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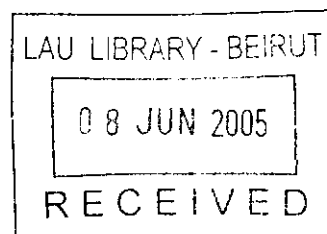
**Lebanese American University
School of Education**

**Sociolinguistics and Social Contexts of Language
An Assessment through On-line Chatting**

**Research project
In partial fulfillment
of the
Degree of Master of Arts in Education**

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**Sociolinguistics and Social Contexts of Languages:
An Assessment Through Online Chatting**

**Lebanese American University
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Note: We also certify that appropriate
citation has been incorporated
for any proprietary contained herein.

To my Husband,

*Hussein J. Hejase, whose love and
discipline enriched my efforts to look
forward and fuel my achievements.*

To my children,

*Ale, Nour, and Jad, whose existence
gave me a reason to achieve more.*

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I truly thank my professors and friends whose direct support have always gave me the necessary effort to keep looking forward.

I hope that this preliminary research adds value to the existing literature and provides guidance for those interested to continue on topics of this nature.

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Abstract

Being an English teacher I have noticed a sense of instability in the use of languages. Students are not sure what language to use and when. This needs special attention and guidance from language teachers whether the language used is the native Arabic or any other foreign language. Moreover, the use of the Internet and chatting, in particular, has negatively affected the use of language in the classroom as an academic language. Students have started writing their English essays using the same style they use in chatting, that is, by using symbolic and abbreviated terms embedded in their usual text; this is the result of neglect of language teachers who are not giving appropriate directions to their students. To prevent using chatting is impossible. However, to reinforce language learning, teachers may use the chat tool. They can create chat rooms for their classes where only the target language in its appropriate form can be used. Definite instructions must be available for students at all times. Besides, under such an environment, the whole conversation may be recorded and used as reference for further lessons by both the teachers and the students. However, such facility is not possible under present academic conditions.

This research project shall shed light and assess how Lebanese choose their language while carrying an on-line conversation and to explore the variations governed by sociolinguistics characterizing the Lebanese chatting community. The intention is, to quantitatively and qualitatively describe the computer literacy of the selected sample and how this is interrelated to the choice of chatting language within the frame of rules that the virtual community is abiding by.

Chapter One

Introduction

1.0 An Overview

Human beings belong to a clever species of toolmakers and tool users. Some of the most remarkable human tools are the languages that particular groups of humans have developed and adapted for use in their daily lives. Over the years, the languages have evolved as conventional instruments for communication and just as important tool for influence and control.

People prefer communication to be authentic and transparent; for them the use of a language should be like using a trolley that faithfully transports the thoughts and feelings of one person to another (NG and Bradac, 1993).

There are many types of talks. Although the boundaries between types of talks are always uncertain, the term ‘small talk’ has a recognized currency in several traditions of sociolinguistics, semantics and communication studies, and certainly in popular perceptions. This small talk can be labeled as ‘gossip’, ‘chat’ or ‘time-out-talk’. What these labels point to is a range of supposedly minor, informal unimportant and non-serious modes of talk, linked to the general communicative function sometimes characterized as ‘talking to avoid other problems’ (Coupland, 2000).

According to Heid (1997), humans were interacting with each other and exploring new places for thousands of years before they started writing or even drawing pictures.

“People’s need to interact and explore is just as strong today: they gather to share interests, they travel to exotic places and wonder at the mall.” Therefore, the Internet and the World Wide Web are evolving to accommodate these activities. In fact the online world’s ability to span the globe and eliminate physical barriers enhances these interactions and explorations in unique ways. A growing number of real-time chat technologies enable the person to have tele-conversations, interact by typing instantly transmitted messages, or

with some forthcoming technologies, use a Plain Talk microphone to talk with the digital representations of others.

1.1 Need for the Study

Lebanon is one of the very few countries in the world where foreign language education is introduced in the first or the second year of schooling. Since the second half of the 19th century, Lebanon has experienced and continues to experience bilingualism, and in few cases, multi-lingualism in its educational system (Shaaban, 1996). Since the early 1800s, modern Lebanese schools, from the western sense, were founded supported by the coming force of missionaries from the United States of America, France, England, and Russia.

The missionary schools established stressed education in their original languages as well as in the native language, Arabic. The existence of these missionaries in Lebanon created a conflict and a competition between the French Jesuits and the American Evangelical Protestants. This competition resulted in the establishment of many English-teaching and French-teaching schools all over the country.

It is clear that Lebanon's first experience with western-type schools was a bilingual one, with French, English, Russian and Turkish pairing with Arabic as a media of instruction in the various schools. This tradition of bilingualism has proved its viability over the years and has become entrenched in the Lebanese psyche and the Lebanese educational system.

In 1926, the French Mandate put in place a new constitution that required all public schools to be bilingual in French and Arabic. Abou (1961) reported, in the first survey on bilingualism in Lebanon, that French was the most commonly used language in education in the 1950s. When Lebanon got its independence, Arabic was declared as the only official language in the country, and it could be used as a medium of instruction for all subjects. An analytical reading of this legislation indicates clearly that there was a pull in two directions. On the one hand, there was the feeling that the mother tongue should be given prominence in the curriculum. On the other hand, there was the long established tradition of using the

foreign language as a medium of instruction. Practicality won over principles and the Arabic language took second place to French/English as the latter was perceived as a means of empowerment in the job market.

The educational system in Lebanon was affected by every historical factor. During the civil war, many Lebanese families and young people had to leave the country for economic, security and ideological reasons, they settled mainly in France, Canada, Australia, and the Arabian Gulf countries. This immigration movement was in itself a good incentive for these people to learn the languages of the hosting countries. Those who returned to Lebanon constitute at present communities of true bilinguals who practice their bilingualism in their daily dealing. They send their children to foreign language oriented schools and do their shopping at special shopping centers modeled after their counterparts in the west, including having clerks who can communicate in a foreign language.

According to Shaaban (1997), “bilingualism has been and continues to be a cherished tradition in Lebanon in general, and in the Lebanese educational system in particular. Despite the lip service paid to the cause of Arabic, the fact remains that Arabic occupies a second place to the foreign language in the Lebanese school.” (Shaaban, 1997, p. 257)

The Lebanese government allowed the adoption of foreign languages as the medium of instruction in public schools. This policy and practice could prove detrimental to the cause of Arabic that is losing ground and prestige in schools especially elementary schools. Policies like this one have great implications on the formation of national identity and the sense of belongingness (Zakaria, 1992).

The interest in bilingualism is inherent in the special formation of the Lebanese society and the citizens’ preference in language use. Lebanese after the war became more sophisticated in the way they manifest themselves for reasons of conserving their social class standards and to face the sudden attack of the Anglosaxon culture and language brought back with the Lebanese returning from the English speaking nations. The current Lebanese society

reflects a prefect ground for research especially in areas of linguistics and information technology impact on education. The existent reported data related to such topics is very recent and lacks many studies in depth. Therefore, the researcher in this paper intends to study Lebanese sociolinguistics as manifested in chatting.

1.2 Purpose of the Study

The researcher intends to assess how Lebanese choose their language while carrying an on-line conversation, and to explore the variations governed by sociolinguistics characterizing the Lebanese chatting community. The intention is to quantitatively and qualitatively describe the computer literacy of the selected sample and how this is interrelated to the choice of chatting language within the frame of rules that the virtual community is abiding by.

1.3 Research Methodology

The researcher will use two methods to carry out this research endeavor. The first is formal interviews with selected chatters, and the second questionnaires that reflect both linguistic issues and computer and chatting literacy. The interviewed chatters as well as the respondents to the questionnaire were conveniently selected based on the fact that the subjects chat. Data will be analyzed descriptively using sorting, categorizing, frequencies, percentages, and means and variations. A statistical package is used for that purpose.

Chapter Two

Literature Review

The use of the World Wide Web for educational purposes has overwhelmed many nations belonging to the third world category, especially if not trained to handle the knowledge demands that it provides. Efforts had increased recently to implement on-line education as a parallel move to Electronic Commerce. However, both applications are said to lack the interactivity much sought by the traditionalists, namely talking to a person rather than to the machine. Chatting is perceived as an alternative to cover that deficiency especially that chatters in the virtual world use mostly English for their communication.

Lebanon, a Middle Eastern country, is known to have survived a devastating war. The reconstruction efforts have been tremendous including the complete upgrading of its Information Technology infrastructure. Therefore, one should universities to catch up and close the gaps during the so many years of war. Today, the situation is very encouraging. Lebanese students have caught up very fast taking the challenges offered to them very seriously. These challenges are manifested through technology, communication, and global learning through the Internet. However, more challenge is still there because of the rapid developments that the Internet is offering us. The requirements of knowledge seeking present a major challenge. Whoever is Internet literate has an advantage. Although known to be based on having fun over the Internet, chatting is a practice that also represents an educational tool, if used adequately.

2.1 The Internet

The 20th century has witnessed the tremendous evolution of humanity, in particular, with the advent of the Internet. The Internet has offered value-added integration capabilities between computers and telecommunications tools that evolved the world like nothing

before. The consecutive inventions of the telegraph, telephone, radio and computer set the stage for this unprecedented integration of capabilities. The Internet is at once a worldwide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location. The Internet represents one of the most successful examples of the benefits of sustained investment and commitment to research and development of information infrastructure (Leiner et al., 2000). Beginning with early research in packet switching, the government, industry and academia have been partners in evolving and deploying this exciting new technology.

Leiner et al. (2000) identified four aspects where the Internet has direct involvement:

- I. Technological Evolution:** It began with early research on packet switching and ARPANET (including related technologies) and continues with current research to expand the horizons of the infrastructure along several dimensions, such as scale, performance, and higher level functionality.
- II. Social Aspect:** It resulted in a broad community of Internet research experts working together to create and evolve the technology.
- III. Operations and Management:** It is an aspect of a global and complex operational infrastructure.
- IV. Commercialization:** It results in an extremely effective transition of research outcomes into a broadly deployed and available information infrastructure.

The history of the Internet is complex and touches many aspects such as technological, organizational, and societal. Therefore, it has multidimensional impacts starting the technical fields of computer communications and involving societal and behavioral issues as one moves toward increasing use of online tools to accomplish electronic commerce, information acquisition, and community operations.

Internet was based on the idea that there would be multiple independent networks of rather arbitrary design, beginning with ARPANET as the pioneering packet switching networks, ground based packet radio networks and other networks. With the continuous collaboration of many research councils, the Internet grew. It grew to over 50,000 networks on all seven continents and outer space, with approximately 29,000 networks in the United States (Leiner et al., 2000). In the last decade, commercialization of the Internet as a “commodity” service has made use of this global information infrastructure for support of other commercial services. This has been accelerated by the widespread and rapid adoption of browsers and the World Wide Web technology, allowing users easy access to information linked throughout the globe.

Extending all previous means of communication developed, the Internet facilitated electronic mail. It allowed individuals to have their personal identification tags that give them access to their mail sent immediately through the Internet connection. Messages are sent and received from one sender to another instantaneously. Another prominent and highly accessed service provided by the Internet is “Chatting”. This service allows real-time interaction between users across the globe over the Internet. Chatting may serve many purposes such as: chatting for fun, chatting as a mean to get to know people socially, and lately chatting as a learning tool (Frizler, 1995).

2.2 Chatting

Chatting is a text-based real-time communication tool (Hodson, 1998, p.2). Online chatting is a method of communication between people using the Internet synchronously; this refers to any chatting event where interaction happens simultaneously in real-time (Elearners.com, 2000). This kind of communication may include exchanging information on a general chat applet, instant private messages, voice messages through the use of teleconferences, etc. Chat sessions can be on-going and scheduled for a specific topic, time, and duration.

2.3 Chatting and Education

Traditionally, chatting is not seen related to education; it means fun. Most people conduct chatting for entertainment. Moreover, chatting has a bad reputation due to its potential of turning into chaos since chatters many times miss the rules and do not follow order and consequently make the discussion difficult. Maybe, that is why people might not perceive it as a proper educational tool.

However, chatting has the potential to help professionals assess their students' learning. If it is approached adequately, it is capable of enhancing the learning experience and allowing opportunities for high quality and in depth discussions (Lieberman and Iris, 2000).

Chatting, lately, has been given more value as a supporting tool to distance learning (Hodson, 1998; Graziadei et al., 2000). Students enrich through chatting their knowledge and benefit from professionals' points of view in different subjects. It is a way to cover the deficiency of the absence of face-to-face interaction. The fact that there is much more room for asking questions –after all they intend to chat- and probing deeply for answers allows in-depth discussions rather than a physically interactive dialogue. A person would be more reluctant to initiating a conversation –or to break the ice- with someone whom they have accidentally met, whilst easier to do so on the phone, for example.

2.4 The Pedagogy of Chatting

The last decade has presented multiple research efforts delineating the pedagogy of learning via the Internet. Olcott and Wright (1995) insist on the fact that the responsibility for instructional quality and control, the improvement of learning, and the aggregate effectiveness of distance education still rest on the faculty. Dietz (2000) outlines the basic instructor/student interactions in the traditional learning process which include pre-, post- and in-class materials, instructor and student questions, gauging student reactions and evaluating student comprehension. These interactions should be also found in E-learning. Finally, as quoted in Graziadei et al.(2000, p.2), Johnstone (1992) and Twigg (1992)

affirmed that technology does not guarantee productivity; but coupled with changes in pedagogy, economies of scale, and a paradigm shift to individualized, self-paced mastery learning, it can make greater learning productivity possible.

Chatting can be considered and applied as a tool for electronic learning (Elearners.com, 2000). E-learning is a type of learning that uses a network, which may be a LAN or WAN, for the delivery, interaction, and facilitation. E learning may be realized through several approaches:

1. Distance learning (DL): It is learning where the instructor and the students are physically in separate locations. It includes audioconferencing, videoconferencing and docuconferencing (Filipczak, 1995).
2. Computer Based Training (CBT) or Computer-Assisted Instruction (CAI): learning is more self-initiated and individualized. It enables trainees to learn at their own pace, and to study areas that need improvements. CBT also offers flexibility (Ivancevich, 2001).
3. Web Based Training (WBT): It is training delivered over a network namely, LAN, WAN, or Internet (Gomez-Mejia et al., 2001, p. 270).

Chatting can be both synchronous (which is any chatting where interaction happens simultaneously in real-time) and asynchronous (any chatting event where interaction is delayed over time). Moreover, the phrase “Asynchronous Learning” is often used in discussions by distance learning people. Discussion Forums for example, are in asynchronous form (Forum: Smaller topic areas within a conference are called fora, they provide the conference with its structure of conversation). On the contrary, Net meeting chats are held in real time and therefore count as synchronous learning. Synchronous chat programs allow individuals at a distance to communicate via computers more or less in real time. One is able to post comments and have others see and respond immediately to them. Of course, the individuals have to be connected at the same time and be logged onto the system. Obviously one needs to coordinate a time to

get together online when one wants to use the program (Hodson, 1998, p. 2, Wilson, 1997, p. 2). Tables 1 and 2 show advantages and disadvantages of both methodologies (Frizler, 1995).

Table 2.1: Synchronous Interaction (Frizler, 1995)

Advantages	Disadvantages
Multiple interaction	Frozen screens during communication
Negotiation of meaning	Requiring moderate typing skills
Thinking in target language	Requiring highly cultured individuals
Fostering sense of belonging	Time constraint
Relaxed environment	
Sharing thoughts	

Table 2.2: Asynchronous Interaction (Frizler, 1995)

Advantages	Disadvantages
Elimination of time & distance constraint	Asynchronous interaction (time lag)
Shift in authority from teacher to student	Delays in distribution of messages
Saving paper	Too much information for recipients
Immediacy of response (student gets answers directly not after class session ends)	Lack of opportunity for immediate negotiation of meaning can result in flaming
Reaching many students at one time, with ease	No sharing of thoughts

2.5 Chatting Requirements

The components that should be present in order for a person to be able to chat are:

- Hardware: Computer, modem.
- Software: Internet software (e.g. internet explorer), in some cases a chat software is needed (ICQ, yahoo messenger, MSN messenger, ...).
- Accessibility to a network: Internet connection via an Internet Supply Provider (ISP), Local Area Network (LAN), Wide Area Network (WAN).

- Willingness to chat (it is not enough to have the previous components to do chatting, many people have them, yet use it for Internet access only).
- Knowledge: The know-how to use chat software or chat sites.

2.6 Chat Etiquette

According to Torgessen (2000), the virtual community has certain rules. By following them, all members make their conversations more manageable and understandable. In the virtual community, where most of the interaction is rather verbal than behavioral, and virtual than physical, certain acronyms reflecting virtual overt behavior in a typed form are used.

Rules are also necessary in chat sessions and specially when the chat session is conducted for educational purposes. Some of the universal chat rules when entering to a chat room are shown in Exhibit 1 (Torgessen, 2000).

Exhibit 1. Chatting Rules

Greet every body and introduce yourself.

Familiarize yourself with the conversation before participating.

Decide the tone of your conversation ahead.

Wait to be recognized before you participate in discussion.

Beware when using capital letters. Capital letters should be used when highlighting an idea otherwise it is shouting and impolite.

Before you leave, indicate that you will be leaving.

Encourage chatters to participate.

Address chatters each by name, unless you are speaking to the entire group, so they know you are talking to them.

Give people enough time to read, think, and type.

Keep your posts short. And if you need to provide a lengthy message cut it into short posts ending with an indicator that you will continue.

Use chat acronyms properly.

Make yourself understood.

To create a well-managed and useful chat conversation there are certain tips that allows all chatters to understand, participate, and benefit. Most importantly, a moderator whose job is to maintain order should monitor the chat session. Order can be maintained when all chatters follow the chatting rules.

2.7 Advantages of Chatting in Education

In education, chatting can facilitate the learning process. It allows instructors to do interactive online quizzes, which is a good evaluation method. Interactive quizzes, moreover, allow better understanding of concepts. For example, distant learners who do not have frequent interaction with their teachers may not understand the real concepts; however, when a student is questioned, he/she himself/herself will know to what extent he/she understood.

After the chat session, the conversation held could be recorded as a further reference so students can access it, a facility that does not usually happen in traditional schools.

Inviting guest speakers to chat sessions is another good way in online instruction, which allows students to share their information and benefit from professionals' opinions. Usually, in distance learning programs, the supervision level is lower than in the traditional academic programs. The distant instructor, especially in credited courses where the student's academic honesty may be doubtful, seeks for finding a way to test the real performance of their students. Chatting, by its nature as an online synchronous communication, can allow more supervision for learners. Distance instructors can use chatting in evaluating their students through the following ways (Wilson, 1997):

1. Drop quizzes, which is a method used by traditional instructors to measure students' preparation levels, can be a good way in testing distant learner's preparation level online. Using chat, the instructor can measure the depth and the amount of student's understanding of material.

2. The academic honesty of distant students can be tested through chat sessions. Due to the decreased level of supervision in distant learning, instructors may question if students are the writers of their papers. Chatting reveals the real ideas and language styles of students, which facilitates the instructors' judgment.

Besides the educational use of chatting, it is a cost effective communication tool; the Internet rate per hour is less costly than a long distance telephone call.

2.8 Disadvantages of Chatting

Chatting is not free from limitations that can be reflected on its probable educational/pedagogical use. Randomly built chat sessions are not very reliable in terms of educational value. Many times, people that chat online have the courage to pretend, a thing they don't do in real life for fear of being detected. In other words, people, having a hidden personality, may not be honest enough to present information- why should they care?

Chatting, being a synchronous tool, makes a major problem for learners if line-disconnection, overloaded servers, or improper connections happened, which is recurrently common in Lebanon.

Thus, chatting cannot be considered an ultimate instructional method. Learning should not totally depend on online chatting. It is true that it assists learners to get an answer in a minute; however, it reduces the students' ability to depend on themselves to learn by doing and exploring, that is one of the learning objectives.

2.9 How is Chatting Conducted ?

As stated earlier, synchronous forms of communication occur at the same time so that all participants have to be on-line in order for communication to take place. Chat can be conducted via many channels for example, chat rooms, discussion groups, and instant messenger. There is a number of applications that fall into this category and the list is

growing. Simply write chatting on a search engine, and there will be a huge amount of alternatives.

Of the many forms of synchronous communication (Netphone, Video conferencing, interactive games, and Chat), chat is the approach used in this study.

2.10 Chat Rooms

Chat rooms exist for almost any subject imaginable. Internet Relay Chat (IRC) is a computerized version of meeting without the physical sight of the speaker. This provides a way of communicating in real time with people from all over the world. Conversations may be public or private. However, this can get chaotic when more than one speaker is involved. IRC is an outgrowth of MUD's (Multi-User Dimension or Multi-user Dungeons) and other constructs e.g. MOO's (MUD Object Oriented or Multi-User Object Oriented systems), MUSE (Multi-User Simulated Environment) and MUSH (Multi-User Shared Hallucination). These programs are classified as role playing games that are currently used in education (Rein, 1997, p. 1, Nolan and Weiss, 1999, p. 5, Neuage, 2000, p. 5).

2.11 Discussion Groups

Discussion groups may diversify the objective in the sense that there are several types of groups:

- I. Psychological Astrology Group: It illustrates how interest groups can operate as social chat communities. It has nothing to do with astrology.
- II. Philosophical Group NEO_TECH: It attracts people interested in several topics who share their thoughts with others through interactive methods.
- III. Bohm Discussion Group: It is based on carrying on dialogue through the Internet.

There are no moderators, and people are expected to join and speak about different diagnostic topics. Discussion groups approach is focused and disciplined when compared to other afore-mentioned approaches.

2.12 Instant Messenger

America On-Line's Instant Messenger (IM) steers conversations into a particular area of discussion group, no one else can enter the dialogue. The chat is more isolated and entry restricted.

According to Neuage (2000), Internet conversation following any of the approaches discussed earlier already involves two new paradigm shifts. Firstly, there is the shift from print to soft copy. Computer interactivity can have several voices going at once or a synchronous communication. An example is in chat rooms where there can be multiple conversation involving many parties. One does not wait for the response. A second paradigm shift is on the notion of "discourse". With the Internet interactive environment there are further developments taking place, namely shifts from e-mail and discussion groups to chat rooms and "Instant Messenger".

All these new methods of communicating via Internet are making way for education to be transmitted in several ways. A combination of the tools described above would enable the information recipient to gain as much knowledge as possible in the most advanced, self-paced and easily accessed methods available at the turn of the new century.

Cohen (1998) stated in his research that on line chat rooms are sometimes trivialized as meeting places for lonely singles, but in fact, chat services are proliferating as interactive communities on all subjects and on a planetary scale. Chatting can be informative and enjoyable, but new users have to learn the rules and language of chatting, such as abbreviations shared as conventions.

Researchers have found out that whenever the phrase 'chat room' is mentioned, all eyes will be looking down. No one wants to admit that they have been there or done that. There is no doubt that the singles scene is thriving in the cyberspace, and it is a big reason for the amazing growth of online chat. It is just one component of these interactive communities.

Chat rooms are the water coolers of the Internet age, places where people come together to discuss politics, trade gossip, share stories, and get to know one another (Cohen, 1998).

Being on a global level, the chat rooms and the communities need a common tool to be used by all people around the globe. This tool is the specific language a group chooses to use. This exploratory research will shed the light on chatting and the choice of language among the Lebanese youth (high school and college students).

2.13 Bilingualism: An overview

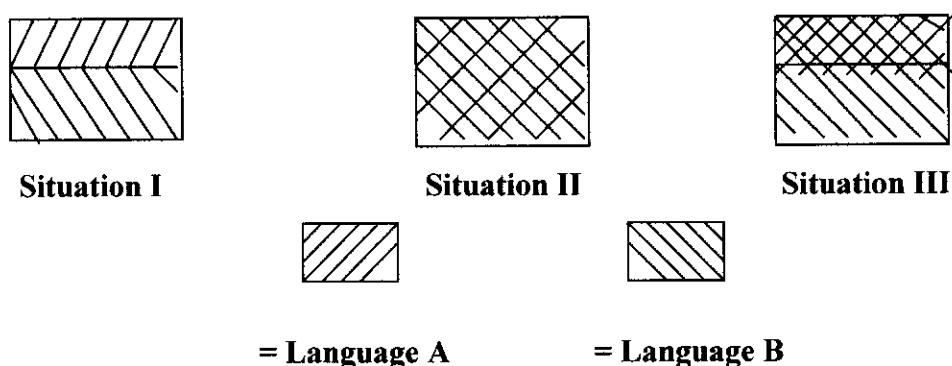
The study of bilingualism has undergone great deal of debate among scholars since the fifties. The idea is to reach an agreement that could be a common base to which scholars could refer. In a review done by Hakuta (1990), several points of view were identified and discussed. Popular ones include coordinate vs. compound bilingualism (Weinreich, 1953), early vs. late bilingualism (Lambert, 1985), simultaneous vs. successive bilingualism (McLaughlin, 1984), additive vs. subtractive bilingualism (Lambert, 1975), and elite vs. folk bilingualism (Skutnabb-Kangas, 1981). Very different dimensions indeed, however, the lesson learned by Hakuta was that some of the above distinctions refer to characteristics of individuals (the first three mentioned), and others to characteristics of social groups (the latter two).

Being aware of the two classifications above, one does not draw a clear understanding of the individual classifications per se. This is due to the fact that individuals as well as societal bilingualism have many dimensions on their own. As for individual bilingualism, the range can be from native-like control of two or more languages to possessing minimal communicative skills in a second or foreign language. For societal bilingualism, there is a range of possibilities. Countries such as the United States, France, Germany, Spain, Israel, Tunisia, Morocco and Lebanon are characterized by groups of immigrants representing a broad mixture of languages spoken throughout the world, many of these groups having languages lost within three or more generations in a process of assimilation.

2.13.1 Societal Bilingualism

It occurs when in a given society two or more languages are spoken. In this sense, nearly all societies are bilingual, but they can differ with regard to the degree or form of bilingualism. According to Appel and Muysken (1987, pp. 2-3), bilingualism can be theoretically distinguished according to the following model (See Figure 2.1):

Figure 2.1 The Bilingualism Model.



Three situations are defined above. In situation I, the two languages are spoken by two different groups and each group is monolingual; a few bilingual individuals take care of the necessary inter-group communication. This form often occurred in former colonial countries, where colonizers spoke one language and the natives a local language.

In situation II, all people are bilingual. Approximations to such a form can be found in African countries and in India. Often people have command of more than two languages. In societies of the third group one group is monolingual, and the other bilingual. In most cases this last group will form a minority, not numerically or statistically, but sociologically: It is a non-dominant or oppressed group. Greenland is an example here.

The three forms explained earlier are theoretical and may not exist in a pure form in the world: different mixtures are much more common. The linguistic situation of most countries is far more complex, with more than two groups and more than two languages involved.

2.13.2 Individual Bilingualism:

Although it was stated earlier, (see section 2.12), that three popular forms exist of individual bilingualism, determining whether a given person is bilingual or not is far from simple. To what extent must a speaker have command over the two languages in order to be labeled a bilingual, is still under debate. Many questions still need to be answered. Must the person have fluent oral and writing skills in both languages? Must a true bilingual be proficient in productive (speaking, writing) as well as receptive tasks (listening, reading)? Which components of the language are the criteria: Vocabulary, pronunciation, syntax, pragmatics ?

Since the early thirties, various definitions have been proposed. Bloomfield (1933) made the highest demands since, according to him, a bilingual should possess “native-like control of two or more languages” (1933, p. 56). At the other extreme, Mackey (1962) and later Macnamara as quoted in Kelly (1969, pp. 79-97) proposed that somebody should be called bilingual if he has some second-language skills in one of the four modalities (Speaking, listening, writing, reading), in addition to his/her first language skills.

For many people the term “bilingual” seems to be easy to be defined: Being 'truly' bilingual means for them, being capable of speaking two languages (e.g. the predominant language of the area or country where the person lives, and an additional language) like a native speaker. But as there are various kinds of bilinguals and multi-linguals, it is necessary to develop a clear categorization (Romaine, 1998).

A. Mother Tongue: Definition

This term has often been used by linguists in a technical sense to refer to an individual's first learned or primary language (Skutnabb-Kangas, 1981:ch. 2). However, Lieberman (1969, p. 291) says that the United Nations adopted the definition of mother tongue as the “language usually spoken in the individual's home in his early childhood, although not

necessarily used by him at present”. Many researchers now prefer terms such as “first” or “second” or “community” language (Romaine, 1998, p. 19).

In one of its popular senses, the term ‘mother tongue’ evokes the notion of mothers as the passive repositories of languages, which they pass to their children. However, Saunders (1982, p. 152) found evidence that fathers could also take that role.

Other definitions of the term ‘mother tongue’ have relied on competence (Romaine, 1998, p. 22). A mother tongue would be the language one knows best or simply the one the individual identifies with. Thus, the notion of mother tongue is a relative one and one’s mother tongue can change over the course of a lifetime.

B. Bilingual Education

Baker (1988) cites John Edwards who defines bilingual education as ‘education in which two languages are used within the school’. He suggested that amongst the many variations are two major models (Baker 1988, p. 46), which are

1. ***Transitional bilingual education***, where the plan is to phase out one language as the mainstream or majority language develops. Examples are to be found in the USA and Europe where language ‘deficiencies’ of minority group children are ‘cured’ so that they can continue to be educated in English or another majority language. Transitional programs are often concerned with assimilation.
2. ***Maintenance or Enrichment bilingual education***, where two languages are kept throughout all or most of schooling. Here, both languages may be used in school, the aim being to ensure that the child has good facility in both languages. Examples are to be found in Canada and Wales, where English speakers are taught French or Welsh to enable them to be fully bilingual.

Maintenance programs are concerned with pluralism, enrichment, language restoration and biculturalism.

Although most proponents of bilingual education adhere to the maintenance view, the transitional model is most frequently applied, at least in the Western world, probably as a result of the strong assimilative pressure of mainstream society. In some developing countries the situation is different.

Gaarder (1976) proposed a different useful distinction of bilingual education. He considered **elitist bilingualism** compared with **folk bilingualism**. The first often serves the interests of the dominant power group and upper class membership. Knowledge of two languages may have high cultural and economic value, allowing access to privileged groups or high status positions and power. People who belong to the Elite use bilingualism as a choice.

Folk bilingualism is often by necessity or compulsive. A person may become bilingual in order to survive. Immigrants may need to learn the majority language to gain access to employment. Bilingualism may be imposed by those politically dominant.

The distinction between folk and elitist bilingualism is important because it highlights the motives of children during and upon entry to bilingual schooling.

2.14 The Use of Two Languages:

Romaine (1998, p. 120) conducted an experiment on code-switching and language mixing in the Panjabi-speaking community in Birmingham-UK. The aim was to study attitudes to language where a bilingual speaker switches between two languages in conversational interaction. The mode of the conversation goes by asking questions in Panjabi and receiving answers in English to bilingual individuals. Her observations were as follows: "First, at the linguistic level, there was code-switching as the experiment was intended. Secondly, however, from a psychological perspective, there is the question of awareness.

Neither the interviewer (bilingual Panjabi/English speaker) nor the informant thought there was anything unusual about the exchange. The switch had gone unnoticed by both parties.”

Appel and Muysken (1987, p.117) drew a passage from Valdes Fallis (1976) to reflect code-switching between two bilingual (Spanish/English) individuals. It goes as follows:

“**OYE** (listen), when I was a freshman I had a term paper to do...

*And all of a sudden, I started acting real **CURIOSA** (strange), you know. I started going like this. **Y LUEGO DECIA** (and then I said), look at the smoke coming out of my fingers, like this. And then **ME DIJO** (he said to me), stop acting silly. **Y LUEGO DECIA YO, MIRA** (and then I said, look) can't you see. **Y LUEGO ESTE** (and then this), I started seeing like little stars all over the place. **Y VOLTEABA YO ASI Y LE DECIA** (and I turned around like this and said to him) look at the... the... **NO SE ERA COMO BRILLOSITO ASI** (I don't know, it was like shiny like this) like stars”.*

2.15 Code-switching: Definition

Romaine (1998, p. 121) uses the term ‘code-switching’ as ‘*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems*’. In code-switching discourse, the items in question form part of the same speech act. They are tied together prosodically as well as by semantic and syntactic relations equivalent to those that join passage in a single speech act. This kind of behavior can and routinely does occur in both monolingual and bilingual communities.

It is worth mentioning that the type of a behavior characteristically referred to as code-switching is different in many respects from diglossia. Diglossia occurs where two languages or varieties co-exist and are specialized according to function. Romaine (1998, p. 33) used Ferguson's (1972) argument that defines the superposed variety referred to as “High” or simply ‘H’, and the other variety (ies) as “Low” or ‘L’. In one set of situations only H is appropriate, while in another, only L. For example, in all the defining speech

communities it is typical to read aloud from a newspaper in H and discuss its contents in L. Ferguson notes nine separate areas in which H and L may differ: namely: function, prestige, literary, heritage, acquisition, standardization, stability, grammar, lexicon and phonology.

For many speakers English is only one of a number of languages at their disposal. In bilingual and multilingual communities, style may be expressed by the selection of one language in preference to another. According to Swann as quoted in (Graddof, Leith & Swann, 1996, p. 314) when a person opts for English or another language, speakers were tapping into a whole set of social meanings with which the language has become associated. Bilingual speakers need not keep their languages separate, so they use code-switching. Code-switching, then, is to switch back and forth between languages, thus capitalizing on the associations of each language, or “keep a foot in each camp”. Researchers have been interested both in the meanings and functions of code-switching and in how switching works linguistically.

2.15.1 Why Switching?

Code-switching itself may be the unmarked (expected) choice in certain contexts, as speaker’s choice of language has to do with maintaining, or negotiating, a certain type of social identity. The use of a particular language also gives access to rights and obligations associated with that identity. According to Swann as quoted in (Graddof, Leith & Swann, 1996, p. 314) code-switching between languages allows speakers simultaneous access to rights and obligations associated with different social identities. Examples abound on this issue, however, in Canada code-switching can allow speakers access to ‘situations defined by the other language’ without having to relinquish their identity as, respectively, English- or French-speakers.

According to the functional model suggested within the context of sociolinguistic literature, Appel and Muysken (1987, p. 118) identified the following functions:

1. Switching can serve the **referential** function. It often involves lack of knowledge of one language or lack of facility in that language on a certain subject. Certain subjects may be more appropriately discussed in one language, and the introduction of such a subject can lead to a switch. In addition, a specific word from one of the languages involved may be semantically more appropriate for a given concept. This type of switching is the one that bilingual speakers are more conscious of. An example here is broadcasting for immigrant populations.
2. Switching often serves a **directive** function. It involves the hearer directly and it can take many forms. One is to exclude certain persons present from a portion of the conversation. The opposite is to include a person more by using her or his language. A person may have joined the participants in an interaction. All participant-related switching can be thought of as serving the choice or directive function of language use. An example here is the parent-to-parent conversation in a foreign language while children are present.
3. Switching can serve the **expressive** function. Speakers emphasize a mixed identity through the use of two languages in the same discourse. For example fluent bilingual Puerto Ricans, Moroccans, Lebanese, etc...
4. Switching can serve to indicate a change in tone of the conversation, and hence a **phatic** function. This type has been called metaphorical switching. For example the stand-up comedian who tells the whole joke in a standard variety, but brings the punch line in a vernacular type of speech, e.g. an urban dialect.
5. The **metalinguistic** function of code-switching comes into play when it is used to comment directly or indirectly on the languages involved. That is, when speakers switch between different codes to impress the other participants with a show of linguistic skills. Examples are performers, circus directors, market salespersons.

6. Bilingual language usage involving switched puns, jokes, etc. can be said to serve the **poetic** function of language. Using complex internal rhymes across several languages.

It is imperative to keep in mind that it is by no means certain that code-switching has the same functions across cultures or within each community. A sociolinguistic typology of code switching communities, focusing not only on who switches but also on why people switch, is one of the research priorities for the immediate future.

Finally, the typical features of a fluent switcher are possessed by those speakers who have learned both languages at an early age. They will reach such level of proficiency necessary to be able to use two or more languages in one single sentence. Speakers who switch most are also those who are capable of switching in the middle of a sentence.

2.15.2 Types of Code-switching:

Romaine (1998, p.122) introduced this topic with reference to Poplack (1980) who identified three types:

(1) Tag-switching, involves the insertion of a tag in one language into the utterance which is otherwise entirely in the other language, e.g. you know, I mean, etc., to take some English examples. Tags are subject to minimal syntactic restrictions, then they may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules. In the Valdes Fallis example of section 2.14, The tag 'OYE' in Spanish was introduced into the English sentence. This tag serves as an emblem of the bilingual character of an otherwise monolingual sentence. That is why Poplack (1980) has named this type of switching emblematic switching.

(2) Inter-sentential switching, involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. It may also occur among speakers turns. Inter-sentential switching can be thought of as requiring greater fluency in both

languages than tag switching since major portions of the utterance must conform to the rules of both languages. An example here is also seen in section 2.14, “**Y LUEGO DECIA** (and then I said), look at the smoke coming out of my fingers”. Or as seen in this expression too: “Sometimes I’ll start a sentence in English y termino in Espanol.”

(3) Intra-sentential switching, involves arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals. Here switching of different types occurs within the clause or sentence boundary. Example (section 2.14), “And all of a sudden, I started acting real **CURIOSA** (curios)”. This type of intimate switching is often called code mixing (Appel and Muysken, 1987, p.118).

Moreover, all three types of code-switching may be found within one and the same discourse. This kind of speech goes by the name of ‘mix’ or ‘mikijimap’ (mix-im-up). This mixed speech style is common among people between the ages of 20 and 60 and involves both intra-sentential and inter-sentential code-switching (Romaine, 1998, p.123).

2.16 Interference:

Interference is one of the most commonly described and hotly debated phenomena of bilingualism (Romaine, 1998, p. 51). There is a continuous debate about the definition and identification among several concepts in bilingualism like borrowing, transfer, convergence and code-switching. What makes this issue more complicated is the broadness associated when considering the contexts of individual as well as social aspects.

Interference is a product of the bilingual individual’s use of more than one language in everyday interaction. When considering the individual level, interference may be sporadic and idiosyncratic. However, on the social level interference becomes cumulative, and leads to new norms that are different from those observed by monolinguals who use the languages elsewhere. Interference assumes the following:

1. In each case, one can identify the language. That is, any speech event belongs to a definite language.
2. Structures of the languages involved are relatively known, independently described and available for comparison.

2.17 Borrowing:

Romaine (1998, pp. 51-52) quotes the definitions used by two researchers. Weinreich (1968) differentiates between interference and borrowing as the first being a rearrangement of patterns from one language to another, and the second as the simple transfer or borrowing of an element from language to another. Mackey (1968) defines interference as contingent and individual, while borrowing is collective and systematic.

One definition of borrowing is what happens when ‘language A uses and ends up absorbing a linguistic item or feature which was part of language B, and which language A did not have. The linguistic items or features themselves are called “borrowings” (Dubois et al., 1973, p. 188). Borrowings only ‘feel foreign if they have not had the time to become integrated into the host language. The English language is full of borrowings from Latin (mansion, cart, street), or Danish (place names ending in –by or –thwaite) (Crystal, 1988). But they have been part of the English language so long that no one would now point to them as being foreign.

Romaine (1998, p. 52) and Caccano (1998, p. 43) stress Haugen’s distinction between three concepts:

1. Switching, the alternate use of two languages,
2. Interference, the overlapping of two systems to the same item, and
3. Integration, the use of words or phrases from one language that have become so much part of the other that it cannot be called either switching or overlapping except in a historical sense.

2.17.1 Types of Borrowing

Lamy quoted by Graddof et al. (1996, p. 32) states that there are many degrees of integration of one language's borrowings into another. At the least integrated end of the scale, words are used with their original pronunciation (or as close to it as speakers of the other language can manage), and also with their original meaning and spelling.

The highest degree of integration is when the borrowed word loses its spelling and its pronunciation. This can only happen over time. Between the two extremes, there are different ways in which words or phrases can become integrated. Borrowings may retain their spelling (and aspects of meaning) while the pronunciation is totally gallicized.

2.17.2 Borrowing and Code-switching:

According to Swann quoted by Graddof et al. (1996, p. 320), code-switched items are regarded as belonging to another language, so that someone who code-switches has to have access to two linguistic systems (though this does not imply they are equally competent in both languages). Borrowed items, on the other hand, are felt to have become part of the matrix language (it provides a frame into which items from the other language, or languages, may be embedded). All languages have borrowed items. Usually borrowings enter a language via code-switching: they are subject to the same social motivations and grammatical constraints. As they become used more frequently, they are on their way to becoming borrowings, sometimes displacing original items. There is, therefore, a continuum operating between code-switching and borrowing, rather than a cut-and-dried distinction between the two.

2.18 Conclusion:

It is wonderful when a person is fluent in two or more languages. Every language a person acquires gives him/her a great feeling of achievement by opening up to new cultures. This fact will enable the person to understand others through flexibility. Understanding others is what one may call "open mindedness".

Bilingualism has its advantages and disadvantages. One of its most admired advantages is the discovery of new means for knowledge acquisition and the opening of new social dimensions. However, it is imperative for a person to keep in mind that their mother tongue is essential to his/her personality and to his/her life. A person should never lose his/her identity or sense of belongingness. Knowing another language does not create another person but helps that same person adapt to a new culture whenever the need of this language arises.

In the last two decades, the developed countries have been sharing a common concern about the new emerging languages resulting from the vast amount of regulated immigration. Governments have been and still are concerned about the solutions for the integration of immigrants into their societies and cultures. It has been a difficult task due to the presence of the controversies discussed, in this research project, related to the definition of bilingualism and the many varieties available.

There are two common trends that were identified and these are:

1. Nations worrying for the conservation of immigrant's mother tongues through the process of societal integration (Canada, USA, England, Australia, ...).
2. Nations worrying for the conservation and the recreation of old cultures and languages (Wales, Ireland, Scotland, African Countries,...).

The researcher believes that bilingualism is a very controversial issue. Using two languages with the same proficiency can be very beneficial as a mean of survival in this dynamic world. It can be an achievement in a sense of opening up to new cultures, a fact that will enable the person to understand others. This fundamental reality is practiced best when chatting is carried out opening communication lines with the virtual community.

It is a fundamental requirement to have a well-established language base in order to enrich a person's knowledge using other languages as a new medium of inquiry. However, the new acquired language should not cancel the mother tongue for the sake of conserving one's identity. Whenever people seek solely the acquired new language, then most probably identity crisis, confusion or loss will result.

Lebanon is a good example where people are seeking new languages to replace one of the greatest languages in the world, namely, Arabic. Many Lebanese are apparently losing or have already lost their identity. They have no sense of belonging. This phenomenon is the outcome of many emigrations to various parts of the world. Adding to that, the intended and/or accidental ignorance that surrounded them and made them unaware of the importance of their own heritage.

Chapter Three

Research Design and Methodology

Purpose of the Study

This research aims at assessing the attitude of a convenient sample of Lebanese subjects in their use of languages while chatting on-line. It will study the subjects' attitudes reflected toward chatting using their mother language in combination with particular foreign languages. Special attention will be given to Internet literacy, chatting literacy, and multi-linguistic preferences.

3.1 Data Collection

The data collected for this study pertains to two categories: secondary and primary.

3.1.1 Secondary data

Chapter two of this research project is a compendium of secondary data obtained and collected from magazines, periodicals, Internet articles, and books. These data were used to conduct an exploratory research that helps provide an adequate background information and guidelines for the research such as what are the principles and processes guiding the practice of chatting, what are the rules and principles defining multi-linguistic use of languages, and the factors affecting the use of specific languages in society.

3.1.2 Primary data

The existing body of knowledge related to linguistics in Lebanon is limited and the use of languages' mixing in chatting is a rare fact. This particular reality makes the need for primary data unavoidable. Therefore, primary data was generated from two research tools namely, interviews and surveys. Interviews were conducted using structured questions for the sake of obtaining uniform responses that make comparisons possible and the questionnaire was standardized to ensure that wording and order of questions is not

changed from one respondent to another. Respondents were promised confidentiality to help them feel at ease in providing their true opinion and attitudes.

A. Sample selection

This study depended on a conveniently selected sample of respondents from several Lebanese universities. A questionnaire was designed as a research tool in order to provide a common basis for comparison between the responses of the target sample of students. This method was used for simplicity and for time convenience since results could be collected from a larger sample as compared to an interview method. A sample of eighty students was selected. Students belonged to six different classrooms in three educational institutions conveniently selected. The researcher administered the questionnaires personally to avoid any misinterpretations from the respondents' side.

B. Questionnaire design

The questionnaire was divided into four sections reflecting computer literacy, chatting literacy, chatting language specifics, and demographics. Each section contained a set of 12 questions in average (ranging from 9 to 15 questions in each category). The intention was to generate fast responses that could contribute to this exploratory research. Before administering the questionnaires, validity was checked by selecting a group of eight students who responded to the questions and certain modifications were made. The response rate was 88% since 90 questionnaires were distributed and ten were not answered adequately.

C. Interviews design

Formal interviews were the primary method of data collection. At each interview, each respondent completed a brief demographic profile about education, age, gender, address, and number of chat hours per day. The interviews were directive, structured, brief and included open-ended questions. They were simple in content and style aiming at providing ease and friendliness to attract sincere responses related to linguistics in chatting,

educational values, language preferences, and attitude toward chatting language requirements.

The interviews were conducted in a period of time spanning one month. Interviewees were encouraged to respond objectively. The interview time was ten minutes each. The number of interviewees consisted of 33 persons (they were different than the 80 who responded to the questionnaires). However, their selection was convenient and without knowing if they conduct chatting or not.

3.2 Data Analysis

All data were coded and computer processed using ASP software (a research statistics package). To analyze and interpret this research output, descriptive statistics were used. This kind of analysis is used to rearrange, order, or manipulate the raw data to transform it into a form that will make it easy to understand and interpret. The descriptive analysis includes the use of frequencies, percentages, means and variances.

Chapter Four

Results and Findings

4.0 Rationale

English has become a global language and it is the most used language on the Internet. In this project the researcher will explore the language(s) mostly used by the Lebanese students while chatting. A questionnaire was designed and administered by the researcher in person. The target was a conveniently selected sample of students in high schools and colleges in greater Beirut area.

Lebanon is a country where the majority of people are bilingual or even multilingual. What drew the researcher's attention to this issue is the variety of languages being used among students while chatting. She was motivated after observing a strange mixture of languages. This research intends to provide an exploratory observation of these varieties and styles, in addition to the attitude of the students toward their native language (Arabic).

4.1 Survey sample

Results will be reported next to reflect what the questionnaire sample students expressed.

4.1.1 Demographics

The sample of respondents consisted of eighty persons whose average age was 23 years (range 17 to 27 years), with 70.9% being males. The majority of 65.8% lived in Beirut and 26.6% lived in Mount Lebanon. 88.6% were college students, 8.9% high school degree holders, and the rest had postgraduate education. Table 4.1 shows the demographic details. It also shows that 84.8% of the respondents attended a private school.

Table 4.2 shows details of the language characteristics of the respondents. 50.6% had English as their high school education language, 26.6% used French, 12.7% used Arabic and English, 2.5% used Arabic only, 2.5% used Arabic and French, and 5.1% were trilingual. However, 67.1% used Arabic as their home spoken language (mother

tongue), 13.9% spoke Arabic and English, 8.9% used Arabic and French, 5.1% used French, and 3.8% used a trilingual mix (Arabic, English, French, Armenian, or other).

Table 4.1: Sample Demographics

Age		Education	
Less than 18 years	8.9 %	High School	8.9 %
19 < Age < 22 years	59.5 %	College	88.6 %
23 < Age < 26 years	27.8 %	Post Graduate	2.5 %
Above 26 years	3.8 %		
Gender		High School Attended	
Male	70.9 %	Public	15.2 %
Female	29.1 %	Private	84.8 %
Address			
Beirut	65.8 %		
Mount Lebanon	26.6 %		
South	3.8 %		
Bekaa	1.3 %		
North	2.5 %		

Table 4.2: Language Characteristics

Language of high school education		Language spoken at home	
Arabic	2.5 %	Arabic	67.1 %
English	50.6 %	English	1.3 %
French	26.6 %	French	5.1 %
Arabic/English	12.7 %	Arabic/English	13.9 %
Arabic/French	2.5 %	Arabic/French	8.9 %
Trilingual (Ar/Eng/Fr)	5.1 %	Trilingual (Ar/Eng/Fr/Arm)	3.8 %

Table 4.3: Parents' Education

Father's Education		Mother's Education	
None	2.5 %	None	2.5 %
High School	39.2 %	High School	60.8 %
College	15.2 %	College	10.1 %
Post Graduate	38.0 %	Post Graduate	26.6 %
Vocational	5.1 %		

Tables 4.3 shows that father's education is 39.2% high school, 15.2% college, and 38% postgraduate. Mother's education is 60.8% high school, 10.1% college, and 26.6% postgraduate.

4.1.2 Computer literacy

The sample reflects that 95% owned their personal computers with 62.5% have a modem as the mean of connection to the Internet, 12.5% use cable, 8.8% have both connections and 16.3% have no connection at all. 38% own an updated computer with speed exceeding 1 Ghz, while 35% have an average speed of 750 Mhz as Figure 4.1 shows. Also Figure 4.2 shows that 91.3% use their computers six hours at most per day, whereas 56.3% of the students connect to the Internet between eight and eleven in the evening. 22.5% between twelve noon till eight in the evening while only 11.3% use their computer between 12 midnight till three in the morning. 80% use their Internet for the purpose of surfing the net for curiosity, chatting, and for assignments.

Figure 4.1: Owner PC Speed

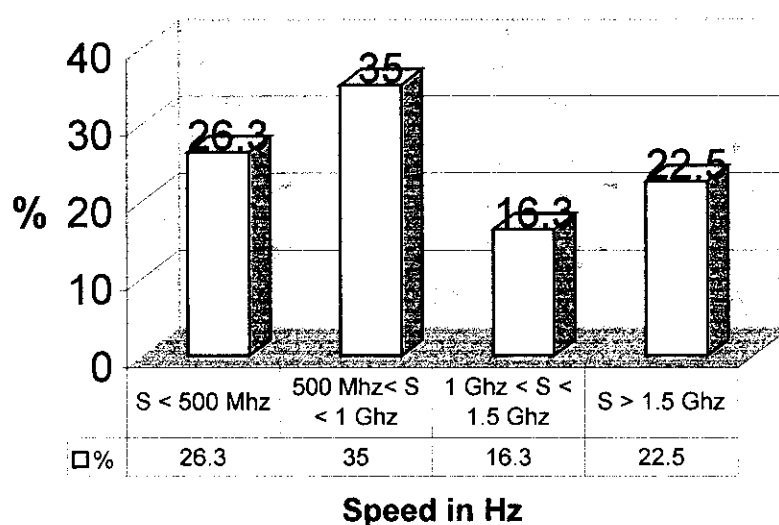
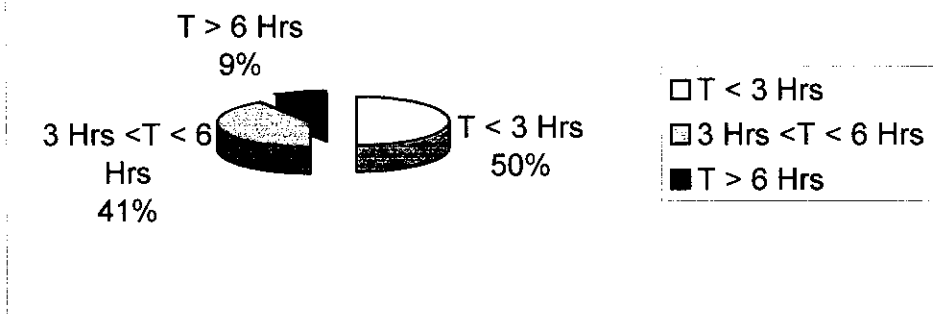


Figure 4.2: Percentage Use of PC per day



4.1.3 Chatting literacy

72.5% of the students chat (59 out of 80 students). The chat tool mostly used is MSN (45.8%) and 45.8% use a mixture of ICQ, MSN, and Yahoo. The majority or 62.7% chat for less than two hours per day, 35.6% chat between two and four hours, and a minority of 1.7% chat for more than four hours per day. Figure 4.3 gives a clear view of the chatting time spent per day.

Figure 4.3: Percentage Use of Chat hours per day

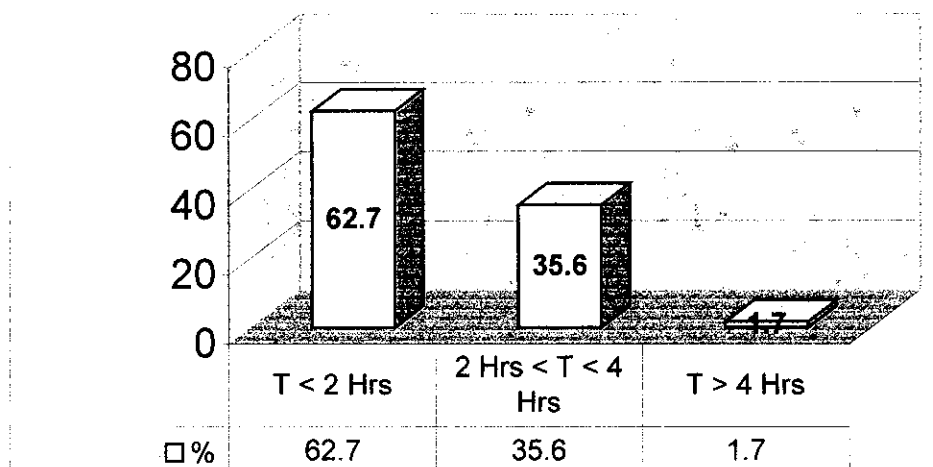


Table 4.4 shows that 76.3% chat in English, 10.2% chat in English and Arabic, and the rest use a mixture of languages. 61% are aware of Internet Netiquette, all chat users have emails, and the majority of 84.7% have Hotmail addresses. 64.4% belong to chat groups, whereas only 13.6% have their own chat rooms.

Table 4.4: Chatting language used by respondents

Language Used (Out of 59 Chatters)	Frequency	Percentage, %
English	45	76.3
Arabic	0	0.0
French	0	0.0
Armenian	3	5.1
English / French	3	5.1
English / Arabic	6	10.2
French / Arabic	0	0
All Three (E / F / A)	2	3.4

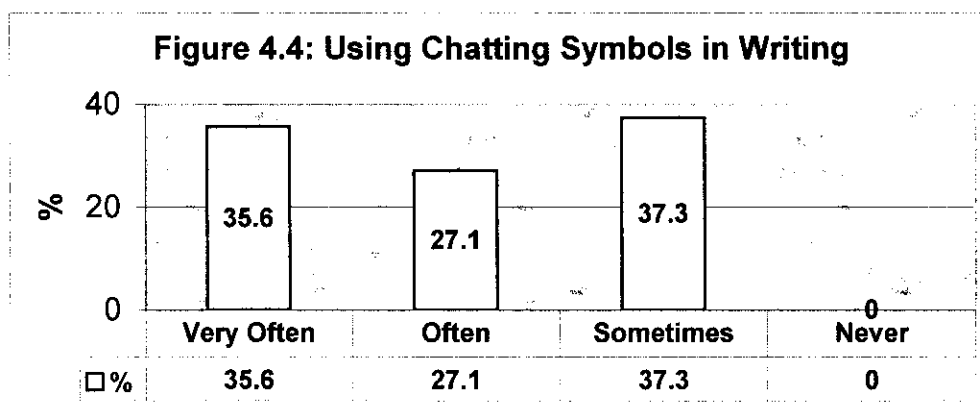
Table 4.5 gives details on chat topics. Results show that 22% chat to resolve personal problems looking for cyber solutions, and another 61% chat using a mixture of topics which also includes personal problems issues, sex, politics, music and jokes.

Table 4.5: Chatting topics used by respondents

Topics of Interest (Out of 59 Chatters)	Frequency	Percentage, %
Politics	1	1.7
Sex	3	5.1
Jokes	2	3.4
Personal Problems	13	22
Music	4	6.8
Mix (including personal problems)	36	61

4.1.4 Chatting language specifics

78% of the students use English as written and spoken. 62.7% of those introduce symbols and smileys (☺) in their writings as shown in Figure 4.4.



89.8% use English letters with Arabic sounds (the text sounds Arabic for any Arab reader even if the student does not know a foreign language, but the reader only needs to be familiar with the English phonics-letters and sounds). Furthermore, 84.7% mix Arabic and English conversational statements while chatting. 39% of the sample mix three languages namely, English, Arabic, and French or Armenian (1%).

When respondents were asked if they have certain preferences in their chat partners, results showed that 47.5% of the respondents look for chat partners who are bilingual in Arabic and English, 1.7% look for bilinguals in Arabic and French, 8.5% in English and French, and 32.2% look for trilingual partners in English, Arabic, and French. Table 4.6 shows the distribution of respondents' languages preferences.

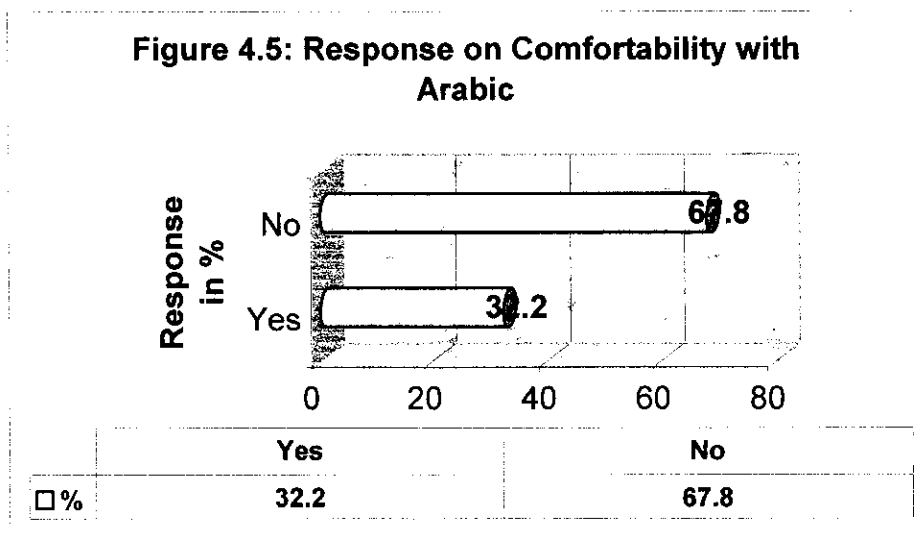
Table 4.6: Respondents' Chatting partners preferences

Preferred Partner's Language (Out of 59 Chatters)	Any Partner, %	Lebanese Partner, %
Arabic	0	1.7
English	8.5	18.6
French	0	0
Arabic / English	47.5	52.5
Arabic / French	1.7	3.4
English / French	8.5	3.4
Trilingual	32.2	20.3
Armenian	1.7	0

However, when the chatter looks for a Lebanese partner, in specific, his/her behavior changes to seeking 18.6% English speaker, 52.5% who are bilingual in English and Arabic, 3.4% look for bilinguals in Arabic and French, 3.4% in English and French, and 20.3% look for trilingual partners in English, Arabic, and French. Table 4.6 shows these results as well.

When respondents were confronted to choose a specific language for chatting, the majority 94.9% chose English and the rest chose Arabic. Moreover, respondents were motivated further to express if their choice of chat language is for prestige reflecting social class, only 11.9% agreed. Next, all participating students were asked if they consider Arabic as a prestigious language, only 18.6% agreed.

To stress the issue of Arabic language further, the respondents were asked if their keyboard was enabled with Arabic letters, would they chat in Arabic using Arabic characters, 11.9% confirmed they will. Out of 59 chatters only 19 (32.2%) students admitted that they feel comfortable with the Arabic language as written and spoken. Figure 4.6 shows the attitude of chatters toward the Arabic language.



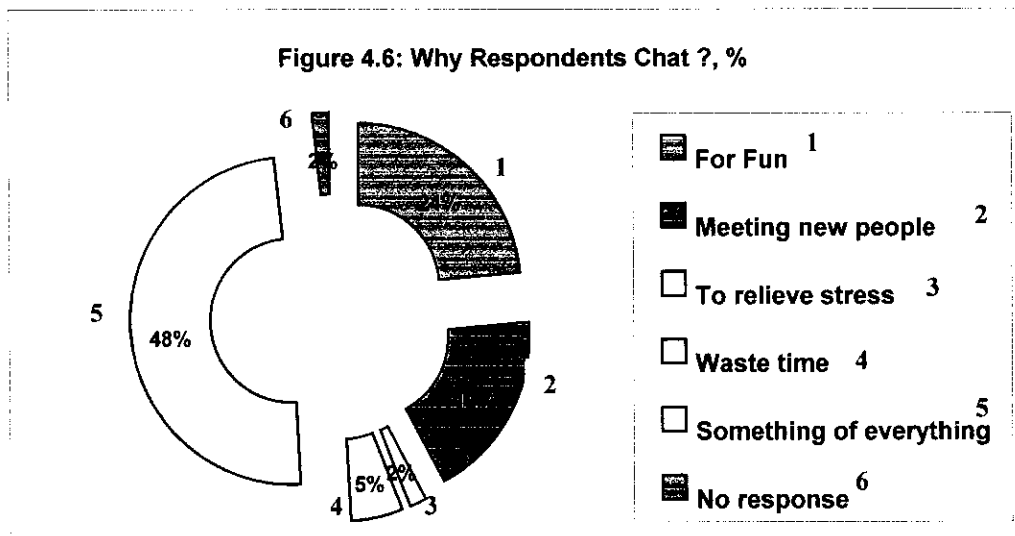
Following the above behavior in using languages while chatting, respondents were asked about the language they think in when writing their messages, Table 4.7 reflects that 54.2% think in Arabic, 37.3% think in English, 3.4% in Armenian, and the remaining think bilingually.

Table 4.7: Language the respondents think with

Thinking Language (Out of 59 Chatters)	Frequency	Percentage, %
Arabic	32	54.2
English	22	37.3
French	1	1.7
Arabic / English	2	3.4
Arabic / French	0	0
English / French	0	0
Armenian	2	3.4

Finally, this section was finalized by asking the respondents to state the reason they chat. 23.7% chat for fun, 18.6% chat to meet new people, 49.2% chat for multiple reasons including the first two reasons and in addition to these they consider

chatting as a stress reliever, to waste time, and to resolve personal problems. Figure 4.6 demonstrates the results.



4.2 Findings

Nowadays, where social life is becoming scarce, and people do not have the time to meet and interact, many resort to the cyber world where they can meet other people and chat with them. These meetings release people from the accumulation of time pressure and social misjudgments, as many students claimed it is much easier to sit at home and surf the net instead of going out and having to worry about the time and the expenses. Most students have their own computers, so they don't need to leave home for chatting. Most come online late at night because it is cheaper, and they have finished their schoolwork.

Chatting is mostly done for fun and as a stress reliever. Being in the cyber world is like "being in a place where you are accepted no matter who you are and where you come from" (The Researcher). Students in this sample are at an age where they need support, and many find the chatting tool as a support system because they can express themselves as they wish.

Living in a country like Lebanon puts students in situations where they have to use different languages in their daily lives. These language situations are reflected clearly in the use of chat, in the selection of partners, and in their styles of communication. Most Lebanese students use a mix of languages but mostly they use Arabic written with English letters i.e., *mar7aba bil 3arabi w bil franji* (this means, hello in Arabic and in a foreign language); *7sar shu?* (Guess what?); *mna3ti monika lewinski irshein 7elween* (we can give Monica Lewenski some money). From these examples we can see that students are familiar with typing in English, but they express themselves better in Arabic (please refer to appendix B for an exhibit of a chatting session).

What is so amazing in the chat language used among Lebanese students is the mixture of languages that can range between two or three languages and sometimes more. This also reflects the multilingual society they live in and they were brought up in.

The flexibility in shifting from one language to another is also salient. A Lebanese student can be addressing someone in Arabic; if the respondent answers in French, the Lebanese student tries to make use of his/her French even if it is not that good. This is what makes Lebanese people so unique among the Arabic – speakers. They have high flexibility in the use of language. When these students were asked about Arabic and whether they think it was a prestigious language, most claimed it is not a prestigious language. From this, an inference can be made that Lebanese people always seek to learn and speak other languages because they do not hold any prejudice for their own language or consider it prestigious in such a way they do not seek new languages. Moreover, since Arabic is not considered a feature of upper class, most Lebanese try to resort to other languages to bridge that gap. But this fact does not help completely this task since the majority still thinks in Arabic while they speak or write in a foreign language.

An observation to be made at this point is that when one accesses a chat room administrated by Arab chatters (Saudi, Syrian, or other non Lebanese), the use of

written Arabic (using Arabic letters and sounds) is salient whereas in Lebanese room (administrated by Lebanese) the use of written Arabic is rarely seen.

4.3 Interviews sample

Results will be reported next to reflect what the interviewed students expressed.

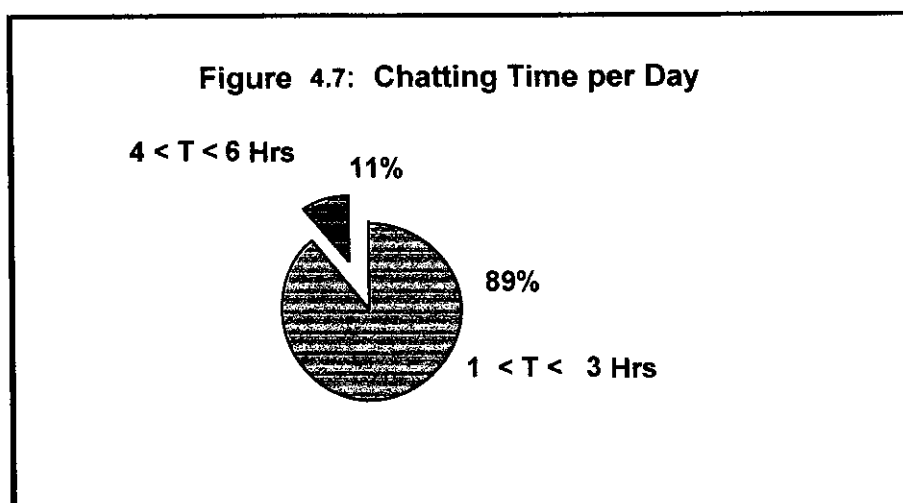
4.3.1 Demographics

The sample of interviewees consisted of thirty three persons whose average age was 25 years (range 18 to 45 years), with 78.6% being males, and the majority of 67.9% living in Beirut and 28.6% living in Mount Lebanon. 57.1% were college students and the rest or 42.9% had a master degree. Table 4.8 shows the demographic details.

Table 4.8: Sample Demographics			
Age		Education	
Less than 18 years	0.0 %	High School	0.0 %
19 < Age < 25 years	64.3 %	College	57.1 %
26 < Age < 35 years	32.1 %	Post Graduate	42.9 %
Above 35 years	3.6 %		
Gender		Address	
Male	78.6 %	Beirut	67.9 %
Female	21.4 %	Mount Lebanon	28.6 %
		South	3.5 %

4.3.2 Chatting literacy

84.8% of the interviewed students chat (28 out of 33 students). 78.6% of the interviewees rarely chat, 10.7% chat sometimes, and another 10.7% chat on a regular basis. The chat tool mostly used is MSN (65.8%) and 34.2% use a mixture of ICQ and MSN. The grand majority or 89.3% chat for less than three hours per day, 10.7% chat between four and six hours. Figure 4.6 gives a clear view of the chatting time spent per day.



4.3.3 Chatting language specifics

Interview results show that 82.1% chat in English, 3.5% chat in English and Arabic, and the rest use a mixture of languages. All chat users have emails, and the majority of 78.6% (22 of 28) have Hotmail addresses.

Moreover, respondents were motivated further to express whether their choice of chat language is for prestige reflecting social class, 28.6% agreed. Next, all participating students were asked if they consider Arabic as a prestigious language, 46.4% (13 of 28) agreed. To stress the issue of Arabic language further, the respondents were asked why they attribute the word "prestigious" to Arabic, they said that using the Arabic slang while chatting is cool and unique.

Finally, this section was finalized by asking the respondents to state the reason why they chat. 65% chat for fun, 5% chat to communicate and meet new people, 2.5% chat to kill time, and 27.5% chat for learning purposes. However, when asking those 27.5% who responded that they chat for learning purposes, what specifically they aim to learn, they said that they prefer languages.

Moreover, when they were asked if chatting became a tool used only for learning, will they continue chatting? 64.3% responded positively to this question. And when they were asked what other topics call their attention while chatting, a long list of a variety of topics was provided. Table 4.9 shows these topics.

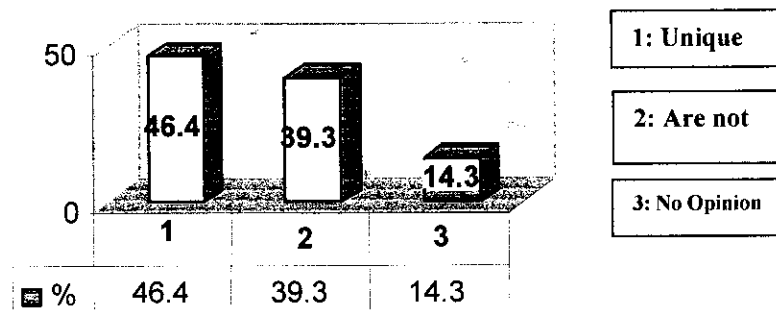
Table 4.9: Topics the respondents are interested to learn

Topic	Frequency	Percentage, %
History	1	3.6
Language	2	7.1
Solving Problems	3	10.7
Health	2	7.1
Culture & Society	8	28.6
Academic	8	28.6
Technology & Computers	3	10.7
Music	1	3.6

4.3.4 Chatting language specifics and Lebanese Chatters

A very interesting observation is the match resulting between the surveyed group and the interviewed group. When the interviewees were asked what makes the Lebanese chatters so special, 46.4% agreed that the Lebanese chat language used is a mixture of languages that can range between two or three languages and sometimes more. This also reflects the multilingual society they live in, and they were brought up in. However, 39.3% commented that the Lebanese chatter has no special merit since nowadays everybody mixes languages anywhere. 32.3% had no opinion about the question. Figure 4.7 shows these results.

Figure 4.8 Why are Lebanese Chatters Unique ?



Another highly matching opinion is related to the flexibility in shifting from one language to another. All agreed that a Lebanese student can be addressing someone in Arabic, English, French, or even Spanish and German. Both samples agreed that this is what makes a Lebanese unique among the Arabic – speakers; they have high flexibility in the use of language; they are humorous, intelligent, and open-minded.

Chapter Five

Conclusion and Recommendations

5.0 Special remarks and Findings

The use of a language is very crucial, and it is the responsibility of educators to try to implement the proper use of language, whether the language is the native language or any foreign language being taught at schools. Although having a multilingual society seems as a positive fact, this fact should not be taken for granted and languages must be directed properly. Students cannot be left without guidance to the use of any language.

5.1 Limitations of this research project

The field of using chatting languages is not well researched in the literature one may find few references on distance learning applications as related to English teaching but not in the context of identifying the factors leading to the choice of a language or a mix of languages. Experimental research using role-playing and gaming using chatting to teach English also exist MUD's –Multi Users Dimension or Multi Users Dungeons, MOO's – MUD Object Oriented, and MUSE –Multi User Dimension (Nolan and Weiss, 1999). However, one observes here that the use of English is a precondition.

Since the sample of respondents was chosen on convenience, and to avoid the error of providing inaccurate or unreliable information, the output is not projected to the whole target population.

5.2 Future research recommendations

This exploratory research paves the way for further development to characterize the sample using a cause-effect quantitative approach to study and identify influencing variables to language use. For example, more attention should be given to identify the factors that influence the attitude of respondents towards selecting the chat language. Another dimension is studying the impact of gender on language selection in chatting.

Perform a cross-sectional country analysis of the same chat habits, that is, selecting several Arab countries and repeat the research. North African countries where bilingual chatters also reside are a good target for comparison.

Another important study that can be conducted in Lebanon is by selecting two well-defined samples of English and French educational institutions and then repeating the experiment.

5.3 Recommendations

The widespread use of computer conferencing for instructional purposes, both as an adjunct to and a replacement for the traditional classroom, has encouraged teachers and students alike to approach teaching and learning in ways that incorporate collaborative learning and the social construction of knowledge. Discussion and dialog among “chatters” in general, or between instructor and students and among students, in particular is a key feature of computer chatting. Computer chatting is used synchronously, allowing real-time, interactive chats or open sessions among as many participants as are online simultaneously.

This study reports an exploratory evaluation of using chatting as a communication tool to support purposeful communication and learning within the context of the virtual community. The idea was to take advantage of cyber-communication conventions (smileys, acronyms, language mixing, ...) that real-time, interactive electronic chat-users developed in instructional settings. The study also determined that the chat users recognized a need to use their communication conventions to communicate clearly and minimize misunderstandings in their online transactions with others. The more obvious conventions included using keywords, symbols and names of individuals, shorthand techniques; acronyms and symbols, and asking questions and seeking clarification. The major outcome here is manifested using a descriptive style that, based on the findings, suggest that the majority of the chat users conduct chatting as entertainment, a fact that may justify the frustrations encountered during the quest of looking for value-added

information that is capable to enrich their knowledge.

As for Graziadei et al. paper (Internet, 2000, p.2), Johnstone (1992) and Twigg (1992) who affirmed that technology does not guarantee productivity; but coupled with changes in pedagogy, economies of scale, and a paradigm shift to individualized, self-paced mastery learning, technology can make greater learning productivity possible.

The advantages of this kind of exercises matches very much with those observed by Frizler (1995) in her research on The Internet as an educational tool in ESOL writing instruction namely,

- Exposure to natural language outside classroom
- Collaboration among participating students
- Student responsibility for learning
- Motivation and enjoyment of the learning process (even if realized at the end of the exercise)
- Cross-cultural communication
- Awareness of global issues and concerns (as taken from professionals and experts)
- Creative outlets and opportunities for publication (in this case the continuous communication with selected respondents)
- Development of computer skills

We could add to those,

- Development of Internet literacy
- Development of Chat programs literacy including ethics, symbols and Chat abbreviations and acronyms

Moreover, some advantages also match what was reported by Murphy and Collins (1997) in their research on using Electronic Chats for instructional purposes. Chat advantages are

- Fosters immediacy and social presence
- Allows one-to-one advising

- Present timely issues
- Useful for brainstorming and decision making
- Builds a community of learners
- Supplements other forms of communication

Finally, the growing acceptance and use of instruction implies that instructors and teachers need to know more about how to facilitate chatting that fosters communication and learning in such settings. Models for interaction analysis of asynchronous computer conferencing should be tested in a synchronous chat environment.

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Appendices

- I. A sample copy of the questionnaire.**
- II. A sample copy of a conversation in Lebanon room in MSN chat. (language used is discussed in the research).**

Chatting Language: Exploring Lebanese Students' Attitudes toward using Arabic in Chatting.

You are kindly asked to fill the following questionnaire responding to all questions that apply to you. Responses will be used in an academic research, Confidentiality is assured since no mention of names is required.

A. Computer Literacy

Please respond to the following questions by ticking the answer that most match your choice.

1. Do you own a Personal Computer: ☐ Yes ☐ No
2. RAM capability: ☐ 32 Mb, ☐ 64 Mb, ☐ 128 Mb, Other: please specify _____
3. PC Speed : ☐ Less than 500 MHZ, ☐ Between 500 and 1 GHZ,
☐ Between 1 GHZ and 1.5 GHZ, ☐ Above 1.5 GHZ.
4. Internet Connection via: ☐ Modem, ☐ Cable, ☐ Both
5. Internet Registration Cost: ☐ Less \$19, ☐ Between \$20 and \$30, ☐ Above \$30.
6. Your Internet provider ☐ Inconet, ☐ Sodetel, ☐ Cyberia, ☐ Other, please specify _____.
7. How many hours do you use your PC per day?
☐ Less than 3 hours, ☐ Between 3 and 6 hours, ☐ More than 6 Hours.
8. Time when using your computer most: ☐ 8:00-12:00 Noon, ☐ 12:00- 8:00 pm, ☐ From 8-11 pm,
☐ From 11-3 am, ☐ Beyond 3 am.
9. What do you do most of the time? ☐ Assignments, ☐ Research, ☐ Surfing for fun, ☐ Chatting.

B. Chatting Literacy

Please respond to all questions referring to your practical knowledge in this area.

1. Do you Chat? ☐ Yes, ☐ No, *if Yes continue this questionnaire. If No, go to Demographics Section.*
2. What Chatting tool do you use? ☐ mIRC, ☐ Yahoo, ☐ MSN, ☐ ICQ, ☐ Other.....
3. How many hours do you Chat per day? ☐ Less than 2 Hours, ☐ Between 2 and 4 Hours,
☐ More than 4 Hours, please specify
4. Language of Chatting: ☐ English, ☐ French, ☐ Arabic, ☐ Other, please specify

5. Are you familiar with Netiquette (Internet language symbols and rules of conduct)? ____ Yes, ____ No.
6. Do you have an Internet Email address? ____ Yes, ____ No.
7. If Yes, what portal do you use (Example @hotmail, cyberia, terra, or other)
.....
8. Preferred Chatting group (the one you usually go first):
9. Do you have your own Chatting Room? ____ Yes, ____ No.
10. Topic you like most to chat about? ____ Politics, ____ Sex, ____ Jokes, ____ Research, ____ Business, ____ Music,
____ Personal problems, ____ Other, please specify

C. Chatting Language Specifics

Please respond to these questions being very specific to your own style.

1. When you Chat, do you use English (as written and spoken)? ____ Yes, ____ No.
2. When you Chat, you use symbols: ____ Very Often, ____ Often, ____ Some, ____ None.
3. When you Chat, do you use Arabic but written using English letters (Ex. Kifac): ____ Yes, ____ No.
4. When you Chat do you mix English and Arabic? (Ex. How are you today? Mneeh/ha) ____ Yes, ____ No.
5. When you Chat do you mix between English, French and Arabic? (Ex. I heard you speaking today, Chi Helo, Tres Bien) ____ Yes, ____ No.
6. Do you search for a Chatting partner who is familiar with:
____ Arabic, ____ English, ____ French, ____ Arabic & English, ____ Arabic & French, ____ English & French, ____ All.
7. If your partner is Lebanese, which language do you use?
____ Arabic, ____ English, ____ French, ____ Arabic & English, ____ Arabic & French, ____ English & French, ____ All.
8. If you were to have the choice of one language to Chat with, which would you choose?
____ Arabic, ____ English, ____ French.
9. Is your choice of a Chat language, a matter of reflecting social class and prestige? ____ Yes, ____ No.

10. Is Arabic, in your opinion, a prestigious language? ☐ Yes, ☐ No.
11. How would you write "Where are you now?" if your Chat partner is:
 Arabic Speaker (Lebanese, Saudi, Jordanian, etc):.....
 English Speaker (American, Irish, Australian, etc):.....
 French Speaker (French, African, Canadian, etc):.....
 Foreigner (Any other nationality):.....
12. If your Keyboard is Arabic enabled (has Arabic letters), would you chat in Arabic using Arabic Letters?
☐ Yes, ☐ No.
13. Do you feel comfortable using written and spoken Arabic? ☐ Yes, ☐ No.
14. Why do you Chat? ☐ For Fun, ☐ Meeting new people, ☐ Stress reliever, ☐ Wasting time, ☐ Other, please specify.....
15. When you Chat, in what language do you think? ☐ Arabic, ☐ English, ☐ French, ☐ Other:.....

D. Demographics

1. Age: ☐ Less than 18 yrs., ☐ Between 19-22 yrs., ☐ Between 23-26 yrs., ☐ Over 26 yrs.
2. Gender: ☐ Male, ☐ Female.
3. Address: ☐ Beirut, ☐ South, ☐ Mount Lebanon, ☐ Bekaa, ☐ North.
4. Student: ☐ High School, ☐ College, ☐ Graduate.
5. Language of Education while in High School: ☐ Arabic, ☐ English, ☐ French.
6. Language(s) spoken at home: ☐ Arabic, ☐ English, ☐ French, ☐ Other,
7. Type of High School: ☐ Private, ☐ Public.
8. Father's education: ☐ High School, ☐ College, ☐ Graduate, ☐ Other.
9. Mother's education: ☐ High School, ☐ College, ☐ Graduate, ☐ Other.
10. Any of your parents chat? ☐ Mother, ☐ Father, ☐ Both.
11. Religion: ☐ Christian, ☐ Muslim, ☐ Other,.....

12. Would you like to add any comment to this questionnaire?

Thank you

Chat Versus Learning Structures Questionnaire

- 1. How frequently do you Chat?**
- 2. Is Chatting a matter of fun or learning?**
- 3. What is your preferred Chat language?**
- 4. If you write while chatting using Arabic letters, do you consider this fact prestigious?**
- 5. If yes, why?**
- 6. If No, why not?**
- 7. As a Lebanese do you think you are unique by mixing two or three languages while chatting?**
- 8. Do you do mixing spontaneously or intended?**
- 9. Have you ever tried to take advantage of Chatting as a learning tool?**
- 10. How is that?**
- 11. If chatting becomes a tool for learning only, will you continue chatting? Why?**
- 12. What topic (s) would you choose to learn while chatting?**
- 13. What makes a Lebanese Chatter different from other Arabic speaking Chatters?**

Please specify the following:

Age _____

Gender _____

Education _____

Address _____

Number of Hrs you Chat per day _____

Please wait, connecting to server...






Connected!

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The chat's topic is: † Happy Easter Lebanon † {V.I.P Group} † '

**WELCOME TO LEB AT ROOM HOSTED BY { V.I.P Group } & BE COOL N
RESPECT THE OTHERS THEN.. Watch the RooMs Rules...W R ALWAYS THE BEST**

NOKIA™ : bkamishilkon il spammers?...

Ammoor7 :     

* Can_network_eng has joined the conversation.

•ChAnKlIsh• : **yes**

* vampire-dream2000 has joined the conversation.

Noran22 : ahleen Ammoor

* DisjointEwe has joined the conversation.

Host NOKIA™ kicked DisjointEwe out of the chat room: Using profanity in the chatroom

* saherel has joined the conversation.

* ArborealCheese has joined the conversation.

Host NOKIA™ kicked ArborealCheese out of the chat room: Using profanity in the chatroom

* Ruby_Babel has left the conversation.

* the_monster_2050 has joined the conversation.






* high_style_mariam has left the conversation.

NOKIA™ : mnee7 hek?..

•ChAnKlIsh• : **preincessofeast1**

Ammoor7 :     






Noran22 : tamam..

Ammoor7 :     

* TomboyishMedusa has joined the conversation.

* Devdass6866 has left the conversation.

Host NOKIA™ kicked TomboyishMedusa out of the chat room: Using profanity in the chatroom

Ammoor7 :     

NOKIA™ : no hayda mish spammer

•ChAnKlIsh• : **thx Nokia**

•ChAnKlIsh• : **ok**

* Gucci1007 has joined the conversation.

•ChAnKlIsh• : **how do u know 3ammo**

Noran22 : wallah el-rayes kteer m3asseb

* Ammoor8 has joined the conversation.

NOKIA™ : spammers mafi b ismon numbers..

•ChAnKlIsh• : **nice**

Gucci1007 : salam all

•ChAnKlIsh• : **now can u answer my question**

* DetergentDuke has joined the conversation.

* SowingSinger has joined the conversation.

Host NOKIA™ kicked DetergentDuke out of the chat room: Using profanity in the chatroom

Host NOKIA™ kicked SowingSinger out of the chat room: Using profanity in the chatroom

Ammoor7 : noraan? from lebanon?

NOKIA™ : aya question..nseet

•ChAnKliSh• : *r u really goin to give me a hammoura b4 u leave*

Gucci1007 : the owner of this room is sniper??

† Noran22 has left the conversation.

† wassim_lob has joined the conversation.

NOKIA™ : yeh am a sniper ...wanna try me ?..

Gucci1007 :

•ChAnKliSh• :

Gucci1007 : plz i just need an answer

† UnladingTundra has joined the conversation.

Gucci1007 : eza bet rid

•ChAnKliSh• : *UnladingTundra*

† rouzanne has joined the conversation.

NOKIA™ : am a good marksman...hek b Zolo 3ani...hehe

Host NOKIA™ kicked UnladingTundra out of the chat room: Using profanity in the chatroom

•ChAnKliSh• : *k*

•ChAnKliSh• : *r u really goin to give me a hammoura b4 u leave*

† faris17 has joined the conversation.

† BoniestCopybara has joined the conversation.

Host NOKIA™ kicked BoniestCopybara out of the chat room: Using profanity in the chatroom

Gucci1007 : plz owners or hosts??

NOKIA™ : Chanklish inta 2ool host me wil hammer bitseer ma3ak ..

† Haaaaaaa9 has left the conversation.

•ChAnKliSh• : *if i say ho*st me ill get ki*ked out*

† OutsideDoor has joined the conversation.

NOKIA™ : Gucci...do u see the name Sniper in the owner/host list?

Host NOKIA™ kicked OutsideDoor out of the chat room: Using profanity in the chatroom

† can_network_eng has left the conversation.

Gucci1007 : but i know that sniper have a room msn arabia -lebanon

•ChAnKliSh• : *right nokia???"*???

Please wait, connecting to server...

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The chat's topic is: **Best Lebanon chat room on MSN Theme - long live the freedom fighters in Palestine**

**LONG
LIVE
PALESTINE**

- * c_khaled has left the conversation
- * ThroughBOBO has joined the conversation

sfw204 : what kind of music u like ?

ThroughBOBO : hiii

- * EgyptRomant has joined the conversation
- * c_khaled has left the conversation
- * ghADAGHID0 has joined the conversation
- * mercybird has joined the conversation
- * benthadrou has left the conversation

GHADAGHIDO : hello

- * EgyptRomant has left the conversation

c_khaled : mar7aba bil 3arabi w hi bil franji

mercybird : hi there

sfw204 : hi ghada

- * c_khaled has left the conversation

GHADAGHIDO : hi all

GHADAGHIDO : how is it going?

c_khaled : hi ghada

- * BOUTIK 447 has joined
- * c_khaled has left the conversation
- * ghADAGHID0 has joined the conversation
- * ghADAGHID0 has joined
- * zahed7 has joined the conversation
- * ghADAGHID0 has joined the conversation
- * ghADAGHID0 has joined the conversation

GHADAGHIDO : shu guys how is life?

- * ghADAGHID0 has joined the conversation

GHADAGHIDO : plz no whispering

- * benthadrou has joined the conversation
- * Alastor 30 has joined the conversation

c_khaled : hi armani_1975 ba3dak houwn min mbare7?

- * ghADAGHID0 has left the conversation

c_khaled : armani!!!!!!!!!!!!!!!!!!!!

- * ghADAGHID0 has left the conversation
- * kamel 660 has joined the conversation

zahed7 : bikoun mashghoul treko

- * kamel 660 has joined the conversation
- * ghADAGHID0 has left the conversation

c_khaled : 2awlak?

GHADAGHIDO : all the ppl here just whisper?

- * ghADAGHID0 has left the conversation

zahed7 : hek lhay2a

c_khaled : of course no ghada

GHADAGHIDO : ok'

c_khaled : zahed sarlak zaman houwn?

* 151337 has joined the conversation.

* c_kh2002 has left the conversation.

* loveat9r has joined the conversation.

* kareem has left the conversation.

* mohamed has left the conversation.

c_khaled : zahed??

zahed7 : shou ?

GHADAGHIDO : zahed in life or what?

zahed7 : libn

c_khaled : sarlak zaman houwn?

* kareem has left the conversation.

zahed7 : libon

zahed7 : eh leh

GHADAGHIDO : just asking

zahed7 : ok n/p

c_khaled : dakhlak shiftilli monika lewinski eza ijit laa houwn?

zahed7 :

zahed7 : la2

GHADAGHIDO : leik u should ask bil beit el abyad

c_khaled : 3an jad 3awezha darouri

zahed7 : betkoun 3en klinton

c_khaled : la7za

zahed7 : ok

* bakhtel has left the conversation.

* loveat9r has left the conversation.

* loveat9r has joined the conversation.

c_khaled : ok zahed

* la2-113 has joined the conversation.

c_khaled : 3an jad 3aweza darouri darouri

GHADAGHIDO : ya zahed

GHADAGHIDO : shu fee ?

zahed7 : na3am

GHADAGHIDO : allah yen3am 3aleik

* FASMANA LAMRINI has joined the conversation.

zahed7 : wala shi bas 3am salem 3alaykeh

GHADAGHIDO : where from ya zahed

c_khaled : shou zahed ma shefta?

zahed7 : khaled la walla ma shefta

zahed7 : eh ghada

zahed7 : ana bi beirut

GHADAGHIDO : is there a mazen in this room?

c_khaled : ma beddak ta3rif leeh?

* Threem9080 has left the conversation.

c_khaled : no ghada

zahed7 : mbala leh ?

GHADAGHIDO : khaled min wein?

c_khaled : 3indi khitta la ta7rir falastin

* shaban-960 has joined the conversation.

zahed7 :

zahed7 : yallah ma ta2sser

c_khaled : 3an jad w halla2 3izz 7ajetna la monika

* hahmedfahd has joined the conversation.

zahed7 : wallah fekra mni7a

c_khaled : 7zar chou?

* wa7atbi has left the conversation.

zahed7 : k3it

* you_rider has joined the conversation.

zahed7 : shou ?

c_khaled : mna3ti monika lewinski irshein 7elween

zahed7 : eh w ba3den

* 4edbt59 has left the conversation.

c_khaled : w hiyi btitkaffal bi ra2iss america

* minata211 has joined the conversation.

* husseini has left the conversation.

* lowezbi has left the conversation.

c_khaled : sa3eta ne7na mnihjom 3a israel

zahed7 : bas badak ma ykoun 3a 7azna batal ye2dar ya3mel shi

zahed7 : se3eta menkoun akalneha

* shw704 has left the conversation.

* reb_rider has left the conversation.

* Norma_965 has joined the conversation.

* ViewerBoss59 has joined the conversation.

c_khaled : awlak? w kif bi oulou innou amerka hiyi bit awwi israel?

Mazen_40M : Hi ghadaghido

GHADAGHIDO : hi mazen

GHADAGHIDO : kifak?

Mazen_40M : how are you

GHADAGHIDO : mni7a

zahed7 : lah ma hol kellon 2ortet kazebin

Mazen_40M : i am fine thanks

GHADAGHIDO : shu fi ma fi?

c_khaled : ahhhhhhhhh ma zabatit

Mazen_40M : i am very fine

c_khaled : yalla khayra b ghayra

* the_skup has joined the conversation.

Mazen_40M : work is doing good

Mazen_40M : and life is nice

Mazen_40M : what about you

GHADAGHIDO : ana tamem

zahed7 : badna fekra tenyeh

GHADAGHIDO : ma fi shi jdeed

Mazen_40M : how is kids

c_khaled : heit ta nchouf shou 3indak?

Mazen_40M : hubby?

GHADAGHIDO : killo mni7

GHADAGHIDO : raw3a lol

Mazen_40M : how is school doing

* minata211 has left the conversation.

Mazen_40M : and your classes