times, teaching culture is more important than language, and vice-versa.

Culture is considered a fifth language skill, in addition to listening, speaking, reading and writing, due to the international role of the English language and globalization (Tomalin, 2008). Beyond individual language skills, communication is a key goal when culture is included. Culture and communication are thought to be inseparable because culture not only examines who talks to whom, about what and how communication proceeds. It also helps to determine how people interpret messages and the meanings understood from the messages in different conditions and circumstances. Gao (2006) states that FFL teachers should be aware of the place of cultural studies in EFL classroom and attempt to enhance student’s cultural awareness and improve their communicative competence.

Communicative competence is a model of L2 development which was introduced by Hymes (1966) expanded by Canale and Swain (1983). Linguistic competence represents only one of four competencies: linguistic, sociolinguistic (culture and language), strategic, and discourse competence (beyond sentence-level) (as cited in Hall, 2011). When sociolinguistic knowledge is known, it includes how to give invitations, apologize, and make requests. These speech acts are thought to be vital in real life communication, and norms differ between cultures (Wolfson, 1989). Learning how to perform these acts can help second language “L2” students feel that they are more integrated into that target culture. when teachers supply students with more sociolinguistic knowledge, students will be more prepared to interact with people from target cultures. In EFL settings, these encounters are becoming

increasingly frequent given the growth in learning English for employment purposes (Tomalin, 2008).

More importantly, understanding culture may help students know and encourage sympathy towards the people of that target culture so that they will have positive attitudes about the target language. According to Brown (2000), L2 learner benefits from positive attitudes; but must also feel positively about the target culture; on the contrary, negative attitudes may lead to decreased motivation. This lack of motivation may lead to decreased input, interaction, and output (Moran, 2001, p. 138).

II.6. How to teach culture in English language classrooms

It is strongly believed that to learn second or foreign language effectively, culture of that language should be taught since Chastain (1988) mentions that language is used to convey meaning, but meaning is determined by culture. However, the question remains how language teachers can include cultural knowledge effectively in the classrooms? In addition, Tavares and Cavalcanti (1996) state that the aim of teaching culture is to increase students' awareness and to develop their curiosity towards the target culture and their own culture, helping them to make comparisons among cultures. These comparisons may resemble what Brown (2000) describes as the need to develop more empathy and positive attitudes across cultures.

To begin with, teachers should be critical to select what to teach because the limited teaching time does not allow language teachers to convey all things relevant to culture. Students' awareness of cultural differences can be built and reinforced throughout different material such as smart phones, laptops and computers as well as web 2.0 technologies have been used to support language learning. Moore (2006) advocates for the use of technology because students may become more engaged with authentic cultural content they can access and explore freely, which allows teachers to tailor digital media to make culture learning more relevant and accessible to the students in their classroom.

In addition to textbooks, other sources for teaching culture include folklore, poems and songs. According to Akpınar and Öztürk, 2009, folktales engage students in exploring the theme and structure of a folktale (discourse competence), relating these to their L1 background knowledge, and then drawing conclusions about the target culture, its beliefs, values, lifestyles, history, and so on. In terms of activities to teach culture, Kukulska-Hulme (2010) and Lee (2009) suggest watching movies, listening to audio books and podcasts,

making film or creating podcasts, which contributes to learners' construction of the cultural knowledge on their own.

Another common practice to teach culture is role-play. Donahue and Parsons (1982), Brown (2000) examined the use of role-play in EFL classrooms as a mean of helping students overcome cultural "fatigue". The results showed that role-play promoted the process of cross cultural dialogs and opportunities for oral communication. Through role-plays, students can directly experience and easily acquire cultural differences.

Problem solving activities are also good to enhance students' command of the target cultures. Liu (2006) found differences across Eastern and Western contexts about each culture's relative comfort with problem-solving language tasks. To motivate students, language teachers may be able to devise cultural problem-solving activities based on the content of listening and reading texts or videos so that students can have more opportunities to deal with and learn different cultural features. Aziz Mohammadi & Kazazi (2014) imposes three techniques basing on problem-solving technique to teach culture. First, "culture aside" in which students are required to make a brief summary comparing two cultures when they are given or confronted with a word that has cultural background. The second one is "slice-of-life" technique that is a comparison of two scenarios about a cultural aspect in two different cultures. The students are assigned with problematic situations, which require them to perform the same situations but act differently in the two cultures. After that, students can discuss it and learn cultural factors naturally from that. "Critical incident" is the third technique that brings up misunderstanding and miscommunication. Students consider the situation and the reactions of the people involved and comment on cultural values. Although these techniques may have its own benefits and drawbacks, they are...believed to raise students' awareness of cultural differences.

II.7.Developing cultural awareness

II.7.1.Definition of cultural awareness

Cultural awareness is a major element of cultural competence as defined by the National Center for Cultural Competence (NCCC). It is the first and foundational element because without it, it is virtually impossible to acquire the attitudes, skills, and knowledge that are essential to cultural competence.

There are varying definitions of cultural awareness. The following two are offered to underpin the principles and concepts espoused in this module. The NCCC defines

“cultural awareness” as being cognizant, observant, and conscious of similarities and differences among and between cultural groups (Goode, 2001, revised 2006).

According to Winkelman (2005), awareness of cultural differences and their impact on behavior is the beginning of intercultural effectiveness. He states that “cultural self-awareness includes recognition of one’s own cultural influences upon values, beliefs, and judgments, as well as the influences derived from the professional’s work culture” (p. 9).

Becoming culturally aware is a two-sided process. It involves not only intellectual activity, but a whole set of feelings about what is involved. It goes without saying that developing cultural awareness requires sensitivity of the part of the teacher to the cultural attitudes of the students. (Aldes, 1986).

Cultural awareness and appropriate studies in the university curriculum are necessary to complement the linguistic and literary components. However, what we may well ask is the effect of cultural awareness on linguistic competence in the foreign language. (Aldes, 1986).

Cultural awareness is having knowledge of different beliefs traditions roles and lifestyles whereas cultural sensitivity is being open to and ready to respond to these differences (Cheung et al, 2016).

II.7.2.How can we develop cultural awareness

Cultural diversity is a characteristic of European union EU society. Becoming aware of our cultural dynamics is a difficult task because culture is not conscious to us. Individuals reflect the opinions, concepts and attitudes of the groups they belong to because the concept of culture “relates to us at much deeper levels which are more difficult to change: levels to do with structures, values and beliefs (Maghiar, 2011) which make up the so called "hard core" of our culture. Culture cannot be separated as it is deeply embedded in people’s minds, “since we are born we have learned to see and do things at an unconscious level“(Quappe and Cantatore, para. 5). It is of crucial importance to be aware that, function to different cultures, the meaning that people give to certain activities could be different from your own, even when we speak about table manners, or dress code. Unless you have all the necessary elements to understand, the message communication does not take place (Boboc, 2009). “Cultural pluralism implies the acceptance of the other, tolerance, plural coexistence, but with the possibility to sustain your own opinion” (Cucoş, 2013). Cultural awareness becomes essential mainly when we have to interact with people from other cultures. Individuals should be aware that it is difficult to think and behave in the context of their own

culture within the confines of another culture. Organizations can be compared to cultural mosaics. In a business environment, there is no much room for misunderstandings, especially if they occur due to lack of cultural knowledge. When we assume that, other people are similar to us. We should be aware of the risk that they might be not. That is why it would be better to assume that there are differences, at least until similarities are proved. Each action has a cultural connotation. Experts point out the fact that subtle differences can have a far-reaching impact. Being aware of the cultural differences reduces the risks of acting inappropriately. Business people should not minimize the importance of the cultural diversity, as it is not a temporary phenomenon (Boboc, 2009).

II.7.3. Definition of cultural competency

Cultural and linguistic competence is a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations. 'Culture' refers to integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups. 'Competence' implies having the capacity to function effectively as an individual and an organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and their communities (Cross, 1989). Cultural competence in social practice implies a heightened consciousness of how culturally diverse populations experience their uniqueness and deal with their differences and similarities within a larger social context (Cross, 1989).

Concurrently, cultural competence requires social workers to use an intersectional approach to practice examining forms of oppression, discrimination, and domination through diversity components of race and ethnicity, immigration and refugee status, religion and spirituality, sexual orientation and gender identity and expression, social class, and abilities. Furthermore, it requires social workers to acknowledge their own position of power vis-a-vis the populations they serve and to practice cultural humility (Lervalon & Muray-Garcia, 1998)

Cultural competence is not just a statement of quality practice. Cultural competence also requires advocacy and activism. It is critically important to provide quality services to those who find themselves marginalized and it is also essential to disrupt the social processes that marginalize populations. Cultural competence includes action to challenge institutional and structural oppression and the accompanying feelings of privilege and internalized oppression (Lervalon & Muray-Garcia, 1998)

II.7.4.The role of cultural awareness in cultural competency

Cultural awareness can be viewed as a stage embedded within the process of Cultural competency (Campinha, Bacote, 2007). Though many studies have focused primarily on cultural competency, cultural awareness has been identified as an early step on the path toward cultural competency (Rew, Becker, et al, 2003). When describing cultural competency, Kohli,et al (2010) stated that in order to achieve a level of cultural competence, individuals must identify and demonstrate awareness of their cultural beliefs and influences. Kohli et al. further discussed awareness and cultural competence in the following statement: Cultural competence begins with an awareness of one's own cultural beliefs and practices, and the recognition that others believe in different truths/realities than one's own.

It is important to note that cultural competency is not a static point of achievement; rather, it is a process by which one experiences continuous growth(Kohnert,2013).An increased level of cultural awareness is likely to contribute to a student 's progress toward entering into the realm of cultural competency. Dr. Josepha (2007) of transcultural, associates developed a model of cultural competence that is supported by five-construct .In addition to cultural awareness. Campinha-Bacote suggested that cultural competence is comprised of cultural encounters, cultural skills, cultural knowledge, and cultural desire. Cultural experience are maintained as a core element of the model. It is believed that cultural experiences shape each category of cultural competence.

II.8.Subculture

Subcultures have been broadly defined as social groups organized around shared interests and practices. The term "subculture" has been used to position specific social groups and the study of such groups, in relation to various broader social formations designated by terms like "community," the "public," the "masses," "society," and "culture." Use of the term "subcultures" in academic sub cultural studies has shifted since the term was coined in the 1940s in the context of the Chicago School of sociology and its liberal, pluralist assumptions. This loosely defined interdisciplinary field has been altered and informed by Frankfurt School analyses of mass culture and society. By debates in anthropology regarding the methods and ethics of ethnography, by the critical synthesis of perspectives developed in the 1970s at the Birmingham Centre for Contemporary Cultural Studies, and by subsequent critique and revision of these earlier tendencies especially by feminist and poststructuralist writers. Subcultural studies often involve participant-observation, and may variously emphasize sociological, anthropological, or semiotic analysis in order to address the

organization and production of relational, material, and symbolic structures and systems. (Lervalon&Muray-Garcia, 1998)

II.8.1.Subculture examples

Some Cultures are geographical or something you are born into, like being Native American or from New England. Other sub-cultures are things we are into by choice, hobbies that become a defining part of our personality and a way of life, and there is a lot of overlap .first here is some examples of subculture within the United States:

Fandom culture is alive and well in many parts of the world, and the United States is no different. Some say that fandom started when Sherlock Holmes was killed off in 1893, when public demonstrations of mourning were held for a fictional character, while others say that modern fandom has its roots in Japan in the 70's (Lervalon&Muray-Garcia, 1998).

People who are somewhat obsessed or closely identify with certain characters or fictional worlds, though a “fandom” can be built around any shared interest, characterize the subculture. Fans have Conventions (cons), dress up as said characters (called co splaying), and form little individual communities around a particular fandom, such as Doctor Who, Harry Potter, or any Anime ever(Lervalon&Muray-Garcia,1998).

LGBT (Lesbian, Gay, Bisexual & Transgender) culture generally refers to those who are active in LGBT events such as Pride Parades, diversity and awareness campaigns like reaching out to gay or trans-gendered youth, and various political activities. This subculture is widely varied, and there are million ways to join or participate. One can be heterosexual and still participate and be considered an “ally,” or one can be two men married in a nice suburban home with two kids and a minivan who are gay and have nothing to do with the culture at large beyond who they love. You can also just consider yourself a part of the “community,” and vote accordingly. They are inclusive (Lervalon&Muray-Garcia, 1998).

Love it or hate it, there is definitely a distinct culture in the Deep South. Also a few distinct accents. Much of what is considered traditional “American” culture is from the South. Some of the fundamentals of this culture – good food, hospitality, manners, a strong ingrained respect for personal freedoms and liberties, really neat historical architecture, a strong work ethic, some of the most amazing music God ever made, and a very strong sense of family and community – make deep south culture a beautiful and comforting thing. While there are absolutely some horrid things in the past, the media seems pretty hell bent on sending the message that people who are proud of being from the south are all racist

married to first cousins, and that couldn't be further from the truth (Lervalon&Muray-Garcia, 1998).

Some people are born into their subculture; it is not a choice. Such as the case with Deaf culture, those who are born or become deaf. It is not just a sign language that ties them together, but often they do not refer to their lack of hearing as a disability and oppose things like hearing aids and implants that could give them the ability to hear. They have their own art and literature, schools, and tend to communicate very openly and bluntly. It is a beautiful thing (Lervalon&Muray-Garcia, 1998).

The first Koreans started immigrating to the US in the early 1900's, and now you can find awesome little pockets of Korean culture in most major cities in the US, populated by second, third, and even fourth generation Korean-Americans. Korean BBQ is now a part of mainstream US culture, being one of the most popular cuisines in the US (Lervalon&Muray-Garcia, 1998).

II.8.2.Examples of Modern Subculture:

According to "YOUR DECTIONARY (2016), there are many modern subcultures like:

- **Afrofuturism:** a future seen through an African-American lens, encompassing the arts, science, and technology.
- **Bodybuilding:** using certain exercises to train the body into a highly sculpted, muscular form.
- **Cosplay:** a group involved in full immersion into a fictional character.
- **Cybergoth:** a mix of Goth and rave culture with energetic music and bright, futuristic clothing.
- **Demoscene:** a group of people who produce demos for play on a computer
- **Emo:** short for "emotional," a movement directed at fans of emotional, expressive hardcore punk rock.
- **Gaming:** a group of people who enjoy playing video games, either individually, with friends, or through a virtual platform.
- **Goth:** people who find beauty in things others might find dark, including clothing and attire, decor, and more.
- **Grunge:** started in Seattle, fans of alternative rock that gained prominence in the 1990s.
- **Hip-hop:** started in South Bronx in the 70s, a group of people who enjoy break dancing, graffiti, DJs combining songs and rap, and other artistic expressions.
- **Hipsters:** a merging of many identities, including retro styles, skinny jeans, artistic movements, urban living, and more.

- **Hypebeast:** a genre of fashion-lovers with a particular affinity for street fashion and collector items.
- **Internet Subculture:** a lifestyle that revolves around online connectivity, including gaming, memes, cosplay, dating, chat groups, social media, and more.
- **Metalcore:** a genre of music that fuses extreme metal and hardcore punk.
- **New Age:** a spiritual and metaphysical movement including holistic health and parapsychology.
- **Otaku:** people obsessed with anime and manga.
- **Rave Scene:** characterized by wild parties with loud music and possibly light or laser shows
- **Rivthead:** a group started in the 1980s with people who favor industrial dance music.
- **Skater:** a movement of teens and adults who enjoy skateboarding.
- **Straight Edge:** people who are drawn to the punk rock scene, but do not engage in drugs and heavy drinking.
- **Trekkie:** fans of the Star Trek franchise who enjoy the movies, attend festivals, and share their enthusiasm for a sci-fi existence.

II.8.3.linguistic subculture and social work practice

As mentioned in Cormicon (1976) Social workers should realize that people from cultural background different from their own will actually perceive the same situation and objects differently than they do .in linguistics, the Sapir-Whorf hypothesis states that language not only reflects cultural differences but that it determiners them. « The forms of a person’s thoughts are controlled by patterns learned early, of which he is mostly unconscious. »

“The fact of the matter is that the ‘real’ world is to a large extent unconsciously built up on the language habits of the groupthe worlds in which different societies live are distinct worlds, not merely the same world with different labels attached” (Sapir-Whorf, 1929)

An illustration of Benjamin Lee Whorf’s hypothesis claims that different languages dictate different concepts of time and space. European languages, like English, force speakers to view objects or events, as either having been, being, or as they will be ,in contrast, in the Hopi Indian language tenses discriminate a period that extends up to and includes the present ,a future , and a generalized timelessness governing things that have always been true (Cormicon, 1976).

Subculture use their own particular dialect of a language, including jargon and idioms, which effectively exclude outsiders from full participation in that subculture. The American social workers contacts with subcultures most frequently involve blacks in the cities, Mexican in the southwest, Indians throughout the western United States (Cormica, 1976).

Conclusion

To sum up, culture can be seen as a uniting force that is part of our daily lives and an integral part of our being, defining the way we treat other people and ourselves.

Introduction

This chapter deals with the methods used to conduct the current study, it explains and demonstrates the process used to explore and highlight students' conceptions and attitudes towards developing the linguistic subculture by the use of text messaging. This chapter starts with the overall choice and appropriateness of the selected research design, the adopted research design, a description of the research setting participants, and appropriate instruments used to collect data. Additionally, data collection procedures, data analysis and interpretations are well explained and stated. Finally, the chapter meets the end with a general conclusion.

III.1.Appropriateness of the research design

The general framework through which the study is carried out is the quantitative research design. After a careful consideration of the other research designs, the quantitative design was finally selected for further accuracy to shed a light upon what the students think towards the subject matter of the study.

III.2.The research design

The quantitative approach was the best design for this study because it is the collection of numerical data to describe phenomena of interest. For a topic that investigates the attitude of learners towards the use of text messaging to develop their linguistic subculture, the appropriate method to be used is the descriptive. This method of research is a popular design in education that is used to describe the attitudes, opinions, behaviors, and characteristics of the population.

III.3.The participants

The population of the present study comprises of Second year Master Degree students of English as a Foreign Language, at the department of English in Abbes Laghrour University of Khenchela during the academic year 2019-2020. The students are from different social classes, different genders-males and females- , and different geographical regions in Khenchela. We followed a probability sampling technique. Consequently, we opted for simple random sampling. The final selected sample comprises of fifty students who were randomly selected from the whole number to answer the questionnaire. Second year Master Degree students were chosen as a population because they were studying English as a Foreign Language for five years, thus their experience was highly useful for the research.

III.4.Data gathering instrument

To carry out our study and to gather data, a questionnaire was used with the adopted random sample, which totally comprises of fifty participants. This questionnaire entitled text messaging and the linguistic subculture competence among EFL learners was consisting of fourteen questions that consisted of close-ended questions and multiple-choice questions. It was published in a face book group for second year master degree students of English that is called "M2 students of English". The questionnaire's objective was to give the chance to master two students of English to express their thoughts and give their points of views about developing the linguistic subculture among EFL learners by using text messages.

This questionnaire varied from Closed-ended questions and multiple-choice questions. The Closed-ended questions were divided to questions that need to be answered by Yes or No without justification or examples like (1), (8), (12), and questions that need to be answered by Yes or No with justification and examples (10), (14). Multiple choice questions are also divided into two categories, questions that need to be answered with justifying or giving examples about the choice (2), (4), (5), (6), (7), (9), (13). The second category consists of questions (3), (11) that need justification and examples.

III.5.Data Analysis Procedures

After publishing the questionnaire and collecting data from the students' answers, we used Microsoft Office Exel software 2007 to analyse the results of the questionnaire. These results were clearly represented in tables and figures in a form of charts.

III.6. Data analysis

Question one: Do you have a mobile phone?

a- Yes

b- No

This question aims to know if the students have mobile phones .It is an introduction to the second question.

Options	Students number
Yes	50
No	00
Total number	50

Table01: number of the students who have mobile phones

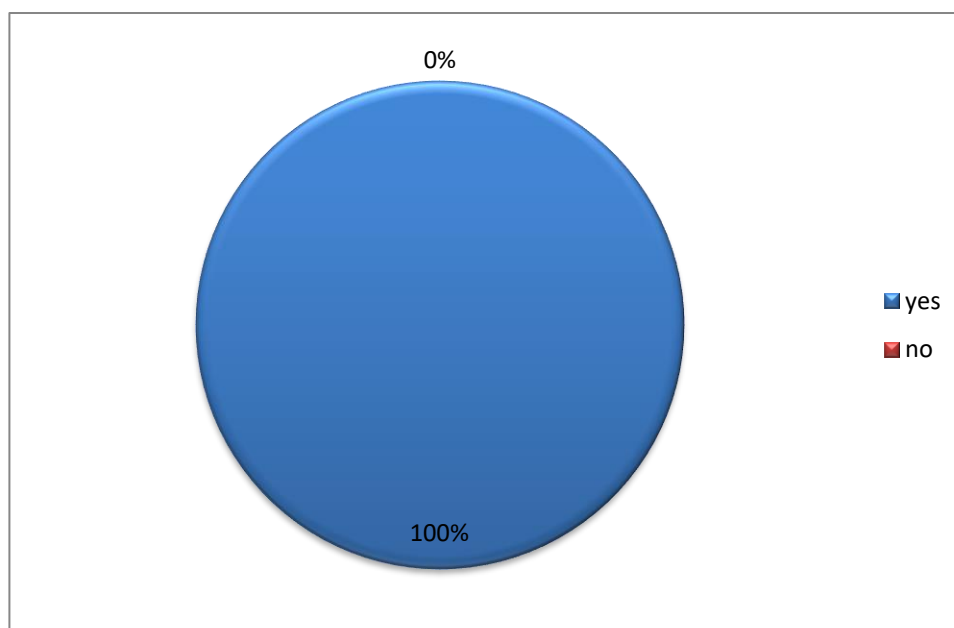


Figure 01: Number of the students who have mobile phones

Figure 01 showed that all the students have mobile phones.

Question02: For what purpose do you mostly use your phone?

a-make calls

b-send and receive SMS

c-access to internet

d-others

The aim of the second question is to see if the students use their phones mostly for texting

Options	Students number
Make calls	14
Send and receive SMS	06
Access to internet	24
Others	06
Total number	50

Table02: Students' purpose of using mobiles

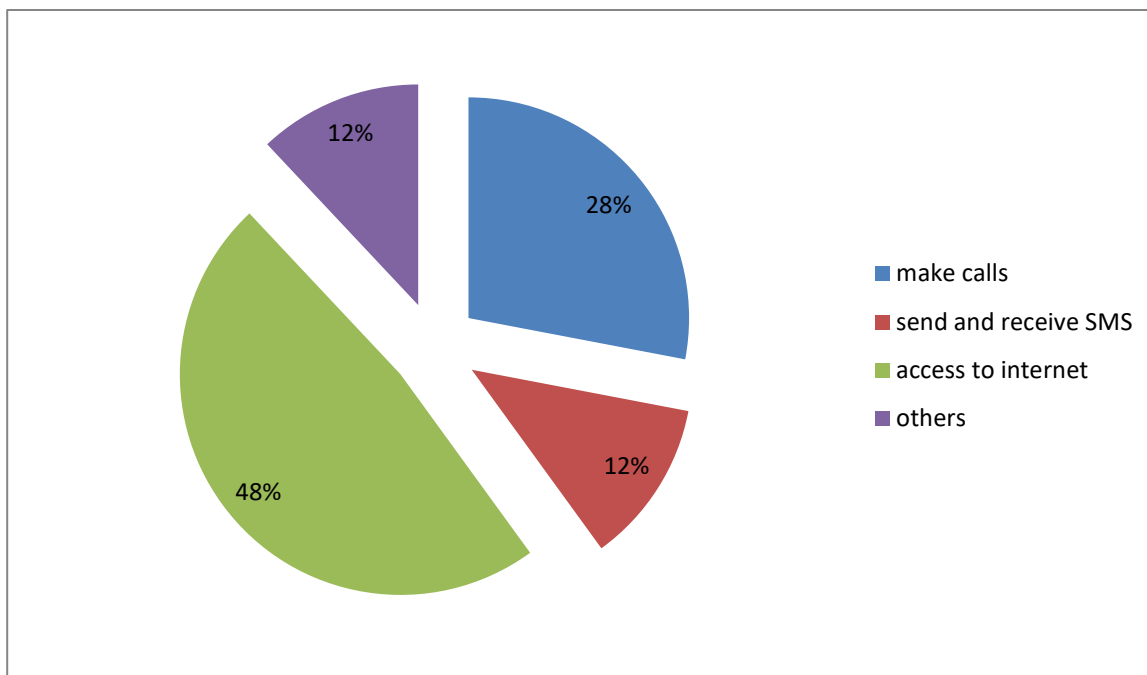


Figure02: Students' purpose of using mobiles

Figure" 2" shows that the majority of the students 48% use their mobile phones to access to internet while 28 % of the students use their phones for making calls. Only 12 %of the students use their mobiles for sending and receiving SMS.

The other 12% mentioned other answers. The major answer was that they use mobiles for all the three choices they were given" make calls, send and receive SMS, and access to internet" they added that they save their personal documents and take pictures.

Question03: What type of communication do you prefer?

a-typed SMS

b-voice calls

c-social media

d-face –to-face

Why?

This question consists of two sections, A, and B. The aim of part A is to know the preferred type of communication for the participants, in general, and if they prefer text messages, in particular.

The part B of this question aims to know the reasons behind their choices.

Options	Students' number
Typed SMS	11
Voice calls	09
Social media	17
Face –to-face	13
Total number	50

Table03: Students' preferred type of communication

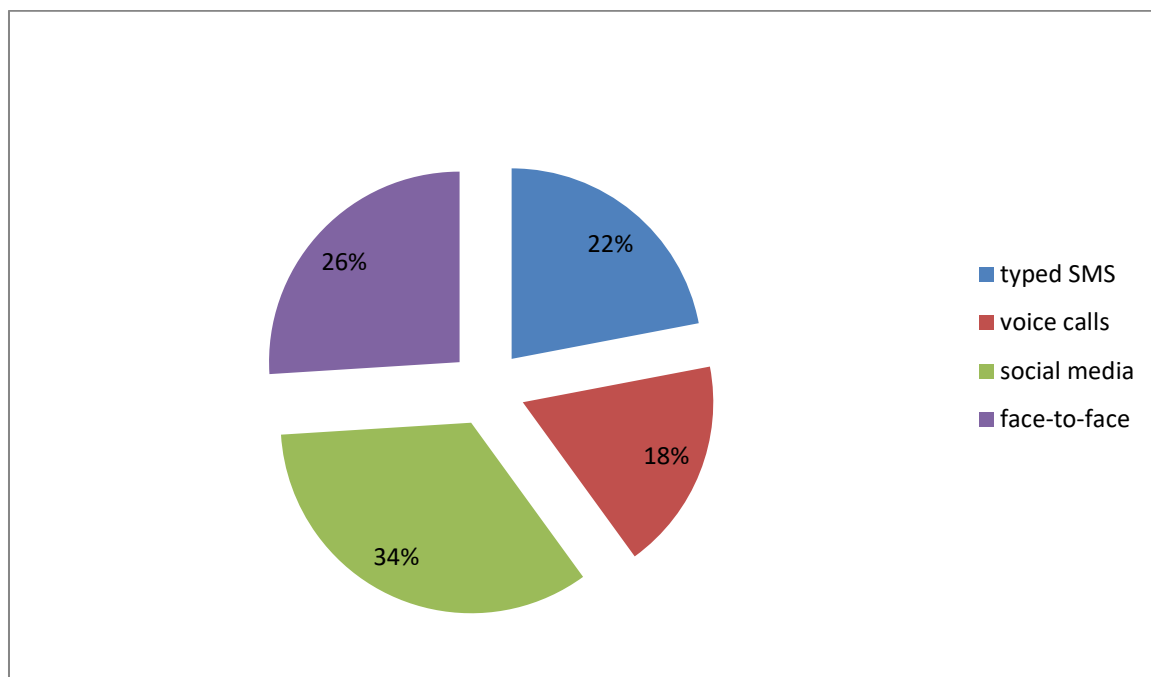


Figure03: Students' preferred type of communication

Figure03: Showed that most of the participants prefer to communicate via social media in a percentage of 34% from the whole number of the participants. According to this group social media makes the communication process easy, fast, cheap, and comfortable, and open to the whole world. They added that via social media they have many choices of communication, sending typed messages, voice clips and even video chatting. 26% of the students chose face-to-face communication, for being real by showing people's reactions clearly due to facial expressions, more effective, and emotional because everything occurs in natural setting. Another group of 22% from the participants prefer to communicate using

typed SMS. They claimed that an SMS makes them feel more at ease rather than other types of communication especially for shy people, others preferred it for saving time. One participant said "it does not need commitment ;you can send the message when you want and reply when you want. It is more comfortable than face-to-face or calls". The rest 18% chose voice calls since they make the conversation more fruitful. In addition some do not like writing thus making calls is the best for them.

Question 04: How often do you send messages?

a-always b-sometimes c-rarely d-never

The aim of this question is to know students frequency of sending messages.

options	Number of Students
always	22
sometimes	17
rarely	08
never	03
Total number	50

Table04: students' frequency of sending messages

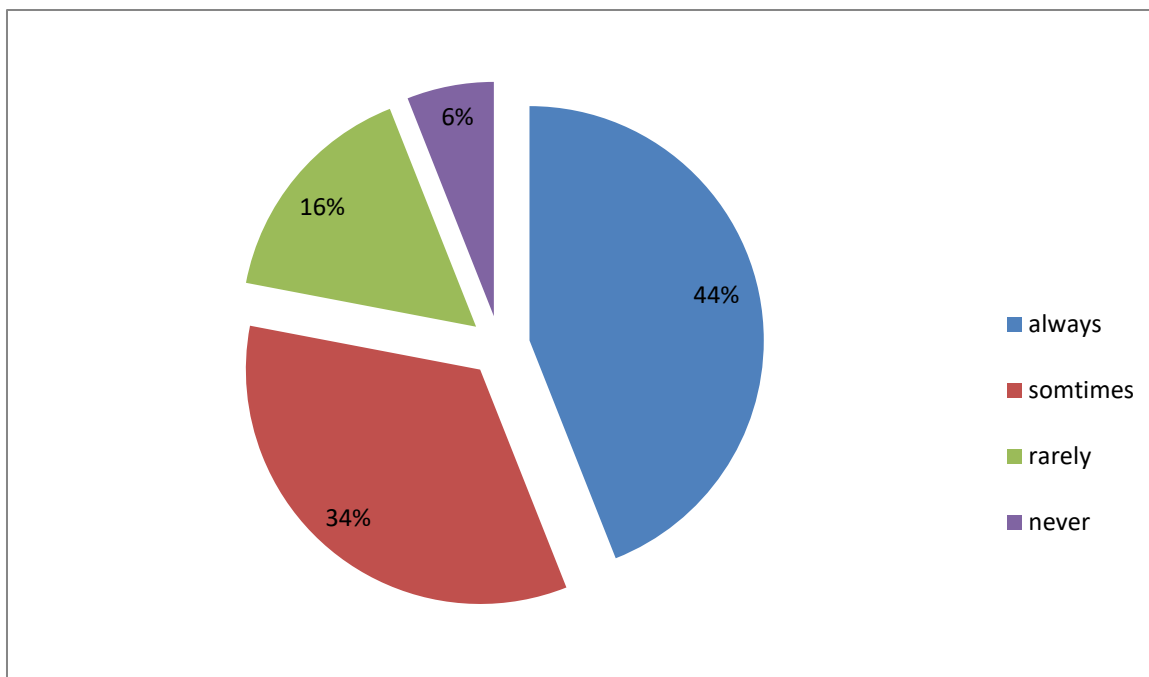


Figure04: Students’ frequency of sending messages

Figure04: clarifies how often the participants send messages. 44% of them always send messages, while34% chose sometimes. For 16% of the students they rarely use text messages. Only 6% of them never send any messages.

Question05: Whom do you text the most?

a-friends

b-relatives

c-family

This question aims to know the relationship between the participants and the social group they text the most.

Options	Number of students
friends	35
relatives	05
family	10
Total number	50

Table05: The most texted social group by students

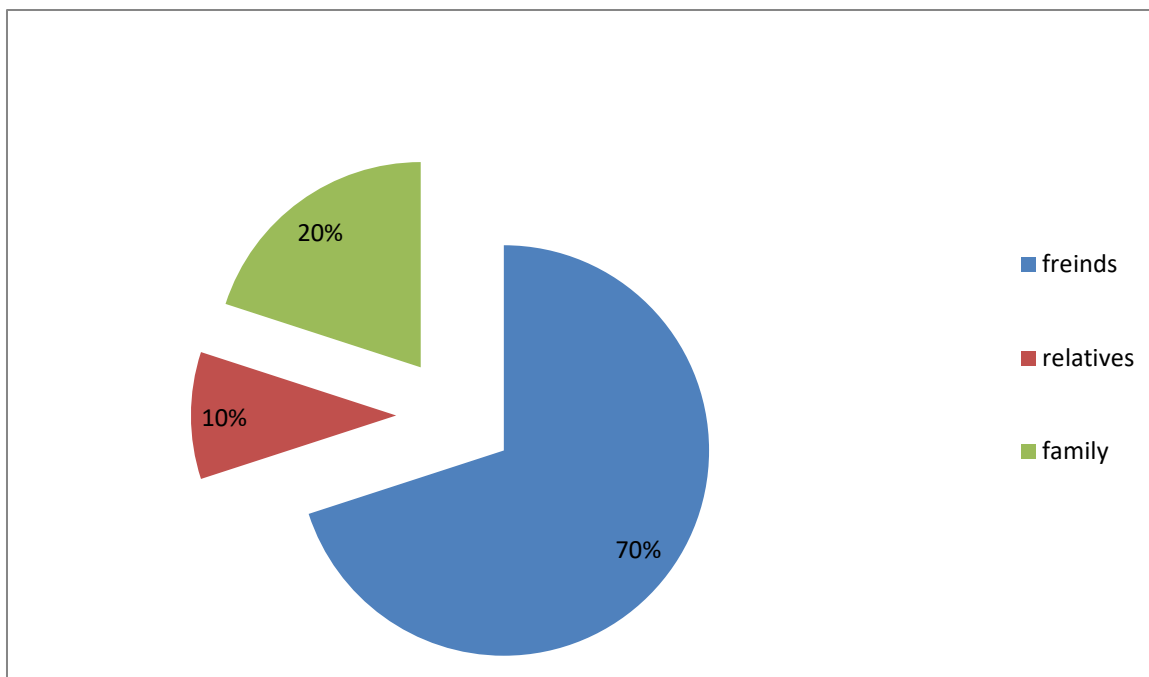


Figure05: The most texted social group by students

Figure N 05: Shows that the participants have a strong contact to their friends and they text them the most, in a percentage of 70%. Also 20% of the participants text their family members, and only 6% of them contact their relatives via messages.

Question06: Which one of the following applications do you use the most for texting?

- a-Face book /messenger
- b-Instagram
- c-whatsApp
- d-viber
- e-others

This question aims to determine the application used in social media for sending and receiving messages.

Options	Number of Students
facebook/messenger	35
Instagram	10
What's app	00
Viber	04
Others	01
Total number	50

Table06: The most used social media applications by the students

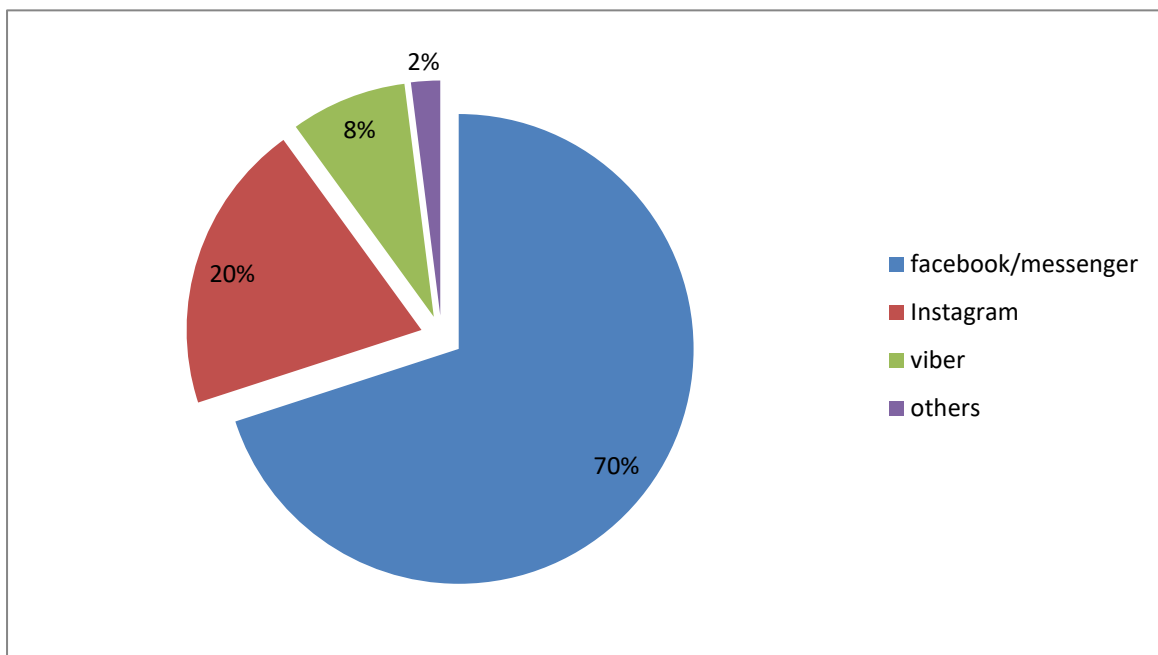


Figure06: The most used social media applications by the students

As it is showed in figure 6 the majority of the participants 70% of students use facebook and messenger for texting each other while 20% of them used **Instagram** .Only 8% of the participants use Viber and no one uses what'sApp only 2% of them mentioned other applications like « Snapchat ».

Question07: What language do you use for texting?

a-Standard English

b-Standard Arabic

C-Algerian Arabic

d- French

e-Others

The aim of this question is to determine the language used for texting by students, with regards of being EFL learners.

Options	Students 'number
Standard English	08
Standard Arabic	05
Algerian Arabic	22
French	08
Others	07
Total	50

Table7: The language used for texting

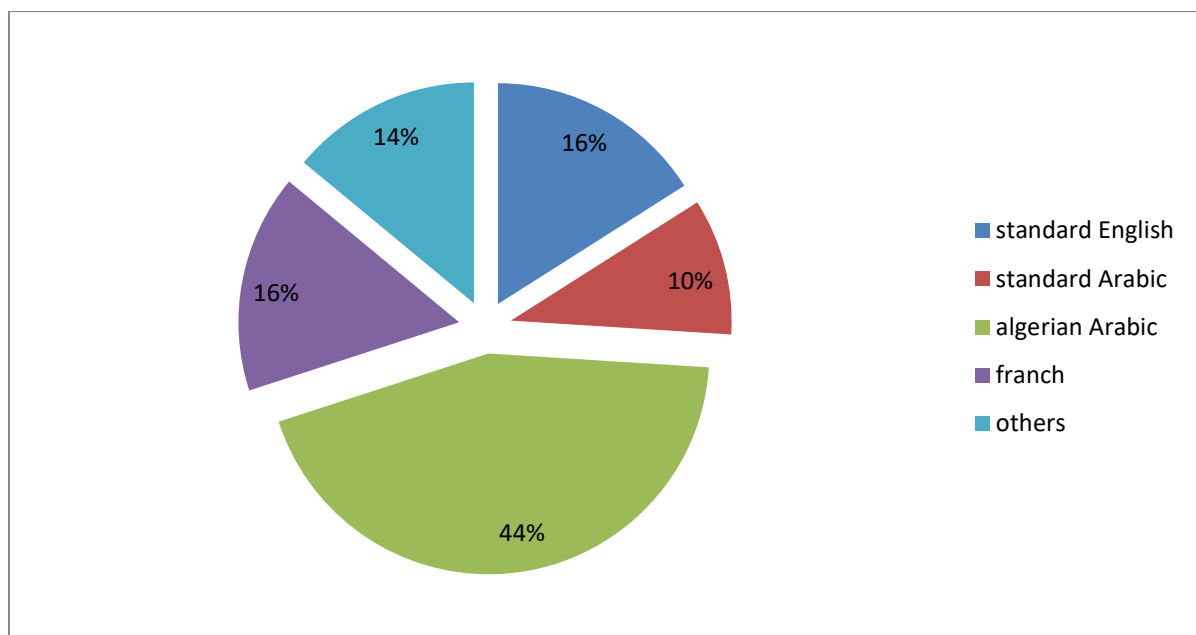


Figure 7: The language used for texting

According to the results of this chart 44% of the participants use Algerian Arabic language for writing their messages. Then comes the Standard English and French, which are used by 16% of participants for each language. The standard Arabic is used by only 10% of the students. The rest in a percentage of 14% had answers.

Some of them use both Algerian Arabic and English, others use French and Algerian Arabic, and for the rest they use all of them a mixture of all the four languages depending on the person they talk to.

Question 08: Do you have special codes of writing between you and the people you contact via messages?

a- Yes

b- No

This question aims to see if the students have codes that are special for a particular group only.

Options	Number of students
Yes	43
No	07
Total number	50

Table 08: The use of texting codes among students

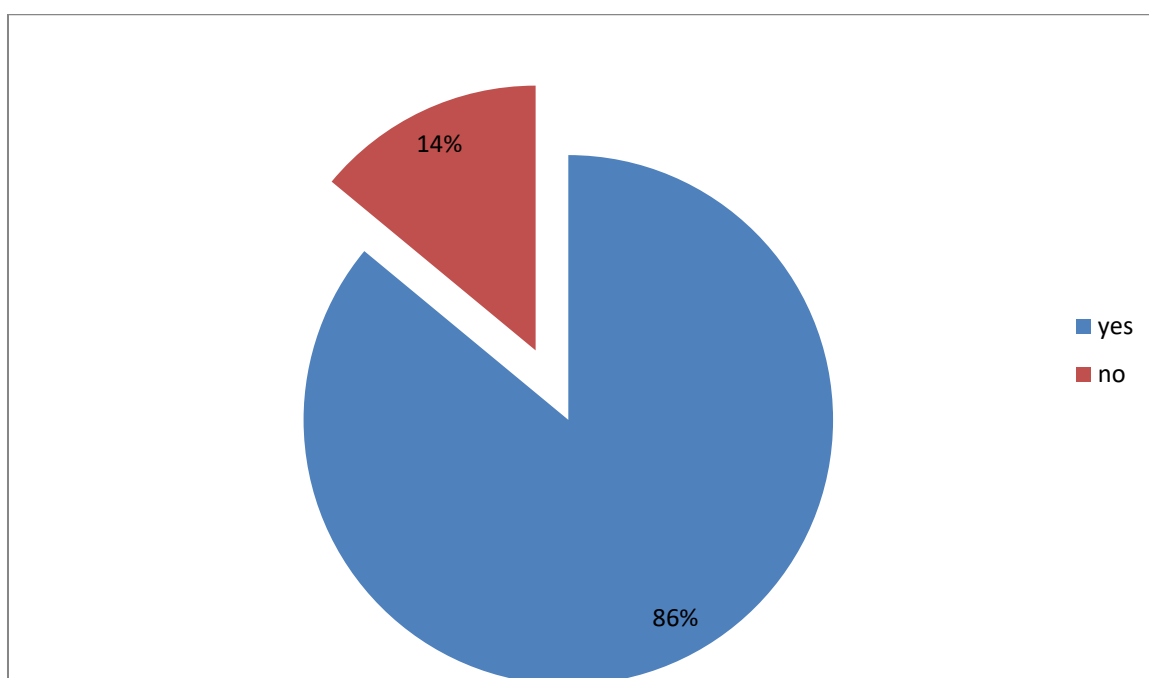


Figure08: The use of texting codes among students

Figure 08 showed that the majority of the students 86% of the whole number have special codes of writing between them and the people they contact via messages. These codes are particular for each group and differ from one to another.

Question09: What do you generally use in writing an SMS?

a-abbreviations

b- symbols

c-numbers/letters

d-shortening

e-contractions

f-clippings

G-all of them

The aim of this question is to know the features of the language used in text messaging by the students.

Options	Number of students
Abbreviations	15
Symbols	8
numbers/letters	5
Shortening	1
Contractions	3
Clippings	00
All of them	18
Total number	50

Table09: Features of texting's language used by students

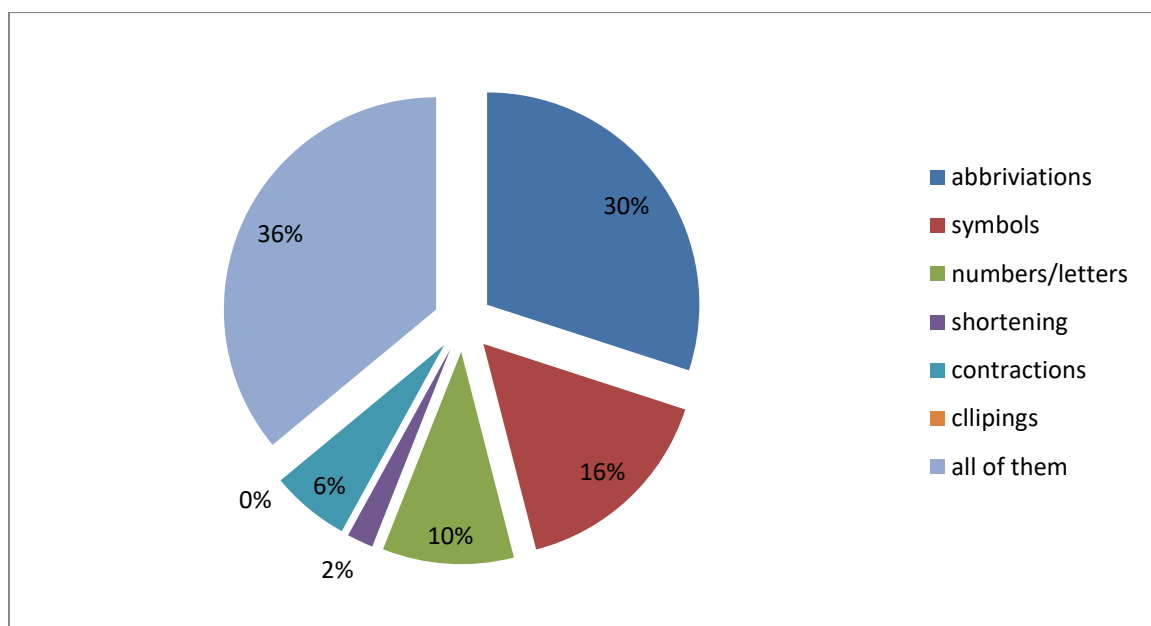


Figure09: Features of texting's language used by students

Figure 09 showed that most of the participants 36% use all the features mentioned in this questions abbreviations ,symbols ,numbers, letters, shortenings, contractions, and clippings. 30% of the students write their messages by abbreviations, and others who use symbols were only 16% .The participants who write by letters and numbers

were 10%. For clippings no one uses it, and shortenings in addition to contractions had very low percentage.

Question 10: Do you notice that text messaging had an effect on your writing skills?

a-yes

b-No

if yes ,say why ?

This questions aims to see if the special language of messages is reflected students writing skills.

Options	Number of students	Percentage
Yes	22	44%
No	28	56%
Total number	50	100%

Table 10: The effect of texting on the students' writing skills

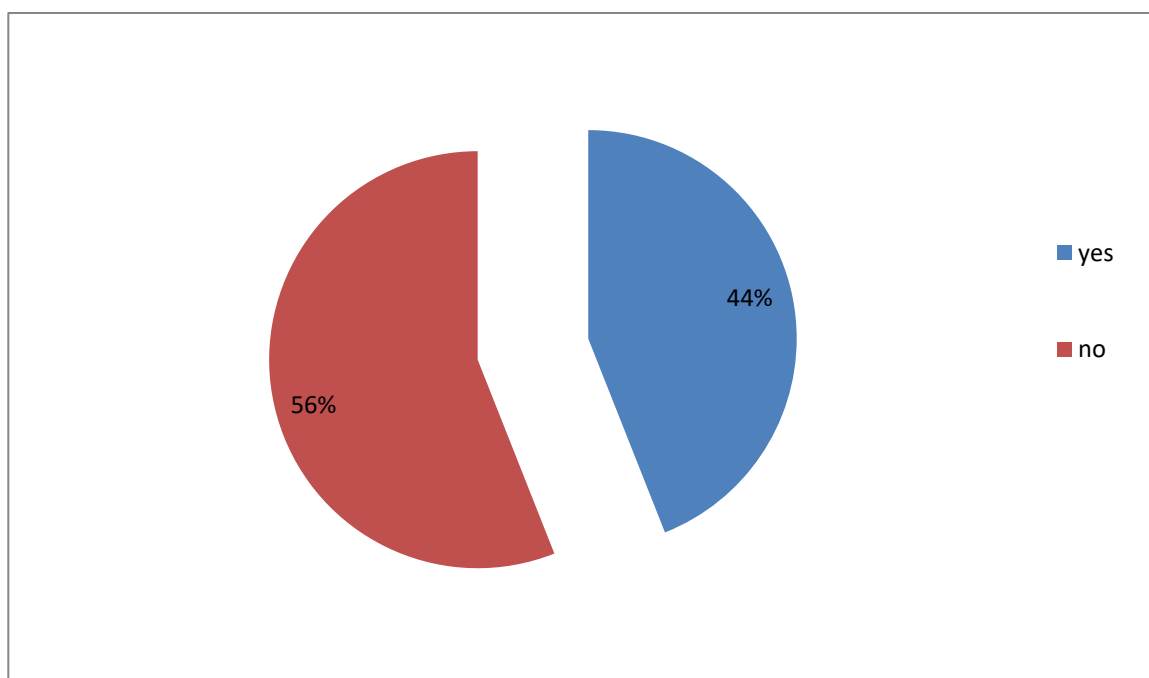


Figure 10: The effect of texting on the students' writing skills

As it is showed in figure 10 the participants in an average of 56% do not notice any effect of texting language on their writing skills .While 44%of them noticed that the texting had an effect on their writing. those ho said yes where asked about the reason behind their answer or observation, the majority of the participants who have noticed that texting effected their writing negatively claimed that because of texting they do not use coherent sentences as they know that the receiver will get the meaning anyway. Furthermore, a lot of them said that they found themselves using abbreviations in their academic writing, and they even forget the correct spelling of some words. The second part said that texting effected their writing skills positively. First, by helping them being creative since they are always writing. Second, it reinforces their language aspects. Finally, by texting native speakers they acquired new vocabulary that helps them in writing.

Question11 :For you ,messaging have many ?

a-advantages

b-disadvantages

Mention some of them.

This question is divided into two parts, the first part aims to the students' opinion about text messaging if they have advantages or disadvantages. The second part is to know some of these advantages and disadvantages.

Options	Number of students
Advantages	39
Disadvantages	11
Total number	50

Table11: The students' views about the advantages and disadvantages of texting

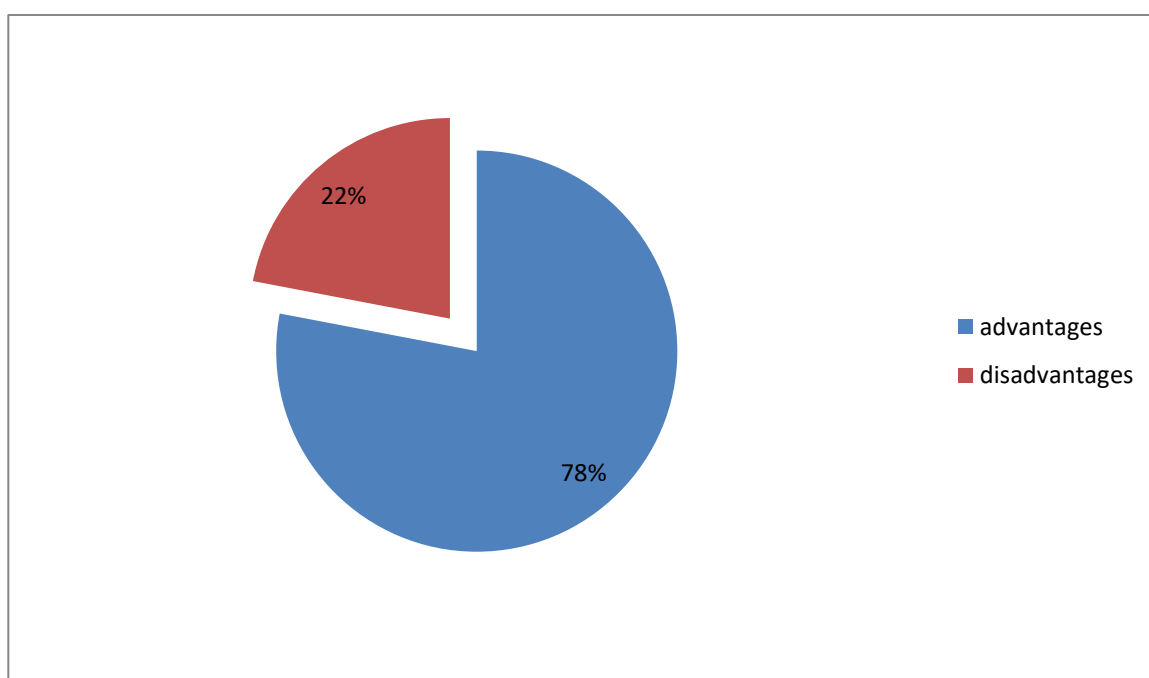


Figure11: The students' views about the advantages and disadvantages of texting

Figure 06 showed that the majority of students 78%, see that texting has many advantages ;however, the rest 22%of them see that texting has many disadvantages. The participants mentioned some advantages of texting such as being easy do not take time, and joyful because there are no rules for writing .It leads to the practice of language every day, and also acquiring new vocabulary Reducing distances and fast, they can text anyone anytime they want. Also is the best way of communication for shy people in particular.

The participants whose opinion is texting has many disadvantages claimed that the use of abbreviations led to missing the standards of academic writing, using standard language reduces the learner's language proficiency.

Question 12: Do you think that text messaging created a linguistic subculture competence among you as EFL learners?

a-Yes

b-No

This question aims to determine the students' opinion about text messaging and the creation of a linguistic subculture among EFL learners.

Options	Number of students
Yes	40
No	10
Total number	50

Table 12: Students' views about text messaging and the linguistic subculture competence

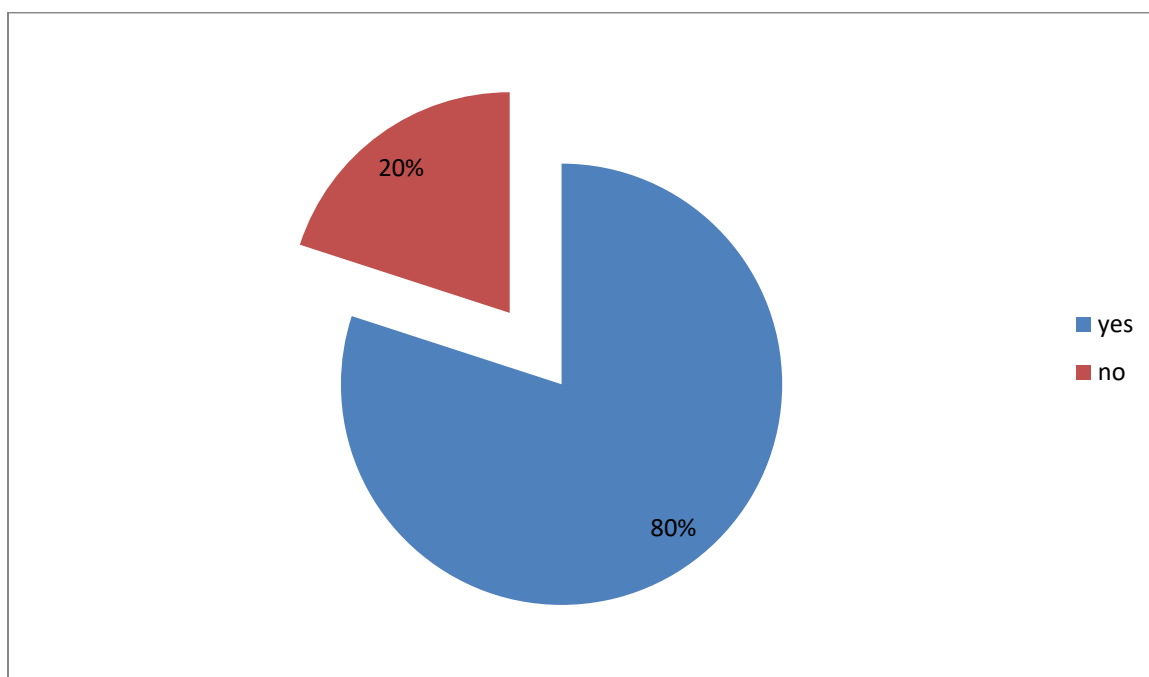


Figure 12: Students' views about text messaging and the linguistic subculture competence

Figure 12 showed that most of the students 80% are with the point of view of text messaging created a linguistic subculture competence among EFL learners .The rest 20%

of the students have an opposite point of view that is text messaging did not create a linguistic subculture among them.

Question 13: In what ways do you think that text messaging has influenced your linguistic subculture?

a-Positively

b-Negatively

Why?

The aim of this question is to know the attitude of EFL learners towards the effect of text messaging on their linguistic subculture, and the reason of their choices.

Options	Number of students
Positively	31
Negatively	19
Total number	50

Table 13: The effect of text messaging on the students' linguistic subculture

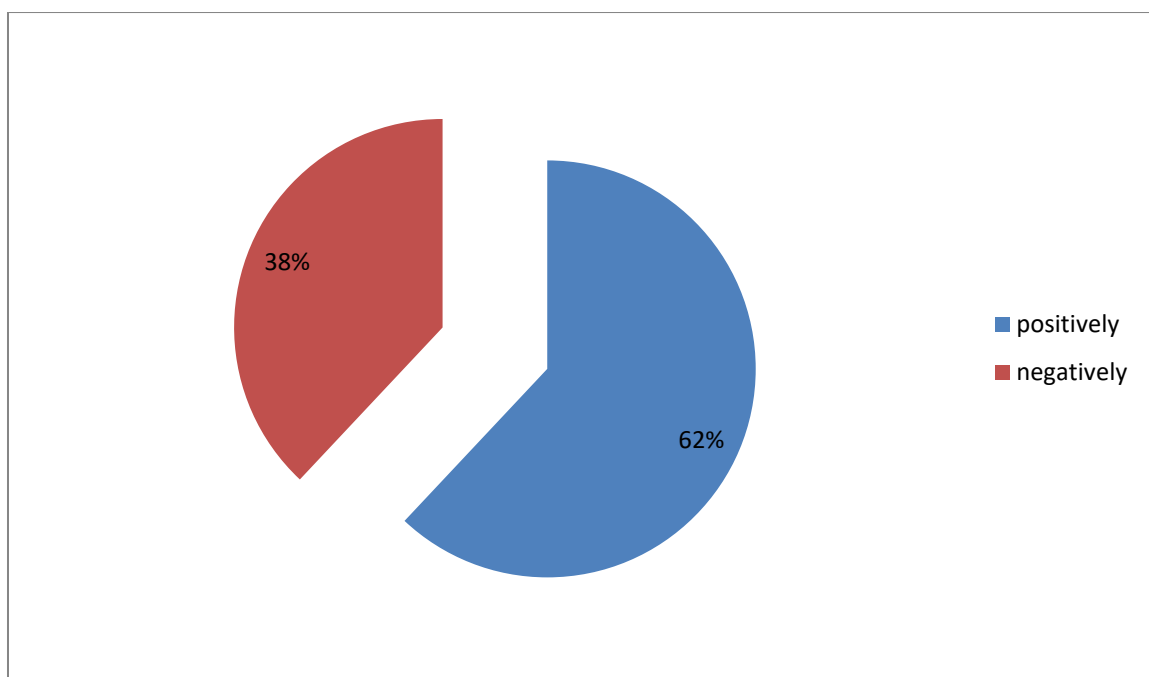


Figure 13: The effect of text messaging on the students' linguistic subculture

Figure 13 showed that the group of the students who think that texting affected them positively claimed that texting is a positive influencer for their subculture by learning new codes from different people in the world by contacting different people from different

places in the world. Also texting helps EFL learners to be aware of the aspects of the target culture. The second group of the student's who shared the idea that texting influenced them in a negative way argued that because of texting they neglected and forget all the grammar, semantic and semiotic rules and structures.

Question 14: In your opinion, does text-messaging help in developing your linguistic subculture competence?

a-Yes

b- No

How?

This question aims to know the students attitude towards the use of text messaging to develop their linguistic subculture competence and in what ways it does.

Options	Number of students
Yes	30
No	20
Total number	50

Table 14: The students' attitude towards the development of the linguistic subculture competence by text messaging

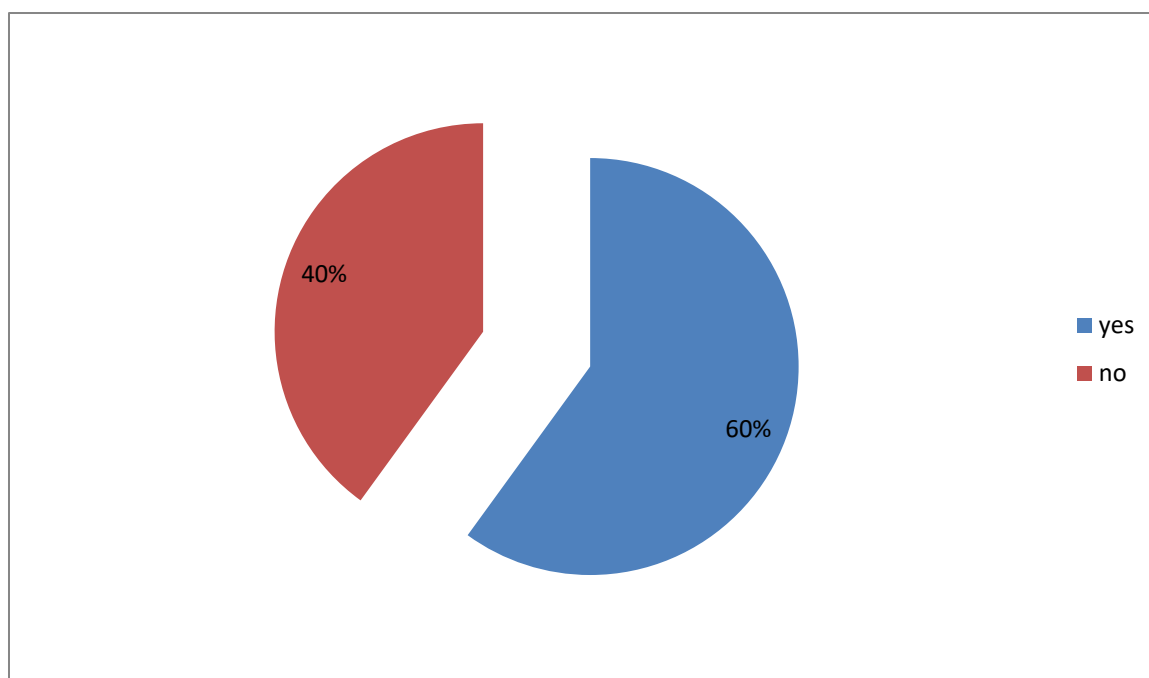


Figure 14: The students' attitude towards the development of the linguistic subculture by text messaging

Figure 14 showed that 60% of the students think that texting develop their linguistic subculture competence as EFL learners. 40% of them had an opposing point of view that is text messaging do not develop their linguistic subculture competence. According to the majority of the participants texting develop their linguistic subculture competence because talking to many people can enhance their subculture, each one of them is different from the others.

III.7. Finding:

After publishing the questionnaire that consists of fourteen questions, and gathering all data provided by fifty EFL learners of second year master degree, the finding of the data interpretation revealed the following:

- It is evident that all the students have mobile phones and they are using them daily, for many different purposes. Access to internet and sending SMS in particular, were the major concerns of all the students.
- Students are always sending and receiving messages via different ways, and different social media applications. Instagram was the most used mean of texting by the majority of them.
- The majority of students tend to text their friends more than other people. Using the Algerian Arabic, they created a special language of symbols, abbreviations, etc. among them. Each group of friend have their specific codes.

- Many students asserted that texting has affected their writing skills positively, by acquiring new vocabulary, and developing many aspects of language. Thus, texting has many advantages.
- It is obviously noticed that all the EFL learners have a positive attitude towards the use of text messaging to develop their linguistic subculture competence.

III.8.Limitations of the study

- Time was not sufficient to make an experimental study.
- Lack of references because the researchers were unable to go to libraries because of the quarantine.
- Low participation in the questionnaire because it was published in face book therefore cannot generalize our findings.
- The writers could not apply the mixed method and insert an interview because of the quarantine.

III.9.Significance of the study

This study seems to be worth conducting for different reasons

- **The first reason:** this topic is important and interesting for EFL learners; however, it is rarely approached thus all the studies in this field are new.
- **The second reason :** this study has a main concern to rise students' awareness about the good exploitation of texting
- **The third reason:** the increased use of texting that changed communication completely. Especially among EFL learners who text even the English native speakers.

III.10.Implication for further studies

- For further research and studies, we suggest investigating the effects of text messaging language on the aspects of English language.
- Also as another topic, we can propose about code mixing and code switching in text messages. While we were searching for information about the language of text messages, we noticed that EFL learners are code mixing and code switching many languages.

General conclusion

The linguistic subculture competence is an essential component in EFL learning. This study aims to spot a light on the role of text messaging in promoting the linguistic subculture competence among EFL learners

All master degree students have be aware of the right use of texting so as to be useful and beneficial for them in developing their skills such as writing, spelling, grammar, and vocabulary especially the linguistic aspects.

Finally, the question of this thesis “what is the attitude of EFL learners towards developing the linguistic subculture competence by the use of text messages?” was answered, and the hypothesis “EFL learners have positive attitude towards the development of the linguistic subculture by the use of text messaging” Was confirmed.

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Appendix

Questionnaire

Dear students

You are kindly invited to fill in the following questionnaire entitled" Text Messaging and The Linguistic Subculture Competence among EFL Learners ". Your contribution is crucial and greatly appreciated

Please, tick the correct answer

Questions

1- Do you have a mobile phone?

Yes

No

2- For what purpose do you mostly use your phone?

a- Make calls.

b- Send and receive SMS.

c- Access to internet.

Others

3- What type of communication do you prefer?

Typed SMS voice calls social media
 Face-to-face

Why

.....

4- How often do you send messages?

Always sometimes rarely never

5- Whom do you text the most?

a- Friends
 b- Relatives
 c- Family

6- Which one of the following applications do you use the most for texting?

a- Facebook /messenger.
 b- Instagram.
 c- What's up.
 d- Viber.

Others

7- What language do you use for texting?

a- Standard English.
 b- Standard Arabic.
 c- Algerian Arabic.
 d- French.

Others.....

8- Do you have special cods of writing between you and the people you contact via messages?

Yes No

9- What do you generally use in writing an SMS?

Abbreviations symbols numbers /letters shortenings
 Contractions clippings all of them

10- Do you notice that text messaging had an effect on your writing skills?

Yes

No

If yes in what ways?

.....

11- For you , messaging have many :

Advantages

Disadvantages

Mention some of them

.....

12- Do you think that text messaging created a linguistic subculture among you as EFL learners?

Yes

No

13- In what ways do you think that text messaging has influenced your linguistic subculture competence?

Positively

negatively

Why

14- In your opinion, does text-messaging help in developing your linguistic subculture competence?

Yes

No

How

ملخص البحث:

تهدف هذه الدراسة الى معرفة رأي طلبة السنة الثانية ماستر تخصص لغة إنجليزية في جامعة عباس لغرور بخنشله حول تأثير الرسائل النصية في تطوير الكفاءة الثقافية اللغوية الفرعية للدارسين للغة الانجليزية كلغة أجنبية حيث أجريت هذه الدراسة خلال الموسم الدراسي 2019-2020 . كما حاولنا خلال بحثنا الإلمام و الإحاطة بجميع جوانب هذا الموضوع، لما للغة الرسائل النصية من دور كبير في مساعدة متعلمي اللغة الإنجليزية باعتبارها لغة ثانية و أجنبية عن اللغة الأم و دراستها لغة و ثقافة و نقدا، كما لها دور في الانفتاح على ثقافة أخرى غير ثقافتنا، و معرفة تفكير و أسلوب و حياة الاخر.

و قد اتبعنا في هذه الدراسة المنهج الوصفي التحليلي، و كذا المنهج الإحصائي معتمدين على استبيان من أجل جمع المعلومات و الذي وزع عن طريق موقع التواصل الاجتماعي (فيسبوك) لطلبة اللغة الإنجليزية السنة الثانية ماستر، و قد بلغ عدد عينة الدراسة خمسين طالبا من اصل مئة وخمسون .