

***Internet Linguistics: A Conversational Analysis of Online Synchronous
Chat and Face-to-Face Conversations of EFL Undergraduate Students
in Jordan***

By

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Dedication

I dedicate this study to:

Carlos III in Madrid University, where I achieved my uppermost goal in the academic field. I owe a deep debt of gratitude to its members for giving me the opportunity to complete my Ph.D. dissertation.

My parents, for their endless love, support, encouragement and prayers.

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I bow my head low in respect.

Declaration

I, hereby, declare that the current dissertation consists of all the original works conducted by me except the citations and quotations. The concepts or ideas taken from other sources have been cited properly. Furthermore, the dissertation has not been submitted concurrently or previously in any other institution.

Table of Content

DEDICATION	II
ACKNOWLEDGEMENT	IV
DECLARATION	V
TABLE OF CONTENT	VI
LIST OF TABLES	X
LIST OF FIGURES	XV
LIST OF APPENDICES	XVI
LIST OF ABBREVIATIONS	XVII
ABSTRACT	XVIII
RESUMEN EN ESPAÑOL	XIX
1 THE BACKGROUND OF THE STUDY	1
1.1 INTRODUCTION	2
1.2 BACKGROUND OF THE STUDY	3
1.2.1 <i>Conversation and Oral Communication</i>	5
1.2.2 <i>Social Networking</i>	6
1.2.3 <i>Conversation Analysis</i>	8
1.2.4 <i>Cooperative Principle</i>	9
1.3 STATEMENT OF THE PROBLEM	12
1.4 RESEARCH OBJECTIVES	14
1.5 RESEARCH QUESTIONS	16
1.6 SIGNIFICANCE OF THE STUDY	16
1.7 LIMITATIONS OF THE STUDY.....	18
1.8 DEFINITION OF TERMS.....	18
1.9 CONCLUDING SUMMARY	20
2 THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE	21
2.1 INTRODUCTION	22
2.2 THE GROWTH AND DEVELOPMENT OF DISCOURSE ANALYSIS	22
2.2.1 <i>Discourse Analysis Approach in EFL Context</i>	25
2.2.2 <i>Internet Discourse</i>	30
2.2.3 <i>Internet Interaction</i>	31
2.2.4 <i>Computer-Mediated Communication</i>	32
2.3 CONVERSATIONAL ANALYSIS.....	36
2.3.1 <i>Face-to-Face Conversation</i>	38
2.3.2 <i>Online Synchronous Chat</i>	39
2.3.2.1 <i>Characteristic Features of Online Chat</i>	44
2.3.3 <i>Turn-Taking</i>	44
2.3.3.1 <i>Types</i>	46
2.3.3.2 <i>System and Sequences</i>	47
2.3.4 <i>Repair</i>	47
2.3.4.1 <i>Defining</i>	47
2.3.4.2 <i>Self-Repair and Other-Repair</i>	49
2.3.4.3 <i>Sequences</i>	49
2.3.5 <i>Overlap</i>	49
2.3.5.1 <i>Types</i>	51

2.3.5.2	Organization	51
2.4	THEORIES AND APPROACHES	52
2.4.1	<i>Speech Act Theory</i>	52
2.4.1.1	Aspects of Speech Acts	54
2.4.1.1.1	Locutionary Act	54
2.4.1.1.2	Illocutionary Act	55
2.4.1.1.3	Perlocutionary Act	55
2.4.2	<i>Traditional Theories of Communication</i>	57
2.5	SOCIAL MEDIA AND LANGUAGE	58
2.5.1	<i>Linguistic Organization of SOC</i>	58
2.5.2	<i>Online Asynchronous Chat Technologies</i>	59
2.5.3	<i>Facebook as a Social Interaction Media</i>	60
2.5.4	<i>Collaborative Synchronous Online Interaction</i>	63
2.6	COOPERATIVE PRINCIPLES (GRICE'S MAXIMS).....	64
2.6.1	<i>The Concept of Cooperative Principle</i>	65
2.7	REVIEW OF RELATED RESEARCH ON INTERNET LINGUISTICS.....	66
2.8	CONCLUDING SUMMARY	73
3	METHODOLOGY	75
3.1	INTRODUCTION	76
3.2	THE RESEARCH METHODS AND PROCEDURES.....	76
3.3	DESIGN OF THE RESEARCH.....	77
3.4	THE RESEARCH POPULATION AND SAMPLE	77
3.4.1	<i>Selection of the Participants</i>	78
3.4.2	<i>Sampling Procedures</i>	80
3.5	THE RESEARCH INSTRUMENTS.....	80
3.5.1	<i>Speech Act Rubric Scale</i>	81
3.5.2	<i>The Interview</i>	85
3.5.2.1	The Semi-Structured Interviews	86
3.5.2.1.1	The Procedures of the Semi-Structured Interviews	86
3.5.2.1.2	Analysis of the Semi-Structured Interviews	87
3.5.2.1.3	Ethical Considerations.....	89
3.6	THE PILOT STUDY	89
3.6.1	<i>The Sample for the Pilot Study</i>	90
3.6.2	<i>Administrative Procedures</i>	91
3.6.3	<i>The Results and Feedback of the Pilot Study</i>	91
3.7	VALIDITY AND RELIABILITY OF THE RESEARCH INSTRUMENTS	91
3.7.1	<i>Validity of the Study Instruments</i>	92
3.7.2	<i>Reliability of the Research Instruments</i>	92
3.8	ONLINE SYNCHRONOUS CHAT GROUP	94
3.8.1	<i>Why Facebook</i>	94
3.9	FACE-TO-FACE GROUPS	96
3.9.1	<i>Recording Procedures</i>	96
3.10	DATA COLLECTION PROCEDURES	97
3.11	DATA ANALYSIS AND STATISTICAL TOOLS	98
3.12	CONCLUDING SUMMARY	99
4	DATA ANALYSIS AND FINDINGS OF THE STUDY	101
4.1	INTRODUCTION	102
4.2	THE FIRST QUESTION	102
4.2.1	<i>Giving Turns</i>	102

4.2.2	<i>Getting Turns</i>	103
4.2.3	<i>Negotiating the Right to Take a Turns</i>	104
4.2.4	<i>Interruptions</i>	105
4.2.5	<i>Accepting a Turn</i>	106
4.2.6	<i>Completing or Adding</i>	107
4.2.7	<i>Holding and Continuance</i>	108
4.2.8	<i>Relinquishing Turn</i>	109
4.2.9	<i>Family Etiquette</i>	110
4.2.10	<i>Overlapping</i>	111
4.3	THE SECOND QUESTION RESULTS	113
4.3.1	<i>Self-Repairing</i>	113
4.3.2	<i>Appealing for Assistance</i>	114
4.3.3	<i>Echoing & Repetition</i>	115
4.3.4	<i>Ignore</i>	116
4.3.5	<i>Accept the Repair</i>	117
4.3.6	<i>Negation</i>	118
4.3.7	<i>Expansion</i>	119
4.4	THE THIRD QUESTION RESULTS.....	120
4.4.1	<i>According to Quantity</i>	121
4.4.1.1	Face to Face Conversations	121
4.4.1.2	Online Synchronous Chat	123
4.4.2	<i>According to Quality</i>	125
4.4.2.1	Face to Face Conversations:	125
4.4.2.2	Online Synchronous Chat	127
4.4.3	<i>According to Relevance</i>	129
4.4.3.1	Face to Face Conversations:	129
4.4.3.2	Online Synchronous Chat	131
4.4.4	<i>According to Manner</i>	133
4.4.4.1	Face to Face Conversations	133
4.4.4.2	Online Synchronous Chat	135
4.5	THE FOURTH QUESTION RESULTS	138
4.5.1	<i>Accuracy</i>	138
4.5.1.1	Face to Face Conversations	138
4.5.1.2	Online Synchronous Chat	140
4.5.2	<i>Meaning</i>	142
4.5.2.1	Face to Face Conversations	142
4.5.2.2	Online Synchronous Chat	143
4.5.3	<i>Fluency</i>	146
4.5.3.1	Face to Face Conversations	146
4.5.3.2	Online Synchronous Chat	147
4.6	THE ANALYSIS OF EFL & CS TEACHERS' INTERVIEWS.....	150
4.6.1	<i>Results of EFL and CS Teachers' Perceptions of Internet Linguistics</i>	151
4.7	THE SUMMARY OF FINDINGS	153
5	DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	157
5.1	INTRODUCTION	158
5.2	DISCUSSION	159
5.2.1	<i>Statistically Significant Differences between the Participants of OSC and the FTFCs when Applying Turn-Taking Acts</i>	159
5.2.2	<i>Statistically Significant Differences at ($\alpha \leq 0.05$) between the Participants of OSC and FTFCs When Applying Repair Acts.</i>	164

5.2.3	<i>Statistically Significant Differences at ($\alpha \leq 0.05$) between the OSC and the FTFCs of EFL Participants When Applying Grice's Maxims.</i>	167
5.2.4	<i>Statistically Significant Differences at ($\alpha \leq 0.05$) between the OSC and FTFCs in Terms of Participants' Linguistic Performance.</i>	168
5.2.5	<i>The Suggested New Technical Features that may Improve Facebook Chatroom Service</i>	169
5.3	CONCLUSION	171
5.4	CONCLUSIÓN	172
5.5	GENERAL RECOMMENDATIONS	174
5.6	RECOMENDACIONES GENERALES	175
	REFERENCES	177
	APPENDICES	200

List of Tables

Table 3-1 : Research Methods and Procedures	77
Table 3-2 : The Distribution of the Sample of the Study	79
Table 3-3: Shows Holsti formula	93
Table 3-4: Percentage Results Among the Two Raters and the Researcher for the Reliability Coefficients for Rubric Checklist.....	93
Table 3-5: Agreement Percentage Results Among the Two Raters and the Researcher for the Reliability Coefficients for Semi-Structured Interview	94
Table 4-1 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTFCs and OSC When Applying Turn-Taking Acts (Giving Turns).....	103
Table 4-2 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Giving Turns)	103
Table 4-3 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Getting Turns)	104
Table 4-4 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to The Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Getting Turns).....	104
Table 4-5 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Negotiating the Right to Take a Turn)	105
Table 4-6 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to The Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Negotiating the Right to Take a Turn)	105
Table 4-7 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Interruptions).....	106
Table 4-8 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to The Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Interruptions).....	106
Table 4-9 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Accepting a Turn).....	107
Table 4-10 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Accepting a Turn)	107

Table 4-11 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC When Applying Turn-Taking Acts (Completing or Adding).....	108
Table 4-12 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to The Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Completing or Adding)	108
Table 4-13 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Holding & Continuance)	109
Table 4-14 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Holding & Continuance).....	109
Table 4-15 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Relinquishing Turn).....	110
Table 4-16 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Relinquishing Turn).....	110
Table 4-17 : Frequencies, Means Per Participant Percentage Means of EFL Participants on The FTF and OSC Conversations When Applying Turn-Taking Acts (Family Etiquette).....	111
Table 4-18 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Family Etiquette).....	111
Table 4-19 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Overlapping).....	112
Table 4-20 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Overlapping).....	112
Table 4-21 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts as a Whole	113
Table 4-22 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Self-Repairing).....	113
Table 4-23 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Self-Repairing)	114
Table 4-24 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Appealing for Assistance)	114

Table 4-25 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Appealing for Assistance)	115
Table 4-26 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Echoing & Repetition)	115
Table 4-27 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Echoing & Repetition).....	116
Table 4-28 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Ignore).....	116
Table 4-29 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Ignore).....	117
Table 4-30 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Accept the Repair).....	117
Table 4-31 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Accept the Repair).....	118
Table 4-32 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Negation).....	118
Table 4-33 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Negation).....	119
Table 4-34 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Expansion).....	119
Table 4-35 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Expansion).....	120
Table 4-36 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts as a Whole	120
Table 4-37 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs When Applying Grice’s Maxim of Quantity	121
Table 4-38 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC When Applying Grice’s Maxim of Quantity	123

Table 4-39 : Independent Samples (T) Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice’s Maxim of Quantity.....	124
Table 4-40 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs When Applying Grice’s Maxim of Quality	125
Table 4-41 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC When Applying Grice’s Maxim of Quality	127
Table 4-42 : Independent Samples (T) Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice’s Maxim of Quality	129
Table 4-43 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs When Applying Grice’s Maxim of Relevance.....	130
Table 4-44 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC When Applying Grice’s Maxim of Relevance.....	131
Table 4-45 : Independent Samples (T) Test Results for The Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice’s Maxim of Relevance	133
Table 4-46 : Frequencies, Percentages Means and Standard Deviations of EFL Participants On the FTFCs When Applying Grice’s Maxim of Manner	134
Table 4-47 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC When Applying Grice’s Maxim of Manner.....	136
Table 4-48 : Independent Samples (t) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice’s Maxim of Manner	137
Table 4-49 : Means, Standard Deviations and Independent Samples (t) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice’s Maxims as a Whole	138
Table 4-50 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs of Participants in Linguistic Performance (Accuracy).....	139
Table 4-51 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC of Participants in Linguistic Performance (Accuracy).....	140
Table 4-52 : Independent Samples (T) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) of Participants in Linguistic Performance (Accuracy).....	142
Table 4-53 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs of Participants in Linguistic Performance (Meaning).....	142

Table 4-54 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC of Participants in Linguistic Performance (Meaning).....	144
Table 4-55 : Independent Samples (t) Test Results for the Differences between EFL Participants According to The Type of Communication (FTF & OSC Conversations) of Participants in Linguistic Performance (Meaning).....	145
Table 4-56 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs of Participants in Linguistic Performance (Fluency).....	146
Table 4-57 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC of Participants in Linguistic Performance (Fluency).....	148
Table 4-58 : Independent Samples (t) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) of Participants in Linguistic Performance (Fluency).....	149
Table 4-59 : Means, Standard Deviations and Independent Samples (T) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Linguistic Performance as a Whole	150

List of Figures

Figure 2-1 : Spitzberg's Model	35
Figure 3-1 : Sample Size	79
Figure 3-2 : Jordanian Internet Users	96
Figure 4-1 : Frequencies of the EFL Participants on the FTFCs When Applying Grice's Maxim of Quantity	122
Figure 4-2 : Frequencies of the EFL Participants on the OSC When Applying Grice's Maxim of Quantity	124
Figure 4-3 : Frequencies of the EFL Participants on the FTFCs When Applying Grice's Maxim of Quality	126
Figure 4-4 : Frequencies of the EFL Participants on the OSC When Applying Grice's Maxim of Quality	128
Figure 4-5 : Frequencies of the EFL Participants on the FTFCs When Applying Grice's Maxim of Relevance	131
Figure 4-6 : Frequencies of the EFL Participants on the OSC When Applying Grice's Maxim of Relevance	132
Figure 4-7 : Frequencies of the EFL Participants on the FTFCs When Applying Grice's Maxim of Manner	135
Figure 4-8 : Frequencies of the EFL Participants on the OSC When Applying Grice's Maxim of Manner	137
Figure 4-9 : Frequencies of the EFL Participants on the FTFCs of Participants in linguistic performance (Accuracy domain)	140
Figure 4-10 : Frequencies of the EFL Participants on the OSC of Participants in Linguistic Performance (Accuracy Domain)	141
Figure 4-11 : Frequencies of the EFL Participants on the FTFCs of Participants in Linguistic Performance (Meaning Domain)	143
Figure 4-12 : Frequencies of the EFL Participants on the OSC of Participants in Linguistic Performance (Meaning Domain)	145
Figure 4-13 : Frequencies of the EFL Participants on the FTFCs of Participants in Linguistic Performance (Fluency Domain)	147
Figure 4-14 : Frequencies of the EFL Participants on the OSC of Participants in Linguistic Performance (Fluency Domain)	149
Figure 5-1 : Applying Overlapping Act on OSC	163

List of Appendices

Appendix A : SARS of Grice's Maxims (Cooperative Principle)	201
Appendix B : SARS of Linguistic Performance	202
Appendix C : Consent Letter Form - Study Participants	203
Appendix D : Consent Letter Form - Pilot Sample	204
Appendix E : Turn-Taking Acts - FTF.....	205
Appendix F : Repair Acts - FTF	206
Appendix G : Turn-Taking Acts - OSC	207
Appendix H : Repair Acts - OSC	208
Appendix I : The Semi-Structured Interviews Questions.....	209

List of Abbreviations

AUC	Ajloun University College
BAU	Al-Balqa Applied University
CA	Conversation Analysis
CMC	Computer-Mediated Communication
CP	Cooperative Principle
CS	Computer Skills
EFL	English as Foreign Language
FB	Facebook
FL	Foreign Language
FTF	Face-To-Face
FTFCs	Face-To-Face Conversations
FTFG	Face-To-Face Group
L2	Second Language
ME	Middle East
OSC	Online Synchronous Chat
OSCG	Online Synchronous Chat Group
SARS	Speech Act Rubric Scale
SCMC	Synchronous Computer-Mediated Communication

Abstract

This study aimed to shed light on Online Synchronous chat (OSC) on Facebook chatroom compared with Face-To-Face (FTF) conversations. The corpus was cumulated from the interaction of four groups consisted of (68) third-year English language and literature major students at Ajloun University College (AUC). The participants were selected purposively and distributed randomly into two OSCGs and two FTF groups.

The interactions for FTF groups were video-recorded and the transcriptions were embedded line by line in each conversation. While the interaction on the two Facebook chatrooms were downloaded through a Facebook option called "download your information".

Two instruments were used: a Speech Act Rubric Scale based on Grice's maxims, linguistics performance rubric checklist, and an open-end question had been just presented to the chatters.

This study investigated whether interlocutors apply the four Gricean CPs and three linguistic aspects over seventeen turn-taking and repair acts. Thus, the comparison was a try to investigate the social and linguistic performance of OSC interlocutors.

Results revealed the importance to improve chatrooms features regarding to speech acts theory and Grice's maxim. The analysis concluded that interaction on OSC still needs more investigation. More precisely, Facebook chatrooms neglects to some extent the two theories.

Resumen en español

Este estudio tuvo como objetivo arrojar luz sobre el Chatear Sincrónico en Línea (CSL) en el chat de Facebook en comparación con las conversaciones cara a cara (CAC). El corpus se recopiló a partir de la interacción de cuatro grupos, de 68 estudiantes de tercer curso del Grado de Lengua y Literatura inglesa en el Colegio Universitario de Ajloun (CUA). Los participantes fueron seleccionados deliberadamente y distribuidos aleatoriamente en dos grupos de chat sincrónico en línea y dos grupos cara a cara.

Las interacciones de los grupos CAC se grabaron un video y sus transcripciones se incrustaron línea por línea en cada conversación. Mientras que la interacción en los dos chats de Facebook se descargó a través de una opción de Facebook llamada "descargar su información".

Se utilizaron dos instrumentos: una lista de verificación de la rúbrica del acto de habla basada en las máximas de Grice, la lista de verificación de la rúbrica del rendimiento lingüístico y una pregunta abierta presentada a los interlocutores.

Este estudio investigó si los interlocutores aplican los cuatro principios cooperativos de Grice y tres aspectos lingüísticos en diecisiete actos de reparación y toma de turnos. Por lo tanto, la comparación fue un intento de investigar el desempeño social y lingüístico de los interlocutores de CSL.

Los resultados revelaron la importancia de mejorar las características de los chats según a la teoría de los actos de habla y la máxima de Grice. El análisis concluyó que la interacción en CSL aún necesita más investigación. Más precisamente, los chats de Facebook descuidan en cierta medida las dos teorías.

1 The Background of the Study

1.1 Introduction

Using technology has become one of the most widespread activities in the twenty-first century (Castells, 2014). This use of technologies has left deep impacts on every part of our culture. It affects how we live, work, play, communicate, learn, and teach. Nowadays, this overwhelming use of technology is not only exceptional for education and language teaching but to other fields of life (AbuSeileek & Abu Sa'aleek, 2012). Thus, discourse analysis as an area of linguistics has been highly influenced by the use, design, and evaluation of modern communication tools and technologies.

For example, applying discourse analysis to the modern communication, such as online synchronous sessions, clarifies how the design of educational tools includes inherent discourses related to the manner in which such tools can be employed (AbuSa'aleek, 2015a).

Therefore, the current comparative interdisciplinary research attempts to investigate the interrelated link between the use of modern communication tools, application of discourse analysis approach with specific focus on conversational analysis and the related educational settings. This research also intends to identify whether these modes of students' daily communications leave different impacts on their social linguistic development from that of FTF verbal interactions. Generally, with the use of online communication tools, this research tries to find out if new linguistic variants appearing in educational environments have affected students' linguistic and sociolinguistic behavior.

Since this research was conducted in Jordan, which is one of the first Middle East (ME) countries that use modern technologies in the education field. The participants were selected from Jordanian (Ajloun University College - Al-Balqa Applied University) public universities to represent two groups: the first was observed using online chatting while its counterpart

involved in only FTF communications. The linguistic production of both groups was analyzed using a major discourse analysis approach (conversational analysis) to find out if there were any significant differences in the linguistic and sociolinguistic perspectives between the two groups. For the latter dimension (sociolinguistic), the cooperative principle (CP) which is governed mainly by Grice's maxims was employed. Implications on the use of modern technologies in educational setting in general and in daily linguistic interactions (chatting) in particular were included in the discussion and recommendation sections of this study.

1.2 Background of the study

Studies on education and language development have considerably used modern technologies and communication tools for decades now. Tang and Hew (2017) stated that using means of modern technologies and communication offers opportunities for linguistic research and provides an original investigation on internet linguistics, electronic discourse and language developments with new variants and innovative methods of interaction. The features of verbal communication exist in form of written text used in e-discourse modes and emails in addition to different ways of communication that may be introduced (AbuSa'aleek, 2015a).

E-communication is a significant mode of communication that includes each stage of human daily-life nowadays and conversational interaction. In this context, English language has become one of the foremost rife verbal and nonverbal languages worldwide because of globalization. That is why the practices of internet and social media in linguistic research result in the emergence of new language varieties known as e-discourse (Wise, Zhao & Hausknecht, 2013).

E-discourse appears mainly in the way students write where variation in their communication takes place dynamically, as variation is

natural. The appearance of internet and the fast growth of e-communication increased demand for such different modes of communication (AbuSa'aleek, 2015a). In the recent decade, studies increasingly have showed interest in exploring the use of language by electronic communication users (Crystal, 2001; 2006a; Muniandy, 2002; Thurlow, 2003; MacFadyen et al., 2004; Panckhurst, 2006; Pop, 2008; Plester, Wood, & Joshi, 2009; Sun, 2010; Baron, 2010; Varnhagen, McFall, Pugh, Routledge, Sumida-MacDonald, Kwong, 2010; De Jonge & Kemp, 2012; and Lyddy, Farina, Hanney, Farrell, & O'Neill, 2014).

The main purpose of language is communication, conveying and passing information. According to So (2009), when communication takes place, information can be expressed explicitly verbally and non-verbally where speakers use different varieties of symbols, gestures, mimics, voice quality, pitch range and other so-called paralinguistic features or signals. Such techniques help the hearer receives and understands the communication as well as the meaning of the message in a better way.

People normally use various language variants depending on the purpose, context and other linguistic factors. Gee (2014) believes that individuals apply varied linguistic styles for different functions each of which called as a “social language”. A single apparatus of investigation for being involved in discourse analysis is through studying how varied language varieties are applied. Furthermore, individuals practice language to indicate what kind of connection they possess, wish to maintain, or are attempting to achieve with listener(s), reader(s), as well as the type of context within which they are interacting be it institutional, formal or informal. Investigating the various language uses due to the medium of communication whether traditional (FTF) or non-traditional (electronic);

and via verbal communication tools or through internet chatting is one of the key points of this study (Rahimi & Hosseini, 2011).

In this context, there is almost a consensus amongst scholars that language produced verbally is different from that produced in written means. For example, Paulus, Warren and Lester (2016) stated that once there is an inconsistency between verbal and non-verbal communication, there must also be a difference between their analyses. Thus, there could be a significant difference between online use of language and conventional language use in FTF mode addressed in this research.

1.2.1 Conversation and Oral Communication

No doubt, conversation is an important and essential part of humans' life and person's life is lived as a series of conversations that shape human relationships (Savolainen, 2018). Since conversation is one of the fundamental means of verbal and written communication in both conventional FTF and online interactions, being able to contribute effectively in a conversation is a necessary linguistics proficiency that several students would like to possess. Conversational proficiency is the capacity to implement openings, re-openings, closings and pre-closings, to create and modify topics, to embrace and yield the floor, to backchannel, to interrupt and to collaborate, as well as to identify and establish adjacency pairs (Adams, Alwi & Newton, 2015). Therefore, conversation is an important and essential part of humans' life. This important aspect of people's constant activities is the core element of this research that has also focused on the related electronic dimension i.e., chatting online.

Whether a conversation is held among groups or between two individuals, investigating both routes, it becomes a necessity in light of the development of internet options and the relevant possible impacts on language development. Alotaibi (2013) pointed out that conversation is a

kind of effective, impulsive interaction between individuals. Usually, it takes place in non-verbal interaction, as written modes are frequently not related to as conversations. In fact, whatever a dialogue nature is, verbal or non-verbal, it should be considered as a type of conversation.

That is why the growth of conversational abilities is a substantial measure of socialization and related skills in original communication is the concern of language education. For instance, any conversation is a type of real, natural interaction between individuals who are using rules of etiquette that replicates the politeness level of communication. In the second language (L2) teaching or learning, the mastery of spoken discourse proficiency forms a significant measure of language competence (Asoodar, Atai, Vaezi & Marandi, 2014).

Online social networks have seized the educational system members' attention. Learners and policy-makers consider such technologies as an effective language educational tool. The development and application of these technologies, for instance, Facebook (FB), Twitter, YouTube, MySpace, etc., have recently increased in popularity (AbuSa'aleek, 2015b). The new applications provide its users with the ability to communicate easily through social media networks in a computer-generated (virtual) community (McCarthy, 2010, Riordan, 2018).

1.2.2 Social Networking

SNS as a virtual community is a platform that provides an attractive connection where people can interact and share opinions easily (McLoughlin & Lee, 2007; Pempek et al., 2009).

FB also is another effective example of social networking service. The founders of Harvard students limited the Website's membership only

for members, but later on were extended to other departments, units and Satellite colleges in Boston region, Canada then worldwide. The main characteristics of FB, are “wall”, “info”, “blog”, “friends”, “like”, “unlike”, “comment”, “poke”, “send message”, “share photos”, “links”, and “video” (Xiao & Yang, 2005).

This gives users the opportunity to converse with each other using varied modes of communication and build fresh friendship worldwide (Mahmud & Foong, 2018). Number of FB monthly active users grew to 1.06 billion. They mostly used FB to converse, connect, and socialize together (Facebook, 2013). Now, FB is the best prevalent communal networking site.

FB chat room is a remote synchronous online room that users can practice to communicate, share ideas, send and receive all kind of attachments. It is available through internet, (24) hours a day, (7) days a week. Just like FTF classroom. Virtual Classroom is an eventful sphere. Users join just by accessing the website through their personal accounts rather than travelling to a physical classroom. FB chat room offers classes lessons where time and space isolate learners from teachers (Rahman, 2014).

Main companies, higher education institutes apply FB to connect with their staffs and learners. In such internet contexts, languages develop and new methods of chatting and expressing ideas are evolved. Consequently, this study intends to investigate the developments of peoples' talk with specific focus on the linguistic and sociolinguistic dimensions through the application of discourse analysis approach.

1.2.3 Conversation Analysis

Conversational Analysis refers to the study of the relationship between speaking and writing skills is concerned in real setting. It relates to casual conversation, but its techniques were used to hold task-centered interactions such as those jargons that relate to institutional language use in doctors' offices, academic setting and mass media. Consequently, CA has developed to be a distinguished and effective method in the analysis of social interaction (Paulus, Warren & Lester, 2018).

Conversational Analysis was unfolded between the 1960s and the 1970s, mainly by the sociologist Harvey Sacks and his colleagues Emanuel Schegloff and Gail Jefferson. CA focuses on spontaneous social conversations, which normally happen among friends where this structure is defined in terms of arrangements, turn taking, and repair uses (Clift, 2016).

Using mainly quantitative techniques, CA emphasizes on a fine-grained scrutiny of the techniques in which communication is achieved, for instance how people response to verbal uses of exact phrases. Rose, Spinks, and Canhoto (2014) stated that the characteristics of CA include:

1. A focus on oral dyadic and group communication,
2. Fine-grained analysis of detailed transcripts of language being used in naturally occurring situations.
3. Understanding an utterance should be based on the local context understanding and the sequence of the interactions that preceded it, and
4. Macro-social phenomena are only recorded when demonstrably relevant to the speakers' understanding during the course of the conversation.

Brown and Yule (1983:1) pointed out that “the analysis of discourse is, necessarily, the analysis of language in use”. In connection, it is obvious that only the language in its authentic natural form must be analyzed. In addition, Brown and Yule (1983) stated that ‘Doing discourse analysis’ definitely includes ‘doing syntax and semantics’, nonetheless, they refer to the context as to the ‘environment’ or ‘circumstances’ in which language is used. This can be considered as the simplest and the most fitting definition of context.

Discourse analysis (DA) provides a systematic description of language use by identifying that uses language, how it is used, why and when (Ten, 2007). Individuals use language to communicate ideas (cognition) as part of a social event like a service encounter. DA concentrates on how people use language, think and interact in the context of communicative events (Baker, 2003; Andrew, 2005). The major interest of this research is to help us understand whether e-discourse is similar or significantly different from conventional FTF interactions due to the use of electronic and internet mediums.

1.2.4 Cooperative Principle

The CP refers to how effective communication is conducted in normal social situations. In other words, the CP describes how a listener and speaker must behave and accept one another collaboratively so that they can understand each other in a particular way (Jeffries & McIntyre, 2010; Van Dijk, 2015). Grice (1975) who introduced this principle stated that the CP is to “make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (Grice, 1975:45). Furthermore, the principle intends to describe how individuals usually perform in a chat. Jeffries and McIntyre (2010: 106) view Grice's Maxims

as "encapsulating the assumptions that we prototypically hold when we engage in conversation".

CP identifies four maxims, known as the Gricean Maxims that enable effective communication (Titscher, Meyer, Wodak & Vetter, 2000; Naeem & Bhatti, 2017). Grice (1975) proposed maxims "maxim of quality, maxim of quantity, maxim of relevance, maxim of manner". Therefore, applying these Maxims would help in explaining the link between what is said and understood.

Grice (1957, 1969 & 1975) claimed that a talk is fundamentally supportive attempt. To converse members will indirectly follow a group of conventions, jointly known as the 'Cooperative Principle' by creating their communications obey to four common maxims: quality "they should be truthful", quantity "they should be as informative as is required, but not more informative", Relation "they should be relevant", and manner "they should be clear, brief and orderly". Grice maintained that hearer expect that the speaker will not violate these maxims, and conversationalists use this prospect when she/he creates and understand communications. When an expression seems to interrupt one or more of these rules, the hearer might determine that the violation was thoughtful, and that the expression meant to say something other than its literal meaning.

DA offers a systematic description of language use by identifying how, why and when language is used (Hew, Cheung & Ng, 2010). Individuals use language to communicate ideas (cognition) as part of a social event like a service encounter. That use of language is described as verbal interaction. DA deals with the way language is used by people in a social context. In addition, it discusses how language users think and interact in the context of communicative events (Baker, 2003).

Cvjetkovic (2010) explains that the evolution of CMC resulted in a great revolution in the course of human interaction. CMC is recognized by different linguists as a text-based communication among human beings through the medium of Internet networked computers (Unuabonah, 2010).

The internet networked computers provide different situations for communication through electronic media. Crystal (2008) recognizes seven online situations provided by the Internet for individual and corporate interactions. He maintains that the linguistic choices made in each situation have significant effects on the language use. The various linguistic situations have unique features which are obviously different from the conventional spoken and written form. The different linguistic features that are associated with electronic communication are recognized by Crystal (2008) as language variety. Different Internet communication situations have different varieties that are acceptable in each of the various situations.

People are nowadays living in a digital era, so only who can make full employment of it gets its privilege (Hong, 2006). Therefore, using technological advances to improve online chatting interaction for Non-Native learners could be available and an easy solution to employ FTFCs in accordance to CPs of the linguist Grice.

The area of language education has perceived a dramatic development in the field of CMC. This type of communication has become very effective human-to-human computerized interaction. Thus, CMC is the interaction between a group of people by means of using computer system (AbuSa'aleek, 2013; Rosell-Aguilar, 2005).

At AUC, which is a branch of Al-Balqa Applied University (BAU), English language major students study approximately for four years with relatively a great ratio of English compared to other disciplines. The

concern, however, is the quality of teaching and learning English language occurring via modern technologies.

1.3 Statement of the Problem

Since the 1980s when internet technologies were invented, social media (e.g. FB, Twitter, and LinkedIn) developed additional means of virtual human synchronous and asynchronous communication. This gave birth to various contexts of oral and written interaction with new linguistic input and output features. In this perspective, social media do affect societies by modernizing the approach individuals interact, connect and socialize. (Hashim, Al-Sharqi & Kutbi, 2019; Kumari & Verma, 2015)

Hence, the tendency for a detailed investigation of the online human communication is becoming predominant in recent discourse analysis studies (Baron 2003; Walther, 2004). However, every new technology brings along with its use emergent possibilities, impacts and may be troubles.

Applying technology in educational setting has also its significant constructive and/or destructive impacts on users. New methods of instruction and curricular designs must fit any use of new communication and technological tools. If this general rule is a must in our lifecycle, it is essential in the education and language use field. (Harris, 2001)

Therefore, the use of educational and communication tools has been widespread at an alarming rate in Jordan (Salem, 2013; Al-Sharqi et al., 2015). Thus, relevant direct (educational and linguistic) and indirect (sociolinguistic) effects on students' language development and community daily verbal interactions have rarely been observed, planned for, investigated comprehensively or even designed appropriately especially for Jordanian university students in the local dimension.

Compared to other fields of linguistics, research on internet linguistics is still in its infancy (Stidham, 2014; Pérez-Sabater, 2013). Recently, the focus has been shifting to synchronous and asynchronous online interaction. Research of applying CA in social media users' interaction is attending to the verbal and/or non-verbal OSC as compared to FTFCs.

In fact, this study has a twofold objectives study. On one hand, it attempts to explore the pragmatic aspects (Grice's Maxims), linguistic performance, and conversational discourse analysis (Speech Acts) of virtual online synchronous environments. On the other, it aims at comparing online chatting with FTF oral conversation showing the linguistic features and pragmatic manoeuvres in both environments.

Zhou (2009) indicated that it is important to apply CP in spoken English because it guides individuals' communication. The researcher noticed that many learners are incapable of starting or maintaining a discussion and interacting positively because of their inadequate adeptness to English language. Shouk (2008) reported that a considerable number of learners who possess varied skills and language proficiency levels are hesitant to join oral classroom discussions. Hence, it is said that communication would be most successful if the participants apply the different maxims of quality, quantity, relevance, and manner in their chatting.

In addition, the decision to focus on a different educational setting other than the classroom sequential interaction made it possible to examine the language of FB chat as an online social network among Jordanian English Majors' OSC and distilling the presence of the four Gricean CPs in it.

That is, there is a lack of research that relates to the online synchronous chat (social interaction) and the reality stands behind using the two speech acts (Turn-Taking and Repairs) in consideration to social performance which includes Gricean CPs (Quality, Quantity, Relevance, Manner) and proficiency level as a linguistic performance includes (accuracy, meaning and fluency) in Jordan context.

Therefore, the problem of this study stemmed from various aspects: first, the need to investigate the mechanism of conversational analysis in Jordanian English majors' OSC and FTFCs due to the scarcity of studies in this filed on the one hand, and due to poor proficiency speaking and interacting levels of students in English language, on the other hand. Second, there is a need to investigate whether the Jordanian English majors apply the CPs governed by the four Gricean maxims (maxim of quality, quantity, relevance, and manner) in their chatting online and in their conventional communication FTF to improve their linguistic competency, flexibility and accuracy.

It is well-known that people who apply these criteria are more able to communicate, think and interact scientifically, and thus more effective in serving their own learning and social goals. Finally, the problem of this research stemmed from the intensive use of social modern media tools amongst students and the need to identify any possible positives or negatives of this use especially in terms of impacts use may leave on students and community and their social linguistic development.

1.4 Research Objectives

The main goal of this study was to examine if online synchronous conversational interactions / chatting of Jordanian English major students were similar or different significantly from that of their counterparts' FTF

verbal interactions. This study also attempted to explore whether Jordanian English major students apply the four Gricean CPs in both their online chatting and FTF interactions.

More specifically, this study worked on finding out if participants apply the discourse turn-taking and repair acts appropriately. The study also aimed at proposing specific model for online chatting that suits Jordanian learning community who study English at university level. Generally, this research attempts to attain the following four main objectives:

1. To analyse the speech acts of OSC of English as Jordanian foreign language undergraduate students. Two specific objectives can be derived from the above stated objective as follows:
 - a. To investigate how Jordanian English major students apply turn-taking acts in their online synchronous chatting groups in comparison to FTF counterpart groups.
 - b. To investigate how Jordanian English major students apply repair acts in their online synchronous chatting groups in comparison to FTF groups.
2. To find out whether the Jordanian English major students apply the four Gricean CPs namely (maxim of quality, quantity, relevance, and manner) in their online chatting groups in comparison to FTF groups.
3. To find out the extent to which the Jordanian English major students master language proficiency in terms of accuracy, meaning and fluency in their online synchronous chatting groups in comparison to face-to-face groups.
4. To investigate the suggested new technical features that may improve FB chartrooms' service interaction.

1.5 Research Questions

In order to achieve the objectives of the study, the following questions were raised:

1. Are there any statistically significant differences at ($\alpha \leq 0.05$) between participants of OSC and their counterparts who use only FTFCs when applying turn-taking acts?
2. Are there any statistically significant differences at ($\alpha \leq 0.05$) between participants of OSC and their counterparts who used only FTFCs when applying repair acts?
3. Are there any statistically significant differences at ($\alpha \leq 0.05$) between the OSC and the FTFCs of participants when applying Grice's maxims?
4. Are there any statistically significant differences at ($\alpha \leq 0.05$) between the OSC and FTFCs of participants in linguistic performance?
5. What are the suggested new technical features that may improve FB chatrooms' service interaction?

1.6 Significance of the Study

Recent research is making important contributions to online chatting communications' services which social media offer (Andrews, 2002).

The significance of this research is based on the fact that most related studies on using social networking websites such as FB have been conducted with a view to examine the contribution of CMC to EFL education. Moreover, to identify the impact of new technologies on the achievement of EFL learners compared to traditional teaching methods.

However, this study investigated two of the mechanisms of conversational analysis namely; turn taking and repair in their OSC in the recorded speech of Jordanian English majors. Furthermore, the study investigated the recorded, naturally occurring talk-in-interaction in order

to discover how interlocutors understand and respond to each other when taking their turns at talk, with a focal concentration on how sequences of action are generated.

This research investigated whether Jordanian English majors applying the four Gricean CPs, that is, conversational maxims namely (maxim of quality, maxim of quantity, maxim of relevance, maxim of manner in their OSC interaction in comparison to FTFCs which have not been investigated in the Jordanian context. Finally, the research hopes to improve FB chatting room with new features suggested by the participants who use this service.

Generally, this research is an add-value to the existing investigations on OSC in social media; it would help improve the interactions quality levels of the content of chatting rooms among all huge numbers of users as an essential part of their daily communication (Naaman, Boase & Lai, 2010). The study would also contribute to provide three major parties on the reality and possibilities of communication conducted amongst students namely:

- a) Education technology planners, designers, and leaders who would find the results of this study beneficial for tailoring students' communication activities especially for English majors.
- b) Educational leaders, teachers, and students who would get use of the results of this study through improving the daily curricular activities of English major students especially in regard to improving communicative activities.
- c) The discourse analysis and applied linguistic practitioners and scholars who would find this study useful in respect to deepening their research on language development in societies.

1.7 Limitations of the Study

The researcher investigated two mechanisms of conversational analysis in Jordanian English majors' OSC and FTFCs and whether the Jordanian English majors applying the four Gricean CPs among a sample of (68) students from AUC, which is one branch of BAU in Jordan, who learn EFL via computer.

Therefore, this study was accomplished on third-year students whose first language is Arabic and their FL is English at AUC in the academic year 2016/2017 that may enable the generalizability of its results except those populations whose demographic and educational characteristics are similar to the study population.

The study also observed chatting of students via an online application that which provides users with specific features. Therefore, generalizing results to students using other applications may not be possible. Further, this study was done in 2016/2017 where software applications, including the one observed in this study, are developing rapidly and ceaselessly.

This indicates that generalizing results to users of the same application on the long run or other applications may not be helpful. Further, this research used a discourse analysis method. Therefore, using the results of this study to support or criticize results of other studies followed other methodologies such content analysis may not be encouraged.

1.8 Definition of Terms

1. **Face-To-Face Group:** (34) third-year students from AUC in a classroom were discussing topics of their own freely under the monitor of their teacher who has just enhanced and motivated the group members' interaction. The

FTF interaction extended for an academic hour which was (50) actual minutes.

2. **Facebook Group:** also called Online Synchronous Chat group (OSCG). (34) third-year students from AUC who have FB accounts online and conduct FB Synchronous chat offered through FB website and its messenger application. All the Students at the same time were on internet and chat rooms (no matter where they were in their actual location at that time). The group held discussions (chatting) in a written mode freely under the monitor of the administrator of the group “the researcher” who has just enhanced and motivated the group members’ interaction. Every chat discussion extended for an academic hour (50 minutes).
3. **Conversation Analysis (CA):** an applied linguistic approach that primarily focuses on unplanned social conversation that regularly happens among friends and describes the organizational structure in terms of sequences, turn-taking, and repair practices.
4. **Turn-Taking:** a type of organization in human verbal or non-verbal interaction. Sociologists Harvey Sacks, Emanuel Schegloff and Gail Jefferson were the first to describe turn-taking as the way orderly conversation takes place (Sacks, Schegloff, & Jefferson, 1974). In this study, turn taking consists of restricted different (11) acts people follow to take their turns in their talk with each other.
5. **Repair:** is a type of speech organization that describes the process in which interlocutor handles the difficulties in communication, solving, responding or understanding. In this study, (13) different repair speech acts were observed. Repair was first introduced by Fromkin (1971) introduced and developed by Gallagher (1977).
6. **Gricean Maxims:** Paul Grice decided that a conversation is a cooperative activity suggesting four rules (maxims) that specify what interlocutors should do to communicate in a maximally effective, rational, supportive

technique. Therefore, interlocutor's speech should be true, brief, clear, and relevant in delivering information.

7. **Nonverbal Messages in Chat:** by the use of online textual symbols, interlocutors give written communication components and can express their reactions in OSC.

1.9 Concluding Summary

This part of the study has briefed the introduction, the study background, conversation and oral communication, social networking, CA, CP, the study problem, objectives and questions, importance, limitations, definition of its terms and a concluding summary.

2 Theoretical Framework and Review of Related Literature

2.1 Introduction

This chapter discusses the growth and development of discourse analysis; internet discourse; theories and approaches; conversational analysis; speech act theory; turn-taking; organization; linguistic organization; online asynchronous chat technologies. Finally, it shows the theoretical framework of the current study pursued by a concluding section.

2.2 The Growth and Development of Discourse Analysis

Wang (2009:4) defines discourse analysis (henceforth, DA) as a general way to refer to the use of all language varieties that resulted from spoken and written communication.

It refers to the analysis of the language in use, adopted by many scholars and linguists as an approach. Fairclough (2003) defines discourse analysis as language use beyond sentence level, it is the interrelationship between language and society. Discourse analysis alongside text analysis as major fields of study began in the 1960's when linguistic based research shifted from an overt focus on microlinguistics to macrolinguistics (Hoey, 1983; Li, 2007).

Interestingly, the shift was followed by an overwhelming interest in functional linguistics that, at that point in time, investigated the validity of transformational approach to language. Discourse analysis includes investigating both form and language functions (Connor & Aymerou, 2002).

It also involves the investigation of both verbal and non-verbal interaction. It identifies and analyses linguistic aspects that feature diverse cultural varieties and social factors that facilitate clarification and comprehension of varied types of talks. For example, written discourse may involve the investigation of topic progress and sentences' cohesion

across the texts (Hoey, 1994; Demo, 2001; Li, 2009). On the other hand, a discourse analysis of spoken language may shed light on those linguistic aspects such as the practices of turn-taking, opening and closing sequences of social encounters, or narrative structure (Coulthard, 2014).

In Cunningsworth's (1984:86-87) opinion, discourse analysis is "...the study of how a language actually works in real situations". Thus, he adds that a discourse analytical study involves "not only studying the phonology, grammar and vocabulary of the language, but also the ways in which people interact and the ways in which they use language to achieve situational purposes". According to Brown and Yule (1983:1), the analysis of discourse is "...necessarily the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent of the purposes or functions, which those forms are designed to serve in human affairs".

Discourse analysis has been widely used in a variety of disciplines of sociolinguistics such as sociology, anthropology, and social-psychology (De Beaugrande, 1997). It utilizes many hypothetical viewpoints and analytical methods such as: the speech act theory, interaction sociolinguistics, ethnography of communication, CA, variation analysis, and communication (Cumming, 1989).

Although each of these approaches focuses on different linguistic uses, they analyze language as a mean of social interaction or language use in the social context. The development of discourse analysis has also led to the application of other different linguistic approaches such as the Transformational approach (Harris, 1952), Tagmemic school (Pike, 1967), Stratificational approach (Lockwood, 1972), Sociolinguistic approach (Labov, 1972), Function and Transitivity approach (Halliday & Hasan,

1989), and Text semantics (Van Dijk, 1978) (cited in Fine and Freedle, 1983). But, in this researcher's opinion, one of the most contemporary and comprehensive approaches to discourse analysis is the one propagated by Grimes (1975) in his book *The Thread of Discourse*.

Discourse analysis can be a useful investigative tool as the analysis can be utilized to spur modifications in educational and academic practices. Mainstream language teachers, particularly those involved with ESL students can also utilize this analytical tool to investigate teaching space communication so that focus can be provided to learning opportunities available to language learners with low English proficiency (Daoud & Al-Hazmi, 2002).

Thus, Paltridge (2006) argues that discourse analysis as an analytical technique can be incorporated as an essential part of a program of professional development for all language teachers that involves classroom based analysis with the intention to improve language teaching. Studies have indicated that ESL and EFL language learners encounter difficulties in both acquiring vocabulary and syntactic structures as well as linguistic competence in varied fields of language learning (Diab, 1997).

Therefore, this researcher agrees with scholars such as Rigganbach (1999) and Johnson (1995) who opine that ESL and EFL learners should be provided with the opportunity to analyze the systematicity of language at different levels including writing, particularly at the discorsal level. This opinion is based on the argument that without possessing the knowledge and experience of discorsal patterns of the target language learners may resort to a dependence on the expectations and strategies that they have learnt during their acquisition of their first language (Mastuda, 2003). This might not be suitable for the L2 setting and can result in

communication problems. In order to avoid these difficulties, L1 and L2 teachers must expose language learners to various discourse patterns in different textual interactions as suggested by Widdowson (1978) and Hoey (2001).

2.2.1 Discourse Analysis Approach in EFL Context

In classroom settings where authentic language learning materials are used, EFL language learners are frequently challenged by a perplexing diversity of written discourses (Dillon, 1992; Silber & McCoy, 2002). In this sense, the discourse analysis approach (DA) can be justified pedagogically to provide EFL learners with abundant exposure to varied language learning situations in actual settings. It can be claimed that this experience will improve EFL learners' language production skills whether in terms of spoken or written forms so that they succeed in their academic and professional life (Silva & Matsuda, 2001; Lee, 2002).

The pedagogical approach proposed is supported by the notion of language use as social semiotics. In other words, language resources adopted to convey specific important sociolinguistic patterns exist in the written discourses established by participants of that particular setting. EFL teachers should improve and enhance their language learners' attitudes to explore and discover the different types of written texts, the linguistically encoded values 'structure and the social function they provide (Halliday, 1978; Yang, 2007). Based on this, a written text should be viewed as an area of analysis in order to develop EFL learners' overall language learning performance (Dickinson, 1991).

Discourse analysis is very helpful in assessing content of language learning and teaching materials (Swales, 1990). As discourse analysis includes an inclusive area of linguistic awareness, it can be used for

developing the future language learning theoretical and methodological techniques and insights by providing emphasis of how language is deployed to obtain specific communicative goals (Chiang, 2003).

Discourse analysis has grown to be a primary field in applied linguistic research, providing a great importance to language learning and teaching (Enkvist, 1978). Knowledge of discourse analysis can be useful for EFL learners, EFL trainees and practicing teachers (Enkvist, 1990; Doushaq & Al-Makhzoumy, 1989).

Discourse analysts study linguistic regularities in patterns and features that take place in actual use of language in a certain social context. They study these regularities both in written and spoken forms of language in order to formulate broad categorizations for the functional and formal concepts of any established coherent piece of language (Georgakopoulou, & Goutsos, 1997).

This suggests that a preliminary use of DA in language instruction may be composed of general learning activities that instruct learners to decide upon the subject matter needed to be learnt or acquired. Then, focus may be provided to the use of vocabulary with regard to the author's selection of lexical items, register, metaphor, and use of other coherent and stylistic devices (Ferris & Hedgcock, 2013; Ferenz, 2005).

Interestingly, DA can involve the analysis of lexical process (collocation & words) in a written text. This is, however, based on the learners' level. Also, discourse analysis can count for the exploration of the grammatical links that hold the text together that helps in revealing all the cohesive elements and discourse markers (Ferris, 2002). In addition, discourse analysis also provides an interesting approach to teaching EFL, with regard to the semantic links and the cohesive elements such as

references; substitutions, ellipsis, and conjunctions that together help to make a written text coherent (Fairclough, 2003). In other words, discourse analysis can be deployed to establish word sets that not only focus on the target content vocabulary. It also can be implemented to reveal how coherence and cohesion are created in the written text (Halliday & Hasan, 1989).

This might involve a variety of questions concerning the complexity of sentence structures, the linguistic complexities within and beyond the sentence levels, the simplification and abridging of the written text in order to combine the various linguistic patterns while examining the written text (Fu & Poon, 1995). Therefore, discourse analysis is very useful approach to be incorporated in EFL teaching, since it helps learners realize both structural and lexical repetitions as a source of conceptual link between language structures. DA can help EFL learners and teachers be more acquainted with some of the most usual structural-textual modes of content organization at sentence or discourse level such as providing examples, contrast, definition, comparison, and illustration (Sinclair, 1988).

This means that discourse analysis provides more focus on text content and functional aspects and their organization and product. This in turn helps EFL learners to analyze the written text lexically and develop their composing and reading comprehension process to enable them to produce discourse on topics of their own interest (Hoey, 1983, Zhang; 2009).

In conclusion, it is in this researcher's opinion that EFL teachers, particularly Jordan, can use DA not just as a research technique for analyzing teaching performances of writing skill, but also as technique for investigating the communication and interaction process between language

learners. Discourse analysis can facilitate language learners to discover what English language is and how it is utilized to fulfill the communication needs and interaction objectives in different sociolinguistic contexts (Bhatia, 2005).

Therefore, discourse analysis can help both instructors and learners to establish L2 learning environment that reflects how English is utilized and motivate language learners to achieve their objectives of proficiency in another language.

The reason behind conducting comprehensive research to, about the online and conventional method of language, unfold the natural contribution of linguistic properties while using Discourse Analysis, which eventually brings the real outcome in the educational environment and working on different aspects of language irrespective of any specific one. Having used Discourse Analysis, as the theoretical way, has brought multi-folded benefits and advantages in compiling our results. Discourse Analysis is also said as discourse studies have a multidimensional way and layers to analysis humans' language usages that convey messages in all possible forms. Discourse Analysis is mainly looking for the natural occurrence of language performance. In a Jordanian EFL context students' aspects, which may or may not be having the same level of competency in language skills compared to other parts in the world, being a globally accepted way to analyze the language approach, DA is used as an outstanding tool around the globe and not limited to any language but for all.

As now we are working on English language as our task and students included in our research could have unique or different skills. To evaluate their all skills, DA is the most appropriate tool to examine the complete

language usage and all of its forms. Different approaches have been developed to fulfill the desired outcomes. Since there have been many points of view and understanding of both discourse and discourse analysis, more researchers come to the point that language itself is not a source of information but a mechanism which transform the thought process for the social world.

According to Han (2014), Celce-Morica and Olstain (2000) adopt a view that DA is considered on a big canvass and not limited to a sentence making level but as a positive tool which enhances the language –usage to other communicative forms as well. Having multiple options for society in the context of language DA is offering specific tools and method to extract the desired goals from a specific situation. For instance, it may share the same outcome with other approaches in a general task, but it may be different when collaborating with other approaches in a particular task. DA is altogether a highly sophisticated approach which can be used in different manners.

In this research, the researcher focuses on two branches of discourse analysis, i.e., conversational analysis and Speech Act theory. Working on the aspect of similarities and contrast besides reflect on the strengths and weakness of them. Research being done by some teachers of Finance and Customs College in Vietnam will be analyzed for the previous approaches. Jorgensen and Phillips (2002) have agreed that all discourse analytical approaches have understood the point of view of discourse analysis that: Language has neither prefixed structure nor discourse, these things are subject to change according to the situations. Later those practices became the discourse pattern. Harris (1952) has found that DA is a method to analyze the connection of speech or writing in the light of the continuation of linguistic usage not limited to a sentence approach relating to respective

culture and language. Johnson and Johnson (1999) refer the term as the stretching of language in the communicative process. Crystal (2006a) presents that DA revolves around the natural occurring of spoken language in all aspects of life, Academic or general.

Despite the fact that its broad scope discourse can be marginalized academically, though, researchers have had the chance to see and express their finding in the context of the speech, relationship, different type of discourse. Strategies of swapping turns, shifting of topics and differentiation of speech act are underlined norms of this convention. The researcher agrees with discourse analysts that good or effective writing at discourse level requires both form and content. Also, researchers on discourse analysis agree that in writing what is important is that the written product must be coherent and meaningful.

2.2.2 Internet Discourse

Since the early of the 20th century, the world has developed much new amelioration, especially in the world of technology. These developments brought a new kind of discourse called Internet Discourse. The first of its kind; true human discourse. Among so many ways, E-mail is its most used kind of interaction. It is used as planned and spontaneous written communication. World Wide Web (WWW) is the new platform to express persons' thoughts and share with the world. The Internet is a new tool which paves the way for multiple types of discourse like spontaneous, recorded, broadcast and personal. Email is entirely different from the traditional way of spoken discourse; this can be used as a spontaneous or formal written response. Different things can be done with email as compared to a conversation, can be forwarded to many people, it can be used as recorded. Email can be saved and resend or revisit after notable period unlike conversation; it can be reinstated the old conversation to

present. New gesture, pictures, symbols or special characters are used to replace the conversational manures. For example, ‘☺’ for humor, turn-taking by “V” quoting making history of conversation explicit and identify the spoken discourse, people can only represent themselves. On the other hand, written discourse, a writer creates his own world, and different stories can be told. However, on the Internet, people are looking for their own like-mind people by using spoken/written correspondence. They came up with new identities, so they could explore and express themselves more deeply. (Roberts & Street, 2017; Smith & Osborn, 2003; Cornbleet, & Carter, 2002)

In the spoken environments, conversation cannot be recorded, (except under special circumstances), and written text is on the disposal of the writer or (except under special circumstances) Particularly, written record is physical form, therefore, to keep it as record more expenses are required, with special permission of the writer (to copy, distribute) legally. Free speech is designed from a different course, a person can go to the cinema by his own choice, but he cannot control TV content. Mobile technology comes with more flexible modes, (spoken and written discourse) to allow you to interact with like-mind people. New groups are more likely the group of like-mind people. (Fast, 2018; Leung, 2003; Thimbleby, 1996)

2.2.3 Internet Interaction

Speakers of a first or L2 anticipate more possibility to interact with speakers of other languages, including L1 and L2 speakers. The implication of CMC in language acquisition classrooms may offer more opportunities for learners to emulate real-life conversations. CMC presents a better learning environment than conventional ones such as non-

negotiable and teacher-controlled classroom discourse (Reid & Reid, 2005; Xu, 2008).

González-Lloret (2011) revealed that there is a persistent need to study more how CMC works when online language learners interact. He explored how much CA contributes to better understanding of SCMC in L2. He highlighted the potential of CA and its role in analyzing L2 interaction on CMC. Online chatters' attitudes towards the influence of the interactional contexts vary in terms of gathering L1 and L2 contexts could help in acquiring L2 skills and its cultural knowledge (Yang, 2018). Thorne (2010) exposed that Intercultural Communicative Competence (ICC) is the new superseded goal in more understanding FL acquisition. Thus, telecollaborative interaction has considered as the pedagogical tool which may promote intercultural interaction. Ryshina-Pankova (2018) in his exploratory study substantiated operationalization of ICC as distinguished discourse structuring and linguistic resources.

Eggins and Slade (1997) and Byram (1997) examined the written synchronous chats. The results illustrated the exact discursive shifts and language resources that characterize ICC and enable it. Some other views of CMC point out that it lacks emotional cues and interpersonal expression. Rare research investigated the basic effective communication online in comparison to many empirical studies identified natural effective oral cues in FTF communication. Therefore, Results of research in the field showed that there is a key but non-experimental proposition in social data analysis theory of mediated communication.

2.2.4 Computer-Mediated Communication

CMC definition is most important at this stage to clarify any confusion. It has been developing as the internet, and computer technology

are also improving. CMC is having more information than text-based format. CMC is in position to offer more quality of interaction and improved scope. Though, technologies being provided by internet concerning audio and video (Internet-based synchronous audio and video conference) are used for other matter more than learning languages. Their existence is potentially crucial for CMC.

Murray (1991) describes computer-mediated communication as the way human-to-human communication is mediated through computers. The definition indicates that computers and networks and their related technologies are the mediators of human interaction. The definition is second by many more authors saying that computer mediation is taking place has a solid background of text-based natural language (Baron, 2003; Herring, 2001). These things confirm that CMC is based on computers via internet and it can be used on different devices. CMC is a research area where human is communicating through computers (Herring, 1996). It includes many forms of communication, e.g., emails, video-conferencing, etc. (Harrington & Levy, 2001). Above mentioned discussion has concluded that CMC is communication between human-human using computer networking. CMC has several characteristics. It can be in any form of communication managed by anyone (learner-to- instructor, learner, or native speaker), and done independently, time and location, or dependently (Wang, 2004).

CMC is a text-based (typed) form of discussion most of the time, its human interpersonal communication enhanced by networking. CMC can be classified into two main kinds. Synchronous and Asynchronous (i.e., real-time and delay time respectively) for synchronous interaction, other parties must be online to take part in a conversation, but in asynchronous interaction, it is not required. In both kinds of interaction,

the first party has to be online, and the other one is depending on the kind of interactions. Depending on the mode of interaction if it is like emails, discussion boards other party does not require to be there, but in case of chat, another one should be there (Kiesler, Siegel, & McGuire, 1984).

Online chats have dramatically changed the course of discourse. The synchronous activity involves unique social interaction in language form. The communicative process has emerged in a total different way. CMC has a strong potential of L2 learning. It merely depends on the possibility of L2 learner to interaction with L1. These interactions allow them to exchange both language's expertise as well as social and cultural competence. Thorne (2006), the actual usage of the internet paves way for a learner from routine class base learning to practical based learning. An individual can interact with many L2 language experts and can share their expertise. They could learn better than class-based activities.

Using CMC in L2 classroom gives learners the opportunity to change from conventional to non-conventional way of learning. This class is no longer driven by the teacher only but more student-centric assists by native speakers around the world. They are helping students by their real-life practical experience in more exciting environment (Beauvois, 1998; Chun, 1994; Kern, 1995). These practices provide more autonomy and quality to students (Kroonenberg, 1994; Warschauer, Turbee, & Roberts, 1996).

Internet has changed our lives dramatically and influenced too much in the form of CMC. The way of interaction has changed altogether. Almost everyone is using internet to communicate with each other due to the speed of communication and safety. While we noticed CMC has also changed the way of writing text. Chatting in chatroom develops a new way

of writing. Due to the short of time in real time chatting (synchronous) we are not writing in a reasonable way. Most of the time people are sending their messages, and these things are happening simultaneously. Adapting the situation, writing style has changed, and participant also understands the short form of standard written text, a new language has formed. Spitzberg proposes a third descriptive paradigm (2006: 649). CMC theory (see Figure, 2.1) depicts the contextual aspects that affect the participation of each individual in computer-mediated communication setting (and, therefore, the whole products of online discourse).

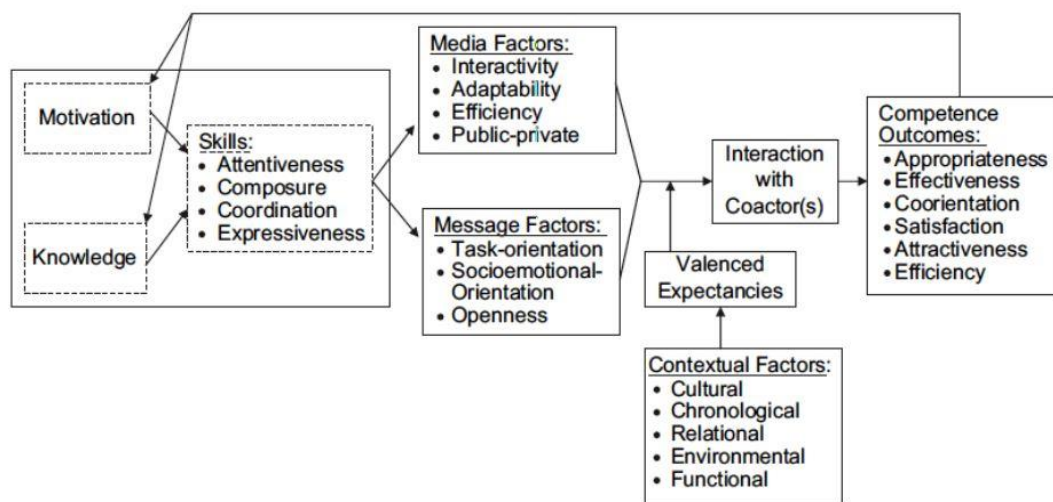


Figure 2-1 : Spitzberg's Model

According to this theory, enthusiasm and awareness are two crucial driving forces for the participation of learner in online discourse. This also shows the way these both, knowledge and Motivation influence to students on the basis of outcomes of online discourse. It also clears that even in the best possible condition; the student would not take interest due to their own reasons. These reasons could be associated with a technical and general concept of the discourse and the level of interaction.

In all these activities, the instructors' role is pivotal in this online discourse, but it exclusively depends on the students' choice. In (2004)

Fung has discovered that lack of time is the common reason for non-participating of students and less interest of colleagues in online discussion. As a matter of fact, online discourse needs huge participation of mass to maintain its momentum. Meanwhile, both, intercultural adaptation model and five stages focus works on general progression. Spitzberg's theory of CMC is more complicated than gradual progress because CMC emphasizes participation and success in asynchronous online discourse. On the other hand, gradual progress depends on a high-level discussion.

2.3 Conversational Analysis

To get more information about peoples' language communications in different forms of usage and patterns, DA is a distinct approach to get the maximum out of it, and Conversational Analysis (CA) would be the best choice to start with. Sacks, researcher of this approach, has revealed many important uses of Conversational Analysis research which eventually develop the practice of turn-talking and other varieties of everyday interactions. Keeping this approach in mind, natural occurrence data has been the key factor of this approach (Riordan, 2018). Sacks' attempt to focus on real-life interaction has brought the new method of ethnography which reduced the analytical observation of human behavior. In the new methodology options are comprehensive and more reliable, recoding and converting into a transcript; researchers can evaluate at the minute level and take the research to another level. In this research, both aspects have covered fully, Face-To-Face (FTF) and OSC.

Schegloff (1992) has taken a different path, saying that in this approach analyst can easily overlook a representation of both speakers. In converting the audio into a transcript, the writer must use much more punctuation to let the readers understand the situation, but there are lots of chances that he could not cover the overlapping and interruption in it.

While the purpose of transcripts is to yield a detailed portrait of the complexity of oral communication, the refusal of speculation as an investigative guide is justifiable. Introspection and self-analysis do not provide us with the mental image of transcripts, for instance, false starts, and its cut-offs, and hedging, also the straightforward act of drawing breath may influence the way interaction reveals. (Wooffitt, 2005)

Conversation analytic has done on various cases, but if it was required to get the detailed examination, it must pick the specific one. For instance, the sequence of turns, it could be an interesting one. However, an intensive analysis of a single case can show significant outcomes (Schegloff, 1984; Whalen, Zimmerman, & Whalen, 1988). Conversation analytic is used to floor the information about an interactional practice that might be received from many cases (Wooffitt, 2005). At this point, the concentration is on getting more information and how it happens, which belongs to the organization. This includes finding of sequential context, i.e., if desired results are only two- turn exchange. So, what are the terms and conditions which could be followed that exchange?

On the other hand, the basis of systematic analytic description is giving the chance to identify patterns. Resulting, the process would empower the analyst to come to a conclusion that was there other factors involved too or not. During this process, notable events are available for analysis to improve the formal account of research. In Boden's views about social-order-produced-in-context in a member of constructs, as follow:

Firstly, the core concept of CA is speaking turns. Sack et al. (1974) to have a conversation, two turns are essential. Although, turn-taking is not defined the property in conversation. These patterns of turn would inform us of the context of the discussion, turn pattern

within its structure, and how these two parties take turns (Gorjian & Habibi, 2015).

Secondly, the adjacency pair, another essential pillar of research, is not covered due to technical issues. The central idea is; Turn come in pairs and starting of discussion set the norms, which construction the other chances. (Goodwin, 1990; Hanks, 1996)

However, adjacency pair has their own specifics, for example, question and answers, Complaint / apology, accusation / denial and greeting etc. This interaction leads to sequential implicativeness on the basis of adjacency pairs' applications. Each response is basically addressing the anticipated argument, and that follows to produce more conversation (Goodwin, 1990; Hanks, 1996). The importance of interactional meaning is the primary attribute of CA. It is stated in its sequence in which human show in their continual interactions, and brings their own form of understanding.

2.3.1 Face-to-Face Conversation

FTF is a way of synchronous form of interaction where both interlocutors talk with each other in actual sphere. They expect a quick response from each other. Spoken language mostly works on FTF and come times non-verbal gesture and signs, the same FTF is used in CMC as (in online chat rooms) mostly written text messages. There are different forms of CMC technologies usage interaction, one to one, one to many and many to many. These all conversation can be synchronous and asynchronous (Wetherell, Taylor & Yates, 2001)

Synchronous communication is a real-time conversation, and both parties have to be there for chatting, but Asynchronous is time delayed or postponed time communication like email messages where both parties

must not be simultaneously connected to internet (Crystal, 2001). Collot and Belmore (1996) stated that CMC is not a solely written discourse, there is no space for editing strategies, and not oral discourse because participants do not see each other. Crystal (2006a) considers that synchronous interaction has dramatically changed the course of communication in both written and spoken discourse. Concluding his thoughts, he said that CMC is not oral and not even written, e.g., sometimes a person is communication with twenty interlocutors simultaneously, and this cannot even happen on a cocktail party.

Decision-making interaction has been divided into functional categories (Condon & Cech, 1996). They further said that certain structures that include turn-taking and repair are essential in CA. Hale (1996) said that there is no coherence in computer bases communication in many ways. The information is related to each other while communicating. Hasan (1985), stated that a text is unified when “hangs together”. Coherence links between texts in a meaningful way. In this connection, CMC can never be coherent, the process of turn-taking and theme maintenance are disturbed said by Herring (1999). In this, part of the paper, we discuss some ideas which are applied by CA to text analyzing fundamental issues like turn-taking, repair and adjacency pairs.

2.3.2 Online Synchronous Chat

Interactional approach argues that L2 development is helped by getting the meaning of negotiation and its forms. So far, most researches are negotiating on text base synchronous SCMC modes. Not much research has been carried out about the comparison of nature of negotiation. These comparisons are significant because they will describe the pros and cons of different modes which would be helpful in language learning. The current study is about two different modes (FTF and SCMC) in same-

proficiency intermediate sets. They performed two similar decision-making talks. The first is in FTF while the second is in SCMC style and asked corrective feedback to their interlocutors when needed. The result exposed that negotiation for form and meaning are insufficient in the two approaches, with more discussions for meaning FTF style. The results also lighten that mode of communication affected the category of negotiation and their results (Rouhshad, Wigglesworth, & Storch, 2016).

Synchronous interaction takes place at the same time, and all participants have to appear all simultaneously. Murphy and Ciszewska-Carr (2007) indicated that synchronous communication is used for presentation or small group discussion with immediate feedback. The primary usage of synchronous meeting is how to manage it. Online synchronous interaction is a desirable model for conducting and supervising research, virtual classrooms as well as cyber learning program. These ways of interactions could be recorded and played when needed. The synchronous session might use in different ways (Nichols, 2009) such as: Clarifying new concepts chatters may encounter, keeping them up-to-date with the course details, exceeding the chance to communicate with experts in the field, encouraging them for more asynchronous discussion, sharing their assignments and presentations, motivating them to participate in brainstorming meetings, and may other facilities.

All synchronous satellite communications are serving well to one to one, one to some and some to some. However, many needs much technical support and technical glitches may disrupt the process and lack of physical presence of participating too. Different channels of communication are lined with text and voice chat where interlocutors can share their ideas verbally or non-verbally, synchronously or asynchronously, and visually or acoustic as in the case of MSN, Skype

chat, and LMS platforms. (Nichols, 2009; Martin, 2005; LittleJohn & Pegler, 2007)

These applications are adaptable. They allow to display images, slideshows, and also post opinions about them live. With other facilities such as monitor sharing and webcam, participants can collaborate, and then report back to each other or to more groups using text chat and ones' microphones to enable voice discussion. Later, the whole session could be recorded and played when needed to any authorized person where avatars use online synchronous chat to interact.

A specimen of it; is Second Life website in which empirical research with conscious teaching is already happening. Enormous multiplayer online games are also computer-generated environment for synchronous collaboration and communications, such World of Warcraft. (Nichols, 2009)

Martin (2005) is of the opinion that now there are no complexity in technical expertise but the participants. However, computers and limitation of the internet connection are still the problem; also, audio or video mode needs more bandwidth; therefore, it could not be used as their full potential. However, synchronous uses have stretched to the stage of consistency, which makes them as a first option now, the conservative institutes are also using such applications to boost up the confidence of their students.

LittleJohn and Pegler (2007) pointed out some drawbacks of synchronous communication that there is a confusion of turn-taking that whose turn to speak. This confusion is time taking, and participant thinks that whether someone is listening to us or not. Time remains in audio and video, technical hurdles, time difference according to living in different time zones and real identity while chatting.

The most essential restraint for a part-time student is to show if participation, that is not suitable all the time. Many learners are already using text-only chat out of classrooms for educational purpose (De Bakker, Sloep & Jochems, 2007). In (2006), Rutter brought a new issue that for the complex message to convey via text base chatting requires much more typing. It needs good typing skills. MacDonald (2006) introduces chat as revolutionary mode of interaction in formal setting. These things could be beneficial for other supporting application. Nicholson (2002) found out that IM has more features than others. Hrastinski (2006) found out that adding it into already increased learners' contribution.

In the area of CMC, online synchronous interaction or "chat" has distinct features mainly exciting electronic variety for investigation (Crystal, 2001). Synchronous communication needs participation at some time from all applicants to be online all at once. Taking part would enable to respond rapidly (Merchant, 2001). Each conversation is displayed on a screen with a new line. Chat, as it suggests, the best medium if formal and frivolous interaction (Abbott, 1998). This medium is not supported for learning online. Agostino and colleagues observed the chat of students and found out that these chats are not related to the same topic, unfocused and mainly about social interaction not for educational purposes (Agostinho, Lefoe & Hedbrg, 1997) in other chat-based learning outcomes shows that students are not satisfied. Past research suggests the following problems:

- Chat is extremely communicative in mode. Though, the deficiency of paralinguistic types tangle and complicate displaying assertion, importance, humor, tentativeness, tone, and many speech acts.

- Nearly all structures prevent response whilst an interaction is being typed.
- Because applicants might be creating simultaneous participations, there is frequently exertion in keeping concentration and improving thoughts. Further, communication transmission interval can interrupt the classification of turns.
- Consequently, chat themes might deviate and fail as multiple conversations threads grow.
- System restrictions can syndicate with the necessity to uphold communicative pace requiring applicants to be brief and vague.

Despite so many problems and concern that chatting is not suitable for learning purpose, but it's still popular. Therefore, there is time to make new strategies to cope up with these issues. Herring (1999:2) discusses that: "it is possible for CMC to be simultaneously incoherent and enjoyable because the availability of a persistent textual record of the conversation renders the interaction cognitively manageable, hence offsetting the major 'negative' effect of incoherence in spoken interaction".

Features of SCMC are helpful in specific types of learning. People, who are supporting CMC, are of the opinion that those students who cannot be more confident in the traditional way of learning, might play a vital role and gain confidence and fill the gap which is caused due to less interest of other students (Kaye, 1989; Wellman & Gulia, 1999). The students' ability would enhance when they are discussing multiple topics simultaneously via different threads (Agostinho et al. 1997). This act boosts up their

thinking skills and makes them bold enough to present their ideas (Condon & Cech, 1996).

2.3.2.1 Characteristic Features of Online Chat

The characteristic features of Chat-scrolling text, multiple threads, different topics, and simultaneous discussion, merging of thoughts, non-coherent and overlapping participant without any course of direction cannot achieve any goals, either written or oral communication. Now, we discuss two suggestions created about verbal and non-verbal communication, which are conventional. The first assumption is about written script or transcript which is mostly single conversation, and all participants are having the same content, whereas, chat has different threads, and each thread has its topic of discussion. Participants are in dyads or small groups to support their thoughts. This act challenges the basic principle of social organization which is responding to speaker and speaker does not know that the listener is attentive or not because there is no visual contact. So, the speaker could give the listener or show some gestures (Goodwin, 1979, 1981, 2000). There is utmost need of such mechanism to give cues to the particular participant for their discussion. Due to non-coherence and multiple conversations are being done simultaneously. We must know that our recipients are with us or not (Greenfield & Subrahmanyam, 2003).

2.3.3 Turn-Taking

Drew and Heritage (2006) states the term (turn-Taking), the kind of conversation in which speakers are taking turns after each other to respond previous comments and involve in progressive and constructive discourse using linguistic and non-linguistic behavior. Speakers do not follow the conversation rules in routine life, for instance, speakers do not stick to

what, where, when and about what to talk. By the rules, Turn-taking is a process which allows the speakers to speak in turn and listen as well, that reserve the patterns of the recursive process too.

Sacks and his colleagues mentioned fourteen recursive patterns in turn-taking approach in the English Language such as chatterer alter turns. Mostly, one interlocutor chat at a time. Nevertheless, the presence of more than one is frequent, but short, conversation, with no interruption, is usual. Furthermore, non-fixed turn length/content of conversation along with order/size advances with relative distribution of turns, also continuation or discontinuation discourse, using turn allocation techniques, constructional units, and repair mechanisms for dealing various turns. (Sacks et al., 1974)

Conversation is a process in which one party is a speaker, and the other one is the listener. Analysts of discourse linguistics have come to agree that system of conversation is relying on few basic rules which allow the speaker to shift the turn and when others must start his speaking turn and when he has to stop. These things are called intonation, pausing and phrasing, etc. parties may wait for a glance to take to their turn, but they might be invited to initiate as well (Winding down) (Liu, 1996; Hai, 2004).

Turn-taking, sometimes, become tricky when the other party unintentionally interrupt or interrupted by the counterpart; usually, they are speaking uninterrupted. On the other hand, speakers, sometimes, expect the immediate response from the listener to feel confident that receivers are with speakers by gestures or saying 'yeah'. On the contrary, it could be felt that the listener does not understand the matter and sometimes, if the listener is responding too. (Tannen, 2018)

Quickly than it seems that the listener is in a hurry or when the speaker is receiving more than expected response that means that he has to

revisit his conversations. Continues and discontinuous eye contact is varied from speaker to speaker. (Tannen, 1981; Latif, Alsius & Munhall, 2017). Tannen (1981) has come to believe that the listener's response is the driving force in conversation. It is directly proportional to listeners' response if the listener is more attentive than the speaker becomes more active or otherwise. It occurs from parties to parties.

2.3.3.1 Types

The set of practice being used by the speakers regarding construct and allocate turns are precisely described, in the turn-taking, the set of practice being used by the speakers regarding construct and allocate turns are precisely described in turn-taking chapter of CA (Drew & heritage, 2006). In 70's Harvey Sacks, Emanuel Schegloff and Gail Jefferson jointly found out primary structure of turn-taking embodied in CA while using a model still applicable (Sack et al., 1974). The structure consists of three major components.

The core component consists of different unit types (Turn-Construction Units) by its ends the new users can begin (Transition-relevant point). Outer core describes the procedures to select the new speaker (by the listener and speaker understanding), and the outer most component controls the rules to construct turn twister and fill in the gap or overlap, where next turn-taker required. There are three basic rules should be followed in the Transition Relevance Place system to manage the conversation constructive. First, Current speakers transform the turn to a listener, second one who did not participate in conversation take its turn by himself and lastly, current speaker complete his point of view or Transition Relevance Place required. These elements are required to maintain the conversation and kept it off from being monolog. Each participant has had

the fair chance to put his views but still turn-taking depends on participant's type (Sacks, 1992).

2.3.3.2 System and Sequences

On a regular basis, the conversation has been fruitful due to the turn-taking system. At the beginning of a conversation, no one knows that how many turns would a speaker gets, or in which order he has to speak. How long could anyone speak and at the end how many more people would join them. The allocation of turns among the respective parties is also not decided. (Levinson, 2016; Williams & Selfridge, 2016)

Furthermore, the time given to the speaker is not specified too. Despite all these uncertainties, it is a typical natural turn-taking pattern prevails.: There are few occasions where all the participants are talking simultaneously, and that situation does not long last. Speakers are filling these gaps and loopholes quickly and how is this degree of orderliness achieved? (Doehler & Pochon-Berger, 2015)

2.3.4 Repair

Correction is the essential essence of speaking. When speaker realize that something has gone wrong, so he revisits his statement, this process of correction in CA is termed as repair. Speech, conversational, and self-repair in addition to linguistic repair, false reparation initiate, restart, and accommodation are also the terminologies used in the same context. Hesitation and dysfluency like (I mean) are regarded as same, and the term repair is used by Fromkin (1971) first time.

2.3.4.1 Defining

Repair is the mechanism (recognition, identification, and resolution) by which definite trouble sources in communication are dealing with

(Schegloff, Jefferson, & Sacks, 1977; Schegloff, 2000). During a general conversation, when speakers make mistakes or try to rephrase his statement, the process called repair. The repair process has started just after the realization of any miscommunication or misunderstanding, and this would last until the speaker clears his position, he keeps the turn (Lind, Okell, & Golab, 2009).

Repair organization has prescribed the way to deal with such speaking, hearing or understanding problems. Repair process describes how to initiate the repair mechanism (self / other), who resolve the issue (self /other) and who pointed out the issue in his turn or others' turn. This process of self-righting is fruitful for social interaction. A participant tries to figure out the trouble source with different means. They prefer to resolve it by the speaker or on others turn. In the repair process it can be done at three stages, one, on immediately by the speakers, second, initiated by other, third, by his next turn. (Schegloff et al., 1977)

The familiar feature of spoken discourse is the repair act. Speakers' recognition is the first step toward this system. According to Færch and Kasper (1983), L2 speakers are facing this problem more because of their limitation of language skills. Therefore, they use their knowledge to modify their plans so that they could achieve their respective communicative targets. Schegloff and his colleagues (1977) defined that regular difficulties in communication hearing and understanding in repairing system adding to language hurdles, (pronunciation, vocabulary, syntax, etc.) acceptance of errors, i.e., saying something incorrect in general understanding that is wrong, unsuitable or unrelated. That peculiar part of a conversation is addressed by repair system and termed as difficulties repairable or source.

Linguist Drew (1997) proposes, “Self-repair is also a mechanism of remedying mistakes in conversation”. Researchers have agreed that there are many kinds of repairs strategies, for example, self-initiation and repair, paraphrase, repetition, confirmation and comprehension checks, and clarification requests (Schegloff et al., 1977; Drew, 1997; Nagano, 1997; Schegloff, 2000).

2.3.4.2 Self-Repair and Other-Repair

predominantly all repairs are categorized self-repair (speaker himself repair his miscommunication) versus other–repair (listener figure it out and assist him to correct), self-Initiated (speaker, after realization resolve it without prompting others), and other initiated. (Matthews, 2007)

2.3.4.3 Sequences

The types of Repair Sequences could be summed as: Self-initiated (self-repair): It is a self-repair initiated by the utterer of the trouble source. Meanwhile, the Listener who has indicated to the fountainhead of the difficulty then the utterer emends it. Self-initiated (other-repair): this could be occurred when the recipient helps utterer to initiates the repair. However, Other-initiated (other-repair): The passive utterer committed and rectified the source of the trouble. (Karakas, Al Zahrani & Boonsuk, 2015)

2.3.5 Overlap

The term ‘Overlap’ relates to a state where a number of individuals start speaking simultaneously and interrupting each other. In such events, people come up with some solution. Schegloff (2000) brought up with a mechanism comprising three steps.

- a. there must be turn-taking.
- b. places to used resources,

c. interactional process to use these resources.

Sack (1992) discovers the correlation and controlling of speaking and silence time for one person. Despite that, the number of speakers does not count because as the number increases the conversation, it increases.

Generally, Overlapping is problematic unless turn-taking not resolved. The discussion is revolving around comparative versus competitive overlap. Goldberg (1990) discusses the relation over interruption and power. These conversations are suggesting as the mutual understanding or kind of influence over the listener. It shows that listener is supporting speaker to let his turn complete. The magnitude of interruption and rapport is proportional to the level of interference, which slows the conversion process. First one shows a hostile and uncooperative but the later one is conceived as a mutual understanding. Influenced interruption's perspective is to control the process which changes the questions and topic, but the content control interruption brings the overall change in all aspects of conversation, from topic to questions. According to Goldberg (1990) the first one is less threatening than the latter one because the content control interference affects the topic and attention of speakers.

Therefore, overlap is positive many times; it gives competition and cooperation during the conversation. According to Schegloff (2000), Most of the time it is non-problematic. In 2015, Konakahara researched the cooperative overlap. They observed the ELF conversation of (11) different Lingual-Cultural background graduate students. They observed two types of overlap, first its continuers or assessments and the second type is questions and statement. The first type is not moving the attention of any speaker, but the second one is assisting the conversation to move on.

Almost all the conversation observed, it concluded that these overlaps are not interrupting but helping the conversation. Moreover, it is boosting up the interest of the people involves in these conversations. These overlapping are shown and used to clarify and progressive. Speakers who were interrupted by asking questions and receiving feedback generally become the resource of reaching to common goals.

2.3.5.1 Types

Schegloff (2000) states that there are four kinds of overlapping and all of them are non-competitive. These are named as, terminal overlap, restricted access to turns taking. When speakers understood by himself that now it is their turn seem the other one is about to finish, this is called Terminal overlap. When the audience acknowledges understanding of speakers' points of view, this type is called continuers. e.g., Listener nods his head or say like 'Mm Mm' or 'Uh huh'. However, if speakers invite others to input his thoughts, it is called conditional. People respond to any even simultaneously than it is called Chordal, for example, laughter or crying.

2.3.5.2 Organization

Jefferson (1986) researched on overlap and gave us three categorize, according to his research; transitional, recognitional, and progressional are three majors categorize of overlap. In transitional, the speaker takes his turn on a possible point, and it is an enthusiastic mode. During the recognitional phase, listener assists the speaker to complete its sentence, and it reflects the understanding of the conversation. The last one, progressional overlap happens when the speaker continues his stance but get in trouble with the lake of language skills, so listener fills this gap and takes the turn.

2.4 Theories and Approaches

Herein, different theories and approaches, which are so beneficial and used in different tasks to achieve respected goals, are discussed. Among all of them Applied linguistics, Cognitive neuroscience, Cognitive psychology, CA emergent grammar, Ethnography of communication, Functional Grammar, Interactional Sociolinguistics, Pragmatics, Rhetoric, Stylistics, text Linguistics, and variation analysis are most commonly used. (Kumar, 2011)

However, the focus is on the main approach, which is used as the technique of discourse analysis (DA). Using DA as a tool, we will establish the role of DA in Education, Technology and linguistic. Applied linguistic approach and conversational analysis would be used as assisting tools as well. All previous approaches have one thing in common that language is a communal interface in its encircled context with slightly differentiating local structure from the global structure. Notwithstanding, this paper would briefly discuss linguistic production in various scenarios of FTF and Online in Jordanian academic context.

2.4.1 Speech Act Theory

Speech Acts, which refer to Austin theory of locutionary, and perlocutionary acts, is developed more in his research “How to do things with words”. The approach was further investigated by John Searle (Austin’s student) the deep perception revealed that speech could not be stated as a state of affair but as language and action of speech. Austin pointed out that some statements are without information and some indications to act upon. These are called speech acts, which refer to some social behavior like apology, complain, promise, etc. These utterances float

a new psychological or social reality (Austin, 1962; Searle, 1962; Prodanovic, 2014; Norouzi, 2015; Esenova, 2017).

The basic theory, Speech Act, is about to analyze the expression of speaker and listener in the context of their behavior. Scholars prefer to evaluate the speech act with Austin's essential tool; these are illocutionary act in lieu of locutionary or perlocutionary acts. There are other schools of thoughts also prevailing as for the other theories, the extension is accepted as greeting, warning, inviting and congratulating, etc. (Austin, 1962; Santoso, Kustini, & Kusnasari. 2014; Fitria, 2015)

Speech Act has three layers, and each of them has its own significance. Locutionary, illocutionary and perlocutionary acts are used accordingly. Locutionary acts (have already taken place) illocutionary acts (Real Action Performed) and the last one is perlocutionary acts which effect of the expression over the recipient. In 1962, Austin came up with an analytical framework, which is in the line if language and termed it as a set if actions not as syntactic rules. This new taxonomy of three layers of speech act, i.e., locution, illocution and perlocution were analyzing the language in its contextual manner irrespective of static referential theory which has no regards for any contingent context. In 2004, Hendriks and Spenader brought a new thought that speech Act theory assists in analyzing of expression with regards of speaker and listener that would facilitate the actual function rather than forms of statements.

In general, the speech act is an act of communication, which is used to communicate specific expression according to the need of the situation. Let us understand as, a statement shows certainty, a request refers to wish and apologies express remorse. As a communication act, speech act correctly employed once the hearers recognizes the speech, in the views of

the interlocutor's intentions. (Santoso, Sujatna, & Mahdi, 2014; Kristanti, 2015; Palihakkara, Sahabandu, Shamsudeen, Bandara, & Ranathunga, 2015; Wiratama, 2017).

The other School of thoughts has believed that some of the speech acts are not the communicating way as in general speech Act, but it refers to affect the institutional state of affairs. There are two kinds of functions has surfaced now one seriously affects to do on institutional aspect but second has full command to do so, for instance, Judges, ruling, referees' call, and assessors' appraisals. The second one has sentencing, bequeathing and appointing. Both of them can affect the institutional affairs according to their social and institutional positions. (Austin, 1962)

2.4.1.1 Aspects of Speech Acts

Austin (1962) found it hard to compile the clarity between performative and constative. His conclusion says that to propose something, interlocutors have to use an illocutionary act, which gives up constative as performatives. Austin is of the opinion that expressing a statement; speakers are using three different acts (Sbisà, 2007; Petrey, 2016).

2.4.1.1.1 Locutionary Act

Finch (2000) argued that a locutionary act merely refers to the act of saying something, which makes sense in the language. On the other side, it pursues the grammar rules follow language. Levinson (1983) defined it as the speech which helps in determinate the sense and reference of a sentence. Meanwhile, Austin (1962) thinks of the locutionary act as the construction of certain words and noises which also settle certain sense and reference. Definitions mentioned above suggests that locutionary act is the connected connotation of lexical item and its part if semantics. It expresses

the important, and word to word meaning of an essential word. Besides that, it is the way of telling something sensible language; it complies with the spoken language grammatical rules.

2.4.1.1.2 Illocutionary Act

Cruse (2006) defined the illocutionary act as the act which conducted by the talker in stating something in a proper context with a proper intention, rather than by dint of having created a special influence by producing such a talk. Finch (2000) said that through this medium of language, Illocutionary act could be applied in few things stating like: warning, wishing, promising, and so on. This definition reflects in pragmatics. Intention is the core element in this definition. The purpose is to notify, threaten, acknowledge, express regret, complain, etc. Focusing on the same line of definition where parents threaten their sons, in this scenario we consider on the context but not to the meaning (Foley, 1986: Roberts, 2018).

2.4.1.1.3 Perlocutionary Act

Levinson (1983: 236) states that a perlocutionary act is conveying the impacts of means of vocalizing the sentence on the listeners, such impacts being characteristic to the circumstances of speech". While, Fasold (2006) stated perlocutionary as the action influenced by the communication process, for example, tricking annoying, or frightening. Alston (1964) mentioned that between illocutionary and perlocutionary the distinguishable is the verb, and those could be for illocutionary (request, announce, order, reprimand, thank, express, and etc.) and as far as perlocutionary act is concern (persuade, encourage, frighten, inspire, impress, embarrass, and etc.).

Summing up, perlocutionary act works as an influencer on the other parties as a mediator (an utterance). It encircles many angles of the situations rather than static or pragmatics. The first party tries to use a perlocutionary act, for example, bother, annoy, and amuse somebody. Unless the mediation is applied, then the speakers do not have any control over expression (Hurford, Heasley & Smith, 2007; Eva, 2017). Some researchers have tried to differentiate illocutionary act into five kinds. Crystal (2006b) and Searle (1969) name them as representative, directive, commissives, expressive, and declarations (declaratives could have been taken, but it has already taken as a description of a kind of sentences that expresses a statement).

Directives; Speaker performs an action using words like dare, insist, ask, beg, and request. Representatives; Verbs (conclude, affirm, deny, believe, and report) used by the first interlocutor. Expressives; Congratulate, welcome, appreciate, deplore, detest, regret, and thank are the verbs used by the speakers as an expression. Commissives; Promise, warrant, guarantee, pledge, undertake and swear. Declarations; The statement is made solely: to declare something according to the situation. For instance: (I pronounce you husband and wife. I sentence you to hang by the neck until you be dead, I name this ship) (Al-Hindawi & Al-Khazaali, 2017; Alkhirbash, 2016).

Speech Act Theory was elaborated more precisely by Searle's work in 1969; he specifies "the central place to communicative intentions". Performance of Utterance is indexed by the wishes of speakers, i.e., what he wants / beliefs and intentions. Field of illocutionary act's verb brought the developed typology which occurs in the language. Among several new additions, his contribution of indirect speech act is an important speech acts. Basics of this act work on observation which follows by the say,

statement. Another type of illocutionary act is used by the language speakers occasionally. The doubtless feature of speech act theory depends on evolving an aspect of communication as action (Searle, 1969).

2.4.2 Traditional Theories of Communication

There are many new communication theories have formed and proposed by the researcher. LittleJohn (1999) also presents his communication theories as follow:

1. Cybernetics determines the information flow between a sender and a recipient allowing for influences of appropriate feedback and noise conveyance.
2. Semiotics enables analyzing the role of symbols, signs, and language in communicative transaction.
3. CA identifies the infrastructure of how parties flow the conversation naturally.
4. Message creation views how producing an idea is identified through individual speakers' personal traits and mental state.
5. Message reception identifies how people understand the communicated message meaning, organize and judge the information they receive.
6. Symbolic interaction detects interlocutors and social structures of the society as results of communication.
7. The sociocultural method concentrates on the role of social and cultural factors in communication.

This notion identifies the relation of power hubs of society that does not present the communication and develops the injustice systematically. Despite traditional communication theories that discuss individual and social perspective in context of FTF and technologically mediated communication; they have much less concern about groupware; the

specially designed software for group chat which works, collaborate and learn in an unfamiliar way (Cvjetkovic, 2010).

2.5 Social Media and Language

Applied linguistics is the study that deals with the way language employs in real-life situations. Brumfit, Moon and Tongue (1995) reported that language is the core of hypothetical and experimental study of real-world difficulties. Applied Linguistic research is showing us the actual–language is used in our society. It can be said that work on linguistic problem come in real-life working and living environment. That research approach has focused on all walks of life from health care communication to dinner time conversation. As a live subject applied linguistic is concerning about all the new development and new trends in society and on the technical side as well. Therefore, CMC is the most relevant area to study.

Around four billion people are using internet and bond with social and interactional applications of CMC (Kimp, 2017). Therefore, it is the richest and emerging areas of investigating. This observation is more appropriate than thirty years ago. Applied linguistics has always keen to study about CMC (Joseph, 2014). Though earlier the focus was only education now, it possess an extensive range of research (Throne & Black, 2007). Applied linguistic brought there distinct in CMC. Overlapping strands for teaching and learning, language and discourse and sociality and culture. Teaching and learning are most commonly investigated (Joseph, 2014).

2.5.1 Linguistic Organization of SOC

Language users are always smart and adaptive according to the situation. The same statement can be used in a different manner in various

places using different locutionary (or linguistic). Speech adaptation due to different scenario is called ‘Register’. Registers vary in functions (Hudson, 1980). Online chat is a new mode of communication and (with many limitations like the anonymity of participant, etc.) we have to use the variety of register. Analyzing the chat, users are adapting things so fast and so do the register variations. Young chatters become the vanguard of bringing new cultural bonds (Greenfield, 1999).

The most important features of CMC are emoticons and other typographics. These things are now associated with digital communication. From college classroom discussion to general chat, emoticons and typographic language have been using a lot, and FL learners are using these things a lot, e.g., for being happy “smiley” and “☺” is used. In Vandergriff’s (2013) research, he adopted the microanalytic approach related both CMC cues and their interpretations in different contexts. He insisted on the result of emotive communication in both offline and online chats to be analyzed.

2.5.2 Online Asynchronous Chat Technologies

Within higher education institution Asynchronous is preferred than synchronous. Learning Management System (LMS) is being used along with personal email system. Feedback is the most important pillar of any educational system. Ice, Curtis, Phillips, and Wells (2007) have studied and research about asynchronous feedback in a different way. The teacher used audio instead of text while giving feedback. Students are achieving better understanding, and the sense of involvement from the teacher is more.

All the cases studies are different in almost all aspects, culture, situation, level and kind, of course, teachers’ dynamics, compulsions, extent of conversation and stress on cooperation or collaboration.

Asynchronous interaction is the most mentioned threaded discussions, bulletin boards, and email applications. Nevertheless, using media and text are possible in asynchronous conversation; its obstacles should be aware, such as place and time of the interaction (Andresen, 2009).

Herring (2001) pointed out that asynchronous discourse is a type of interaction between internet users. Likewise, it is an internet-based system of interaction by which interlocutor can post his ideas, topics, opinions, and activities on the platform while the other party replies on her/his own pace utilizing from its features (Silva, 2013).

2.5.3 Facebook as a Social Interaction Media

Since the development of new version of Web (2.0), World Wide Web (WWW), which is defined as the web-based services, enables its users to create a social profile. In addition, it connects users with others who share and view, and traverse their list of contacts (Boyd & Ellison, 2008).

In past years, so many changes have seen on social networking sites. Some website was shut down, while others became more famous. FB is one of them. It is created in (2004) as an interactive tool that enables meeting new people registered to the platform. It networks people with who may already be known for them (Baron, 2008). The University of Harvard is the place where FB has its origins and owned by Facebook (Boyd & Ellison, 2008). It has been changed from a private club within the University of Harvard to a public platform for every internet user in (2006).

The social website allows users to make an online profile by showing particular interests and information, linking up with other users and share updates of the data posted day-to-day (Hargittai & Hsieh, 2011). Participants to this social media have all the liberty to add anyone whether he knows them or not. They can post and comment on each other's posts

and comments, also view their profiles (Ellison, Steinfield & Lampe, 2007). The website has several features which are so unique that changed the course of social networking. One comprehensive site which gives a chance to express ideas and thoughts, chat, post, comment, use online fora, share the creator of account and others' photos and videos, and paste links on his/her or others personal wall. FB is always expanding its services and options. Its team is striving earnestly to provide an excellent level of facilities (Pérez-Sabater, 2013).

Accessing via the same platform is the most exciting characteristic of FB. It enables a numerous diversity of online technique; they are synchronous and asynchronous. They both offer specifications and options that permit users to easily identified, organized, customized in the way that users interest in, and some other services enable them to be visible to the everyone in the online or disappear from all or some of them (Blattner & Fiori, 2009). Meanwhile, it works synchronous and asynchronous tools and adheres to Web (2.0) basics; it entirely gives the authority to users for adding, editing, modifying information to the online platform (FB). The users consider as members of the FB. These members can upload photos and tag them by including the names of the people or even add a description to them. In addition, any member can create a page or a group and add or allow other members to add themselves or to be added by others. In contrary, the administrator may reject or fire a member, and he can hide the page or the group from others or restrict their participation (Blattner & Fiori, 2009).

For most social platforms, the first attempts started from the point of view to keep in touch with former classmates. Nowadays, FB centers its interests to share all political, sportive, educational, scientific, commercial, and entertainment views of its members (Ellison et al., 2007). The

researches were conducted on FB have mostly analyzed the use of FB sociologically and pragmatically. Linguists and other scholars endeavored to identify how participants interact with each other in social network (Ellison et al., 2007; Baron, 2008; Papacharissi, 2010; Yus, 2011; Riordan, 2018). Educationally, FB has been examined as an enhancing platform for the learning process (Blattner & Fiori, 2009). However, Blattner and Fiori (2009) revealed that members of FB used language that is more colloquial while they interact synchronously, and he pointed out that FB is a tool that exhibits learners to language varieties. Linguistically, researches have been conducted on online social media still rare because of its novelty and complexity when compared to other concurrent social media.

Learners on such social media like better use such websites than asynchronous genres. Studies showed that many years were spent to convince people to hold emails; meanwhile, they quickly chose FB (Kuteeva, 2011). Baron (2008) mentioned that between (80%-90%) of learners on American universities had FB logs in the academic (2006/2007). Hargittai and Hsieh (2011) stated that FB was the most widespread social media in the academic year (2006/2007). FB users have increased spectacularly. In January 2012, FB estimated more than (800) million active users (Facebook Inc., 2012). Thus, competition has raised between social media tools and other former communication genres, an example, email (Cho, 2010).

Hargittai and Hsieh (2011) analyzed the opening and closing formulae used in FB to notice the point of conventionalism and familiarity that English language shows in online environments. They and Murray (2000) dealt with the fourth stage in the investigation of CMC, which could be called the study of e-discourse in the area of languages. The language being used in FB discussion is entirely different. FB unfolded the novel

linguistic features which influence in-depth daily interactions. Accordingly, the need for extra examination in the field of ESP is crucial to study the impact of FB and the other new genres (Kuteeva, 2011).

In his study, Kim (2008) uncovered what factor could influence patterns of L2 discourse. He revealed that there is no particular factor could do so. These include communication, activity, or the amount of conversation. However, multiple factors and their relationships may impact such discourse. He proclaimed the importance of analyzing the corpus qualitatively, that is, the contexts may be comprised from various activities such as negotiating meaning and divergent qualities of contexts.

Furthermore, interlocutors encounter not only a different discourse, and they engage in different conversation environments (FTF & CMC). The examination of those factors provided some useful insights on how the CMC triad group conversations should be employed for active L2 learning.

2.5.4 Collaborative Synchronous Online Interaction

Aforementioned investigation has recognized that common discourse encourages second language learning in both FTF and SCMC types. However, relatively not much literature has examined modality impacts on the cooperative conversation.

Therefore, inspired by sociocultural theory, Zeng (2017) surveyed how FTF associates with SCMC regarding the creation of cooperative dialogue especially concerning its occurrence and setting. Thirty-two Chinese EFL learners contributed to this research and finished two types of dyadic collaborative tasks in both patterns. The investigation of students' exchanges concentrated on language-related episodes (LREs), the instantiation of cooperative spoken discourse. The recognized LREs were classified according to their concentration, conclusion, and category.

A follow-up questionnaire was done to provoke learners' perceptions. The results exposed that LREs were more recurrent in SCMC than in FTF. Additionally, the analyzes of the nature of LREs showed some cross-modality variances: whereas SCMC LREs had the structures of orthographical, correct and self-correction outcomes, F2F LREs were categorized by incorrect and request for assistance conclusions.

Sanger, Long, Ritzman, Stofer, and Davis (2004) surveyed young females' opinions after participating in chat room. Qualitatively, participants can engage despite the high percentage of participants interacting in chat rooms and the kind and level of the language problems they have. Ho and McLeod (2008) examined the effects of contextual and social-psychological features on participants' readiness to show opinions by the use of an experiment embedded within a Web-based survey.

Results revealed that print news use, fear of isolation, communication apprehension, future opinion congruency, and communication setting markedly predict willingness to commence a speech. Findings also indicated that CMC helped participants avoid some of the dysfunctional social-psychological impacts occur in FTF interactions. Papacharissi (2004) contends that the proponents of internet are sure that e-discourse will swell all sorts of online discourse, civility and politeness, and democratic merit of vigorous discussion.

2.6 Cooperative Principles (Grice's Maxims)

In company with Austin, Searle's efforts; Grice developed the interest in pragmatic and has great contribution to the growth of the CPs. Separate course within linguistic CA is discussed by almost every, and often citation might be found in scholarly articles, within pragmatics and related fields.

2.6.1 The Concept of Cooperative Principle

Grice's CPs are stated to be the basic concept of pragmatics, but its understanding is still difficult. The term cooperative itself confuses the whole principle of Grice's technical notion and general meaning related with lexeme collaboration led to term collaboration drift. Grice (1975) is of the opinion that during a conversation participant should use general CP whenever the conversation has started. It is highly suggested that speaker has to speak on its turn and speak appropriate time according to the direction of turn exchange.

Grice (1975) has tabled four famous Maxims, which termed as Grice's Maxims. The first one is "Maxim of Quantity" it shows that speaker should be informative according to the topic but not over informative. The second one is "Maxim of Quality", tells that speaker should speak about the fact and not false fact with supporting evidence. The third Maxim is "Maxim of Relation" that conversation should be related to the topic not irrelevant. The last one is "Maxim of Manner" which boost up the speaker to concise, synchronize and without any ambiguity or obscurity.

According to Fais (1994), the most distinctive hallmark of dialogue is that it is cooperative in its nature. Parties cooperate. That is why when learning transcripts of authentic chat; one is influenced by the overall mood of collaboration and synchronization (Stenström, 1994). There is always chance of doubt, writers are not continually cautious about using the term, and they may not nearly be acquainted with it. On the other hand, the listener might not stay waiting for the speaker to hold or complete the floor; he will compete for getting his floor. Also, speakers disagree or contradict each other in a conversation (Stenström, 1994).

2.7 Review of Related Research on Internet Linguistics

Discourse analysis has become very rich area of research lately in which conversation and online chats are one of these interests for many researchers and specialists (Hyland & Hamp-Lyons, 2002). Thus, the importance of these researches is of great consideration in building the theoretical framework of the present study (Muniandy, 2002).

In the investigation of internet linguistics and its effects on the students' conversational improvement and online chat, several educational approaches have been used. This is to investigate online chat and students' conversational development with the purpose of offering solution to linguistic difficulties including emerging learners' skills, so that they can create intelligible spoken discourse (Naser & Almoisheer, 2018). This part discusses related literature on online chat, conversational analysis, coherence and their contributions.

Kormos (1999) investigated test-takers opportunities in displaying their understanding of handling conversation in second language setting. The study included two tasks are (30) non-scripted interviews and (30) guided role-play. The sample comprised near-native examiners and intermediate learners applied in language exams. The results showed that conversational interface is more regular in the role-play interaction compared to that amongst the examiners.

In addition, Papacharissi (2004) investigated the potential for civil discourse in cyberspace by examining the level of civility in (287) discussion threads in political newsgroups. The findings of the research showed that political newsgroups were highly occupied by civil messages. This was related to the lack of FTF communication that generated heated interactions. This research confirmed the internet's possibility to recover

the public domain, given that big difference and dimensions of heated discussion is provided.

Simpson (2005) investigated discourse characteristics of virtual community interaction. The study sample comprised a data of text-based chats for a group of EFL online learners and teachers. The findings indicated that the interaction between the technical characteristics of the linguistic medium within a particular sociocultural setting is great. In addition, the findings revealed that interaction between participants has a great contribution in shaping the discourse.

Schiller and Galletta (2007) examined the interaction practices between the dyadic mates who texting and co-browsing in LCOCS. The researcher collected (363) texts of intact chat sessions. Outcomes of the study revealed that high and low levels of media synchronicity did not have difference influences on the efficacy of dyadic interaction in online chat interaction. In addition, the outcomes of the study failed to advocate Theory of Media Synchronicity. That is, there was no considerable communication between the type of a task and media synchronicity on the efficiency of dyadic interaction in online chat. In addition, the outcomes also assist managers to recognize the interaction progress during online chat. This assists managers rise the awareness towards efficiency and effectiveness of live support in order to superior serve the clients.

Shouk (2008) investigated the impact of the talking circles technique usage on the oral-classroom interaction and Jordanian tenth grade EFL learners' attitudes. The participants were (89) tenth-grade learners divided into two groups. (46) learners who taught by the traditional method. Whilst, the other set consisted of (43) learners who taught via the 'talking circles' method. The results of the study showed that teaching through the 'talking

circles' method enhanced the oral interaction of the learners and increased the number of participants. The study recommends farther future investigation on the oral interaction of learners and the impact of employing the talking circles method in various environments.

Also, Huang and Hung (2008) examined the effects of synchronous CMC. They investigated English language learners' achievement, particularly writing skill, to check their attitudes towards CMC modality. The research included 32 Taiwanese EFL learners. The results proposed that SCMC interactions did not succeed to generate any significance influence on students' writing performance.

Further, Gibson (2009) examined the ways that CA and its concentration on sequentiality and membership classification may help the cultural analysis as a textual interface achievement. The results of the study there are many influential modes in which conversational analysis that may be achieved via online chat interaction. Also, there are unique variation between sequential discussion and written online discourse. This reveals that sequentiality and with membership classifications may aid in viewing the construction of noticeable intercultural interaction that are achieved by online written forums.

Savas (2011) investigated the distinctive features of SCMC. Results showed that participants formulated features of both writing and speaking skills. Besides, the findings of the study inferred that the participants of the study depended mainly on their own perceptions in relevance to the interaction field to construct their discourse. This might have been the result of the linguistic differences.

In another study, Wanphet (2011) investigated the way partakers who missed out what other interlocutor just initiate and complete repair in

online chats. In addition, he examined the features and roles of other completion in online synchronous interaction. The findings revealed that other-completion happens more pervasively and frequently in online chats than in FTF interactions. Further, the findings added that the techniques of other-completion are accomplished in online synchronous CMC, reveal the transactional and interactional opinions of language usage. The transactional perspective of other-completion in online synchronous chats reflect the fact that mutual awareness is the main objective in social communication.

Likewise, González-Lloret (2011) explored the potential of CA contribution in understanding second language CMC. The finding outlined the strong points of CA for the investigation of CMC. Moreover, the result identified the method limitations for both CMC and possible future research guideline.

Lin (2015) investigated the way EFL learners resolve their word finding troubles with the assistance of other participants in EFL classroom. The research included 62 words' search. The results indicated that the achievement of word search by the respondents' organization with each other's performance is a communal action and is cooperative in setting. The results proposed that regardless of their potential restricted linguistic competence, EFL students socio-linguistically are very interactional. They are also potential in making use of different learning strategies and resources to overcome communication problems. The results also showed that the respondents in the EFL setting use word search as interactional resource to simplify interactions. To conclude, the findings specified that the EFL teacher can be very useful in helping the learners' word search process by carefully observing its development and vigorously producing more clues about the target lexical item.

Meredith and Stokoe (2014) examined repair in written conversation; precisely, in online internet settings. The primary data included learner-to-learner quasi-synchronous FB chatting. The results showed that repetition of text message construction repair is made probable via the affordances of the synchronous medium. Notwithstanding, it revealed the mode in which participants in written discourse are directed to the same principal chances as they are in spoken interaction. They construct consecutively systematized courses of action and sustaining intersubjectivity. This study proposes that assumptions about differences between FTF and online conversation are premature. It also suggests that online synchronous chat should be dealt as an adaptation of an oral speech-exchange system.

Further, Al-Harashseh (2015) studied the CA of self-initiated repair constructions in daily interactions in Jordanian spoken Arabic dialect. The study shows that the learners appeared to use various self-initiated repair constructions for instance: hesitation expansion, repetition, etc.

Rouhshad, Wigglesworth and Storch (2016) investigated the nature of debates in FTF versus CMC in pair conversations. The results indicated that negotiations for form and meaning have been very rare in both the form and the meaning. Also, the results proposed that the interaction modes affected the kinds of negotiations, and their outputs, in relevance of adapted outcome and positive application.

Yang (2018) studied language learners' perception two online interactional contexts. In addition, he investigated the way these opinions affect the parties' participation in eTandem learning. The results showed that the respondents that varied in their perceptions of the efficiency of the used interactional discourse. The findings also revealed

that the interactional contexts were very useful for building L2 skills and cultural acquisition. This research provided pedagogical recommendation for modes in which language learners and teachers can further develop the design of eTandem Learning.

Ryshina-Pankova (2018) study analyzed the operation of abstract aspects of ICC in particular discourse structuring and linguistic resources. Quantitative and qualitative results demonstrated some pedagogical applications in ICC and recommendations for further future methodological framework.

While the core of the study is CA, this chapter aims to widen the readers' knowledge and their awareness of its objectives. Therefore, subjects such as discourse analysis theories and approaches, conversational analysis, speech act theory, CPs, and internet discourse are discussed hierarchically from discourse analysis.

No doubt, there are many studies investigated or are still investigating interaction on social media. However, the current study is a vast study that investigated three dimensions as a try to find out where chatroom need to be improved to reflect the real-life FTF interaction on OSC in terms of social and linguistic performance. Since it was an attempt to answer a substantial question "Do we seriously consider OSC as FTFCs? Such immense question demands extensive studies. Thus, differentiates it from other studies.

More precisely, in spite of the considerable number of research on CA, especially on internet interaction, none of them, integrated speech acts, Gricean maxims, and the linguistic performance to be investigated or compared their applying in two different environments (OSC, FTFCs) except Shouk (2008). He found out that teaching by using the talking

circles' technique influenced students' learning positively. He investigated the oral interaction of EFL school students via analyzing students' social and linguistic performance.

Other studies mainly focused on specific or different aspects or environments of which the current study did.

Lipinski-Harten and Tafarodi (2012) found out that men and women differed in FTFCs and did not differ in an online chat in their level of production. Huang and Hung (2008) results exposed the failure of producing an impact on writing performance when taught via SCMC in proportion to FTF manner.

Islamiyah, Safitra, Lestari, and Yulianawati (2017) revealed that maxim of quality is the most non-observed oft-repeated maxim of the CPs in QQ international messenger. Al-Harashseh (2015) cast light on dyadic and casual self-initiated repair structures applied by Jordanians when interacting in their Arabic mother tongue language and English language. The results showed that there was a similarity in applying self-initiated repair structures in both languages.

Some other studies shed light on the inclusion of CMC or live chat in language acquisition. Somehow, these studies investigated some separated aspects of the current study. González-Lloret (2011) explored the potential of CA to illustrate Spanish L2 learners' interaction on synchronous conversations.

Savas (2011) explored the factors which may shape linguistic variation in synchronous written chat. He revealed that interacting in a chatroom without specific guidance on discourse construction resulted in linguistic variation.

Rouhshad, Wigglesworth and Storch (2016) exposed that negotiations for form and meaning were rare in FTF and synchronous CMC modes, but with more negotiations for meaning in FTF mode. Simpson (2005) showed that chatters need a minimum level of English language, knowledge of the technology, and sociocultural rules to interact effectively in SCMC. Also, Cohesion operated through the organization of many types of conversational floor and the speed of turn-taking in SCMC is slower than in spoken interaction.

2.8 Concluding Summary

Research on teaching speaking shows that in order to produce proficient, meaningful, and effective conversation, speakers should possess both language and content knowledge. However, as Islamiyah, Safitra, Lestari, and Yulianawati (2017) claim in many language instructors only concentrate on affording language acquaintance when teaching conversation.

Thus, online chat not only plays a significant role in creating meaningful conversation, but also relates to internet linguistics that generates the interrelatedness between sentences that produce the conversational effectiveness (Yang, 2018). Grice's (1975) notion of maxims is one of the conversational approaches that appropriately reveals such interrelatedness and helps students in creating well connected speech or conversation. Basically, Grice's (1975) maxims of quality and quantity combine the idea of form, linguistic context, language and content knowledge, which subsequently provide cohesion and make a conversational text unified and meaningful. Hence, the online chat is viewed in terms of items, accuracy and fluency.

Therewith the study has exposed that a method in conversational analysis and online synchronous chat highlight the language knowledge, linguistic context, as well as content knowledge in synchronous online chatting positions. It considers as a real description of teaching complications of writing and speaking. the study results have not been approximate (Shouk, 2008).

It is this the researcher's ambition, that investigating internet linguistics and conversational analysis of OSC and FTFCs of EFL undergraduate Jordanian students at AUC, might reinforce with more acquaintance regarding to producing coherent, well-connected and unified conversation.

3 Methodology

3.1 Introduction

This part entails the design of the research methods and measures. It discussed the data collection processes used in investigating internet linguistics a conversational analysis of OSC and FTFCs of EFL undergraduate students in Jordan.

It presents amply the ambit of research design giving a detailed plan of this research. It contains the methods, design, population and sample, selection of the participants, sampling procedures, instruments (Rubric observation checklist and semi-structured interview), the pilot study (its sample, procedures, results and feedback), validity and reliability of study instruments, OSCG, why Facebook, FTFG, recording procedures, data collection and analysis, statistical methods, and concluding summary.

3.2 The Research Procedures

This qualitative and quantitative research investigated the internet linguistics as a conversational analysis of OSC and FTFCs of EFL undergraduate students in Jordan. The sample comprised sixty-eight 3rd year students majoring in English language and literature majoring at AUC for the academic year 2016/2017.

the case study outlined by Gay and his colleagues (2009:443) as “a qualitative research approach in which researchers focus on a unity of study known as a bounded system (e.g., individual teachers, a classroom, or a school)”. It deals with a certain occurrence that takes place in a particular setting. Table (3.1) below presents the research procedures of the current study.

Table 3-1 : Research Procedures

Types of Data	Research Instruments	Source of Data	No of Participants	Data Collection	Data Analysis
Qualitative & Quantitative	Speech Act Rubric Scale	3rd Year English Language and Literature Students' Online Synchronous Chat and Face-to-Face Conversations (AUC Students)	68 Students	03/05/2017	SPSS (Version 20.0).
Qualitative	Semi-structured Interview	EFL Teachers (AUC)	2 Teachers	24/04/2017	Looking at themes that emerge

3.3 Design of the Research

The present research adopts Grice (1975) CPs (also called Grice's Maxims or Gricean Maxims), Searle (1962) Speech Act Framework, and linguistic performance hereafter referred to as internet linguistics, which measured through Speech Act Rubric Scale (SARS) and Semi-Structured Interviews.

This study intends to investigate Jordanian English language and literature students' conversational interaction in OSC in comparison to FTF oral interaction. To accomplish this goal, an analytical descriptive method was employed to appraise carefully the worthiness of the study of previously mentioned questions in the introductory chapter.

3.4 Population and Sample of the Study

The sample included 3rd year English Language and Literature major students at AUC for the academic year 2016/2017. The selection of the participants was inspired by their completion of the compulsory pronunciation and speech course. The total population of this study constituted one group comprising (68) (40 females and 28 males) at AUC in Jordan. All of them are homogenous in nature.

3.4.1 Selection of the Participants

The participants were (68) students from AUC. They researcher selected purposively and distributed randomly over two groups; the first group is OSCG which comprised of (34) students who have FB account. Here, the researcher followed Patton's convention, preferentially using the term purposeful (Patton, 2015:265).

Patton (2015) offers the description details of selecting the purposive sample: "the logic and power of purposeful sampling lie in selecting information-rich cases for in-depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the inquiry... Studying information-rich cases yields insights and in-depth understanding" (Patton, 2015:264). Patton (2015) moreover postulates that, based on his point of view to his private use of the concept, this concept purposeful sampling is used mainly in qualitative research, "I introduced purposeful sampling as a specifically qualitative approach to case selection" (Patton, 2015:265).

This group was asked to join two established FB groups. These groups were called: Ajloun College A (17 participants) and Ajloun College B (17 participants). The FTFG divided into two groups. They, FTFG-A (17 participants) and FTFG-B (17 participants), assigned to meet and discuss a particular topic at a lecture hall consecutively and concurrently with OSCG for one hour each group. FTFG consisted of (34) students. OSCGs met and discussed a specific topic as well.

Table 3-2 : The Distribution of the Study Sample

		The Sample		
OSCG	Ajloun College A	17 Participants	34	68 Participants
	Ajloun College B	17 Participants	Participants	
FTFG	FTFG-A	17 Participants	34	Participants
	FTFG-B	17 Participants	Participants	

All participants signed consent letters (refer to appendix C) and they were informed that it is a non-paid study and what roles should they play.

On the other hand, the FTFG accepted videotaping their discussions. For calculating sample size of the study, the researcher referred to a table used for calculating sample size (see Figure No. 3-1), cited in (Israel, 1992: 3). Based on the calculations obtained from the below table, the sample size for the present study is (68) participants, where Precision level is ($\pm 10\%$) and Confidence Level is (95%).

Size of Population	Sample Size (n) for Precision (e) of:		
	$\pm 5\%$	$\pm 7\%$	$\pm 10\%$
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76

Figure 3-1 : Sample Size

3.4.2 Sampling Procedures

In obtaining the data, the procedures that were carried out as follows:

- First, the sample was selected purposively and distributed randomly into two main groups. To be more specific, only 3rd year students were selected at random until the desired sample size was achieved. The selection of participants was implemented using systematic random sampling, where a list of students' names was prepared, then a starting number was assigned and every *n*th name was chosen.
- Second, the selected sample comprised two main groups. Each group contained an equal number of participants. The first group was named OSCG, in which the students in this group was asked to hold collective and coincidence discussion and then their dialogue was documented in this study. The second group was called FTFG. Participants were requested to sit together in a Lecture hall discussing and talking, while the whole discussion was video-recorded.
- Third, each of the two main groups were divided into other two groups; two OSCGs, and two FTFGs; that for increasing the number of participants who engaged in the conversations as interlocutors and to reduce the number of listeners. Moreover, the four group discussions held in the same day but in different times, in according to the participants' free times, as to their request.

3.5 The Research Instruments

It was important to use a mixture of qualitative and quantitative approaches to investigate the internet linguistics as a conversational analysis of OSC and FTFCs of (68) EFL undergraduate students from AUC in Jordan.

In relation to this, the present research study includes different research instruments and procedures. This is because using different techniques achieve better research reliability and validity of the findings (Gay and Airasian, 2003).

Patton (2015), suggested that the researchers may apply more than a single research method to afford an obvious depiction to the study. Therefore, two instruments that were used in this study are; speech act rubric scale and semi-structured interview.

3.5.1 Speech Act Rubric Scale

A SARS was used to code participants' interaction for each of the four groups. It has been divided into two rubric scales. The first section of the rubric scale that was adopted and adapted from Ho and Swan (2007) measures the four Gricean maxims. It gives ratings when applying each speech act (see Appendix E, F, G and H). Furthermore, it tallied to give an individual and total Gricean score for each speech act on SARS as shown in (see Appendix A). The second section of SARS (see Appendix B) was adopted and adapted from Shouk's (2008) observation checklist which had been developed by him. It measures the linguistics performance with three criteria (fluency, meaning, and accuracy).

SARS concluded participant's repetition for the act and the number of participants who applied the act. The percentage of each participant's repetition to the number of participants was calculated to size each participant weigh of applying the act. Two models of SARS were adopted and adapted to fit the nature of both interaction and environments (FTF, OSC) (see Appendix E, F, G and H).

Two raters at least were tallying simultaneously and the discrepancies between raters were resolved by consensus. A rubric was

developed specifically for investigating Jordanian English major students' conversational interaction in OSC in comparison to FTF oral interaction. More specifically, it provides a holistic score of speech acts applying in the light of Gricean maxims, and the linguistics performance taking into account the American Council on the Teaching of FLs (ACTFL, 2012). This scale is based on four-point scale (1, 3, 5, and 7) as the following:

- Gricean Maxims:

Quantity:

Hence, (1 score) indicates that there is so much or so little information that the purpose of the conversation is not understood,

(3 scores) indicates that There is too much or too little information, such that the purpose of the conversation is occasionally obscured.

(5 scores) indicates that There is slightly too much or too little information; however, the purpose of the conversation is still reasonably clear.

(7 scores) indicates that the amount of information is sufficient to clearly establish the purpose of the conversation.

Quality

(1 scores) indicates that the main idea in the conversation is a re-statement of prior interactions and no new contribution is present; or Inaccurate evidence or examples are provided.

(3 scores) indicates that the conversation is representative of the student's opinions, yet evidence or examples are not

provided to support claims or the conversation is largely a re-statement of prior interactions but incorporates a minor new contribution.

(5 scores) indicates that the conversation is a new contribution that reflects the student's opinions; however, evidence / examples are not provided to support claims or the conversation reflects the student's opinions and accurate evidence or examples are provided.

(7 scores) indicates that the conversation is a new contribution (e.g., novelty, originality), reflective of the student's opinions, and is supported by accurate evidence or examples.

Relevance

(1 scores) indicates that the interaction is irrelevant to both the conversation topic and previous interaction.

(3 scores) indicates that the interaction is on the same topic as any of the previous interaction, but not the conversation topic.

(5 scores) indicates that the interaction is on the same topic as the conversation topic, but not the previous interaction.

(7 scores) indicates that the interaction is on the same topic as both the conversation topic and the previous interaction.

Manner

(1 scores) indicates that the conversation is poorly organized and/or it has serious errors in sentence structure or usage, thus the conversation is hard to understand.

(3 scores) indicates that the technical aspect of the conversation (e.g., organization, spelling, grammar) has several problems, such that the meaning is occasionally obscured.

(5 scores) indicates that the conversation is adequately organized; if any errors are found, they are so minor that the meaning is still reasonably clear.

(7 scores) indicates that the conversation is logically organized and has no spelling, punctuation, or grammatical errors; meaning of the conversation is clearly presented.

- Linguistic Proficiency

Accuracy

(1 scores) indicates unclear syntactically and phonologically and / or conveyed by the use of the first language (Arabic).

(3 scores) indicates that it appears with many syntactical and phonological errors.

(5 scores) indicates that it includes some phonological and / or syntactical errors.

(7 scores) indicates that it's free from phonological and syntactical errors.

Meaning

(1 scores) indicates that it shows unclear meaning and/or conveyed by use of the first language (Arabic).

(3 scores) indicates that it shows least clarity regarding lexis and meaning.

(5 scores) indicates that it's with less clear lexis and meaning.

(7 scores) indicates that it exhibits intelligible lexis and meaning.

Fluency

(1 scores) indicates that it's conveyed by use of the first language and/or break the talk.

(3 scores) indicates that it shows low level of smoothness (hardly uttered and/or includes hesitations and pauses that hinder the flow of the talk).

(5 scores) indicates that it exhibits less degree of smoothness and include some pauses and hesitations with about 60 words/min.

(7 scores) indicates that it's exhibited with high degree of smoothness and speed (i.e., +80 words per min, no pauses, and no hesitations).

3.5.2 The Interview

According to Nunan (1992: 149) an interview “has been widely used as a research tool in applied linguistics”. Furthermore, Fraenkel and Wallen (1993:372) stated that FTF interviews “probably the most effective ways to enlist the cooperation of the respondents. They assert that interviews place less of a burden on the language skills of the respondents and help to clarify unclear and incomplete questions and answers”. The interview was used here to give a clear representation of EFL and computer skills (CS)

teachers' perceptions and opinion on the internet linguistics a conversational analysis of OSC and FTFCs of EFL undergraduate students in Jordan. More precisely, it is used to examine the suggested new technical features that may improve FB chatrooms' service interaction. In addition, interviews were used to find out participants' perceptions (Singleton & Straits, 2002; Trochim, 2001 and Rosenthal and Rosnow, 2008).

3.5.2.1 The Semi-Structured Interviews

An interview provides, "the interviewer with a general idea he or she wants to interview with a list of predetermined question; topics and issues rather than questions determine the course of the interviews" (Nunan, 1992:49). It includes eight items investigate the two EFL teachers' perception about the internet linguistics as a conversational analysis of OSC and FTFCs of (68) EFL undergraduate students from AUC in Jordan (see Appendix I). According to Beins (2004), There are various forms of interviews, respectively; structured, unstructured (the researcher has no control), and Semi-structured interviews (it is more flexible and the researcher control the access and outcome greater than the other types of interviews).

The interview technique was chosen to examine EFL teachers' attitudes and point of views over the internet linguistics as a conversational analysis of OSC and FTFCs of EFL undergraduate students. In addition, it aimed at investigating the EFL teachers' perceptions about the extent in which EFL students use internet linguistics to improve their conversation proficiency level.

3.5.2.1.1 Conducting the Semi-Structured Interviews

Before having transcript of the main study conducted on 03/05/2017, the interviews were conducted on 24/04/2017 at 11 am. This

was done after briefing the participants about the importance of the use of online chat spoken discourse and its contribution to the improvement of the conversational text.

The interviews were carried out at the teachers' offices as was appropriate for the two parties. The first interview was carried out at (12:15) pm. The researcher carried out the interview with the first EFL instructor seated in same table to beside each other to create relaxed atmosphere. The first interview lasted about (25) minutes, after which, the second interview started around (12:50) pm.

The interviewer asked the participants various questions based on their teaching schedule, experience, difficulties of teaching English Language and Literature students. In addition, he asked them to give immediate feedback to their students on their speaking / online chat capability, students' ability in providing proficient conversational level, kinds of online chat and FTF interaction that occur most frequently in their speech, turn-taking acts, when applying Grice's maxims, linguistic performance, and recommendations for teachers of speaking to help students speak fluently and accurately.

As well, the CS teacher was asked the same previous questions considering his area of specialization. This study is an attempt to find out distinctions between FTF interaction and OSC; clarifying the systematic ways of ordinary conversation and its disparity from FTF interaction. EFL teachers' views towards the needed FB chatting features that bridge the gap between FTF and OSC.

3.5.2.1.2 Analysis of the Semi-Structured Interviews

The statistics collected from the participants was examined through microanalysis method. This was to picture developing themes as identified

by the participants. This is viewed to record the participants' perceptions as provided in the conversations. The participants selected for the interviews depended on the variables of EFL programs they taught, experience and education. The responses to the interviews were analyzed based on the following standards:

- i) The instructors' insights of some difficulties they face in teaching.
- ii) By what means they provide feedback to their students pertaining to their learners' speaking / conversation skill.
- iii) In what way they treat their learners' capability in giving accurately proficient conversation or online chat using linguistic performance.
- iv) The different kinds of turn-taking acts and repair acts that occur most frequently in students' conversations.
- v) Acquaintance on the significance of internet linguistics in constructing efficient OSC and FTFCs.
- vi) Their field back for teachers of speaking to help their learners produce unified online chat.

The researcher deductively analyzed the instructors' responses to the interviews taking into account various aspects. The researcher also analyzed the matches and variances in their views related to their learners' OSC and FTFCs and their significance in teaching at graduate level.

The data collection was organized, scrutinized, and presented according to the interview questions. This is due to each instructor's perceptions of his teaching experience.

3.5.2.1.3 Ethical Considerations

When conducting a research, there are many ethical considerations that a researcher should give attention. Gay and his colleagues (2009:21) state that “perhaps the most basic and important ethical issues in research are concerned with protection of participants, broadly defined, which requires that research participants not be harmed in any way (i.e., physically, mentally, or socially) and that they participate only if they freely agree to do so (i.e., give informed consent)”.

the interviews executed on 24/04/2017 by the researcher at the teachers’ office-times after briefing them about the objectives of the research. He assured them confidentiality and privacy of the elicited data from the interviews (Gravetter & Forzano, 2006). So, the participants were provided with proper setting to hold the interview and collaborate with the researcher.

3.6 The Pilot Study

The researcher piloted the study to validate the used instruments and techniques for data collection. In addition, the pilot study was done to achieve these points:

- i) Find out whether the time allocated for the implementation of the instrument is enough and appropriate.
- ii) Eliminate vagueness and vagueness from the research instruments (Rubric Checklist and Interviews).
- iii) Achieve the reliability and validity of the research instruments (Rubric Checklist Scale and Interviews).

The pilot study provides an opportunity to the researcher for checking the viability, reliability, and validity of the current study and to gain primary data that support the researcher to enrich his investigation process effectively (Jolly & Mitchell, 2007). Having conducted the pilot study, the researcher assured that the time needed and the research instruments' item are easy, accessible and clear for the purpose of the study (Marczky, DeMatto & Festinger, 2005).

Further, (Creswell, 2009) the pilot study was needed to overcome any problem that may occur when conducting the main study. (30) respondents and (2) EFL and CS teachers (interviewees) were participated in the pilot study. They were selected purposively from AUC (from whom did not participate in the sample of the main study). The pilot was done after securing permission from both interviewer and interviewees.

3.6.1 The Sample for the Pilot Study

The participants in of it included (30) graduate students studying English Language and Literature, EFL and CS teachers from BAU in Jordan. The researcher chose the participants from similar educational setting BAU in Jordan (AUS branch).

AUS is the same setting where the study was conducted. It has the same in geographical features, teaching materials, social background and ethics. The respondents of the pilot study were not included in the main study. They formulated one group based on their class and time. The (30) university students (19 females / 11 males) and two male EFL teachers were selected as the group for the conversational analysis task and the semi-structured interview.

3.6.2 Administrative Procedures

The researcher conducted the pilot study after securing consent from the participants and the intended departments at the AUC on (14/02/2017). The research interview was translated into Arabic language orally. This is because CS teachers were not fluent in English language, which may affect the results negatively. The study was performed on (08/03/ 2017) at AUC to validate the OSCG and FTFG. This procedural work was done to help the researcher and the participants understand the research instruments and eliminate any ambiguities. The data was gathered after two weeks.

3.6.3 The Results and Feedback of the Pilot Study

The participants provided positive comments to the researcher on the length of the conversations, the topic of the conversation, level of difficulty, allocated time and reliability of the instruments. The findings of the pilot study showed that they faced no difficulties in the OSC and FTF communication.

Mostly, the pilot study established that the tools were appropriate for data collection from the contributors' internet linguistics and conversational analysis of OSC and FTFCs of EFL undergraduate students. In addition, the findings of the pilot study showed that the interview items were well-organized and showed clarity. Some necessary modifications were done concerning the items of the research tools as requested by the participants of the study. To conclude, the findings revealed that the instruments were fit and appropriate for the purpose of the current study.

3.7 Validity and Reliability of the Study Instruments

This part of the chapter presents the reliability and validity of the study techniques.

3.7.1 Validity of the Study Instruments

There are two types of research validity (Patton, 2015). They include; face and content validity. Gay, Mills, and Airasian (2009:161) define face validity as “the degree to which a test appears to measure what it claims to measure”. Whilst, Patton (2015) states that content validity is “the extent to which it represents a balanced and adequate sampling of relevant dimension, knowledge, and skills”.

A panel of experts comprising a number of expert ESL, EFL and CS teachers from the AUC and Jordan University in Jordan validate the research tools throughout all the stages of this study. Positive comments and revisions over the research instruments were considered by the research and modifications were made.

Furthermore, face validity and content validity of the instruments (Speech Act Rubric Scale and Interviews) were endorsed through the pilot study and the panel of experts. The Speech Act Rubric Scale was implemented in the English version, this is, the participants’ major were English Language and Literature and easily comprehend the idea and content of the study instrument. However, the research implemented the questions of the Semi-Structured Interview in Arabic Language since the CS teacher had low English proficiency level which could negatively affect his response to the questions.

3.7.2 Reliability of the Research Instruments

Reliability of the research is also another significant factor that should be given attention by the researcher. Reliability summed up as “degree to which a test consistently measures whatever it is measuring” (Gay, Mills, & Airasian 2009:165). It evaluates the consistency score achieved (Rosenthal & Rosnow, 2008).

To find out the internal consistency of the techniques, the researcher converted the data collected from the participants into text, numbers and frequencies using Grice’s (1975) maxims of analysis. Thus, based on the feedback of the pilot study, necessary precautions and modifications were performed by the researcher.

In addition to validity, reliability of research instruments was conducted (see tables (3-4) and (3-5)). To calculate the reliability, the pilot sample which was selected from AUC / BAU to contribute in the pilot study, the respondents were signed a consent letter (refer to appendix D) and divided into two groups; OSCG and FTFG. After that, the required data were obtained from the pilot sample and analyzed statistically, using Holsti formula to conduct the instruments reliability. Holsti formula is:

Table 3-3: Shows Holsti formula

$$\text{Agreement Percentage} = \frac{\text{Agreement times} - \text{Disagreement times}}{\text{Total of agreement and disagreement times}} \times 100.00\%$$

Table 3-4: Percentage Results Among the Two Raters and the Researcher for the Reliability Coefficients for Rubric Checklist

Raters	Rater No. 1	Rater No. 2	The researcher
Rater No. 1	=	0.87	0.89
Rater No. 2	=	=	0.83

Table (3-4) shows that the agreement percentage results among the two raters and the researcher ranged between (0.83-0.89). These reliability coefficients reflect suitable consistency among the raters.

Table 3-5: Agreement Percentage Results Among the Two Raters and the Researcher for the Reliability Coefficients for Semi-Structured Interview

Raters	Rater No. 1	Rater No. 2	The researcher
Rater No. 1	=	0.84	0.87
Rater No. 2	=	=	0.82

Table (3-5) shows that the agreement percentage results among the two raters and the researcher ranged between (0.82-0.87). These reliability coefficients reflect suitable consistency among the raters.

3.8 Online Synchronous Chat Group

For this study purpose, a FB group conversation was created. It functions as synchronous chatroom, where users post and reply instantaneously on-screen. Due to this issue, OSCG tends to attract users to make virtual discussions, whereas consists of heated conversational threads about common topics that people interested in. For this study, OSCG was preferred rather than other FB features such as posts and comments, because it reflects interactions that are more oriented, controlled, detailed. Since the purpose was not only to analyze FL OSC but also to investigate the shortfall OSC features comparing to FTF interaction, OSCG were selected for this study. Two chatrooms were created from this OSCG. The first called (Ajloun A) while the second called (Ajloun B).

3.8.1 Why Facebook

On January 23rd, 2017, statistics showed that more than half of the population of the world uses internet. The online people are (3.773) Billion out of the world population (7.476) Billion which means (50.5%) of the world population access to internet for any purpose. Social media active users are (2.789) Billion which constitute (73.9%) as a percentage of total

number of internet users and (37.3%) as a percentage of the world population. In addition, since January 2016 up to January 2017, the number of internet users has increased more than (10%) about (345) Million users. Moreover, the total number of social media users has increased more than (482) Million at a percentage (21%) (Kimp, 2017).

In the ME in January 2017, the number of internet users was (147) Million out of (246) Million which is about (60%) internet users out of the ME population. Social media active users are (93) Million at a percentage of (38%) of the ME population and (63.2%) of internet users (Kimp, 2017).

Global FB users are (1.871) Billion which constitute (67.1%) of all social media active users (2.789). (55%) of FB users access to their accounts; meanwhile, QZONE active users come after FB with a number (877) Million at a percentage (31.4%) of all social media active users (2.789) and (46.9%) FB are active users. Others social media are less than QZONE. Ages between (18- 24) Years-Old are the majority percentage of FB active users. Males are (330) Million and females are (231) Million. Both sex constitute (30%) of all ages (Kimp, 2017).

Jordanian internet users are (5.7) Million at a percentage of (73%) of Jordan population (7.81) Million. Active social media users are (5.4) Million. They are (69%) of the population and (94.7%) Jordanians are internet users. FB users are (4.8) Million at a percentage of (84.2%) of Jordanian internet users and (88.9%) are Active social media users (Kimp, 2017; Miniwatts M. G., 2016).



Figure 3-2 : Jordanian Internet Users

3.9 Face-To-Face Groups

The FTFG's sessions were conducted in a lecture hall, had been assigned by the dean of AUC, whilst the participants were randomly split into two groups according to their free time. The two sessions were held sequentially with half an hour in between them. The number of the participants were (17) for OSCG-A and (13) OSCG-B. The moderator was an English language associate professor at the college. He started the conversation with a question and left the participants interact. Sometimes he processed a question to revive the interaction process. Each conversation extended up to fifty-minutes.

3.9.1 Recording Procedures

It is well known, in any human behavior investigation that people tend to act inversely when they believe they are being noticed which was first termed by the Psychologist, Francis Galton as "observer effect". In other hand, people will pay more attention toward their speech in which

they may try to show more courtesy and act tactfully (Webb, Campbell, Schwartz, & Sechrest, 1966). Later, sociolinguists applied it in their researches under “observer’s paradox” which aims to detect how people interact without being systematically observed (Labov, 1972).

The researcher followed Shepherd (2010) method in video-recorded the two FTFC sessions using mobile video camera (Samsung S5, iPhone 6, iPad mini) with supplemental audio recordings. Each session lasted fifty minutes.

3.10 Data Collection Procedures

To achieve the goal of the current study, more precisely, collecting the data, the researcher contacted the head of the department of English language and literature at AUC to get permission. After securing the consent, the progress of data collection started. Prior to obtaining the data from the respondents, they were asked to sign a consent letter in order ensure voluntary participation in the study. The researcher with the aid of other lecturers managed the process of collecting the needed data from the participants.

In obtaining data, the procedures that were carried out as follows: first, the sample was selected purposively and distributed randomly into two groups. To be more specific, the sample of the study is exclusive only to third year English majors and then some students were selected at random until the desired sample size is achieved. The selection of participants was implemented using systematic random sampling, where a list of students' names was prepared, then a starting number is assigned and every n th was chosen. Second, the selected sample was divided into two groups, each of which containing an equal number of participants.

The first group is named FB group, in which the students in this group was asked to hold collective and coincidence discussion and then their dialogue was documented for the intent of the current investigation. The second group was called Face to Face group, where the students were asked to sit together in a classroom discussing and talking, while the whole discussion is video-recorded. Following that such documented data by the two groups were employed to achieve the goals of the present study. Having collected the data from the respondents in the current study, the data were analyzed statistically to accomplish the purposes of the study.

3.11 Data Analysis and Statistical Tools

Recorded conversations for every group were transcribed into four verbatim corpora. (OSC) two interactions were made by near native speakers of English language and then the researcher has checked them. Selected part to be transcribed started from minute five and extended to twenty-minutes for each group. All transcripts were extracted into a SARS to be analyzed statistically by SPSS (version 20.0). The corpora of the four group interactions were analyzed quantitatively using method of data analysis of this research. The data were analyzed in the following ways:

1. Descriptive statistics (Percentages, means frequencies, and standard deviations).
2. Z-test for Independent Samples Ratios.
3. Independent Samples (t) Test.

This study used Statistical Package for Social Sciences (SPSS) to carry out a micro analysis of the quantitative data that gathered from the interlocutors' OSC. Statistics were deployed to answer the study questions relevant to the respondents' OSC and FTF interaction and their frequencies

in the respondents' spoken interaction. All quantitative data related to the participants' OSC and FTF interaction are computed via the SPSS.

In addition, the qualitative data compiled from the semi-structured interviews were studied by looking at themes that emerge. The conclusions regarding the internet linguistics: a conversational analysis of OSC and FTFCs of EFL undergraduate students are concluded according to the qualitative and quantitative findings of the data.

3.12 Concluding Summary

Chapter three has discussed a number of topics regarding to the study methodology of the current investigation. These issues comprise the procedures that followed in sampling, the study design, the study instruments developing process and procedures, and the quantitative and qualitative data analysis. The study used quantitative and qualitative group design thus a valid overview might be made about the internet linguistics: a conversational analysis of OSC and FTFCs of EFL undergraduate students to conversation and spoken proficiency level. The design of the qualitative and quantitative procedures considers the features that may affect both internal and external validity which create a sensible balance between the qualitative and quantitative methods. Appropriate procedures were taken to create a reliable and reasonable design that the influence of various extraneous variables would not impair the results and findings of this qualitative and quantitative study.

However, it was vital conducting this qualitative and quantitative study under not too controlled conditions which may become artificial. Hence, mindfulness care was followed to guarantee the manuscripts and semi-structured interviews are carried out with fiddling interference. This ensured that the findings and results of this qualitative and quantitative

study can be generalized with a better degree of confidence to other populations.

4 Data Analysis and Findings of the Study

4.1 Introduction

This chapter provides an analysis on internet linguistics a conversational analysis of OSC and FTFCs of EFL undergraduate students at AUC. The analysis of the data is conducted using the methodology spelt out in Chapter 3. The main aim of the analysis is to analyze the OSC and FTFCs of EFL. In other words, the analysis also aims to evaluate the contribution of internet linguistics to the overall development and proficiency of the conversation. In addition, it provides a description on the results of the descriptive statistics and answering the study questions, after the researcher collected the necessary data through applying the study instruments.

4.2 The First Question

- **Are there any significant differences at ($\alpha \leq 0.05$) between the participants of the FTFCs and OSC applying turn-taking acts?**

To answer this question, descriptive statistics “frequencies, means per participants” of EFL participants on the FTFCs and OSC were computed according to the type of communication (FTFCs and OSC) when applying turn-taking acts “Giving turns, Getting turns, Negotiating the right to take a turn, Interruptions, Accepting a turn, Completing or adding, Holding & Continuance, Relinquishing turn, Family etiquette and Overlapping” as follows:

4.2.1 Giving Turns

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Giving turns). Table (4-1) shows the results.

Table 4-1 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTFCs and OSC When Applying Turn-Taking Acts (Giving Turns)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
FTFCs	74	10	7.400
<i>Online synchronous chat</i>	30	10	3.000

Table (4-1) shows that FTFCs frequencies (74), number of participants (10), and mean of frequencies per each participant (7.400) while OSC frequencies (30), number of participants (10), and mean of frequencies per each participant (3.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-2) shows the results.

Table 4-2 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Giving Turns)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Giving turns</i>	<i>FTF</i>	74	10	7.400	9.216	0.000*
	<i>Online</i>	30	10	3.000		

- Significant at ($\alpha \leq 0.05$).

Table (4-2) shows that there is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Giving turns) in favor of FTFCs.

4.2.2 Getting Turns

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Getting turns). Table (4-3) shows the results.

Table 4-3 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Getting Turns)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>236</i>	<i>22</i>	<i>10.727</i>
<i>Online synchronous chat</i>	<i>127</i>	<i>18</i>	<i>7.056</i>

Table (4-3) shows that FTFCs frequencies (236), number of participants (22), and mean of frequencies per each participant (10.727) while OSC frequencies (127), number of participants (18), and mean of frequencies per each participant (7.056). To test the differences between the means per participant percentage, Z-test was used. Table (4-4) shows the results.

Table 4-4 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to The Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Getting Turns)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Getting turns</i>	<i>FTF</i>	<i>236</i>	<i>22</i>	<i>10.727</i>	<i>1.216</i>	<i>0.218</i>
	<i>Online</i>	<i>127</i>	<i>18</i>	<i>7.056</i>		

Table (4-4) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Getting turns).

4.2.3 Negotiating the Right to Take a Turns

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Negotiating the right to take a turn). Table (4-5) shows the results.

Table 4-5 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Negotiating the Right to Take a Turn)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>2</i>	<i>2</i>	<i>1.000</i>
<i>Online synchronous chat</i>	<i>0</i>	<i>0</i>	<i>0.000</i>

Table (4-5) shows that FTFCs frequencies (2), number of participants (2), and mean of frequencies per each participant (1.000) while OSC frequencies (0), number of participants (0), and mean of frequencies per each participant (0.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-6) shows the results.

Table 4-6 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to The Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Negotiating the Right to Take a Turn)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Negotiating the right to take a turn</i>	<i>FTF</i>	<i>2</i>	<i>2</i>	<i>1.000</i>	<i>0.508</i>	<i>0.671</i>
	<i>Online</i>	<i>0</i>	<i>0</i>	<i>0.000</i>		

Table (4-6) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Negotiating the right to take a turn).

4.2.4 Interruptions

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Interruptions). Table (4-7) shows the results.

Table 4-7 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Interruptions)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	113	15	7.533
<i>Online synchronous chat</i>	0	0	0.000

Table (4-7) shows that FTFCs frequencies (113), number of participants (15), and mean of frequencies per each participant (7.533) while OSC frequencies (0), number of participants (0), and mean of frequencies per each participant (0.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-8) shows the results.

Table 4-8 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to The Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Interruptions)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Interruptions</i>	<i>FTF</i>	113	15	7.533	12.551	0.000*
	<i>Online</i>	0	0	0.000		

- Significant at ($\alpha \leq 0.05$)

Table (4-8) shows that there is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Interruptions) in favor of FTFC.

4.2.5 Accepting a Turn

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Accepting a turn). Table (4-9) shows the results.

Table 4-9 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Accepting a Turn)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>71</i>	<i>13</i>	<i>5.462</i>
<i>Online synchronous chat</i>	<i>23</i>	<i>11</i>	<i>2.091</i>

Table (4-9) shows that FTFCs frequencies (71), number of participants (13), and mean of frequencies per each participant (5.462) while OSC frequencies (23), number of participants (11), and mean of frequencies per each participant (2.091). To test the differences between the means per participant percentage, Z-test was used. Table (4-10) shows the results.

Table 4-10 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Accepting a Turn)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Accepting a turn</i>	<i>FTF</i>	<i>71</i>	<i>13</i>	<i>5.462</i>	<i>4.215</i>	<i>0.012*</i>
	<i>Online</i>	<i>23</i>	<i>11</i>	<i>2.091</i>		

- Significant at ($\alpha \leq 0.05$).

Table (4-10) shows that there is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Accepting a turn) in favor of FTFCs.

4.2.6 Completing or Adding

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Completing or adding). Table (4-11) shows the results.

Table 4-11 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC When Applying Turn-Taking Acts (Completing or Adding)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>121</i>	<i>16</i>	<i>7.563</i>
<i>Online synchronous chat</i>	<i>7</i>	<i>6</i>	<i>1.167</i>

Table (4-11) shows that FTFCs frequencies (121), number of participants (16), and mean of frequencies per each participant (7.563) while OSC frequencies (7), number of participants (6), and mean of frequencies per each participant (1.167). To test the differences between the means per participant percentage, Z-test was used. Table (4-12) shows the results.

Table 4-12 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to The Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Completing or Adding)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z-Value</i>	<i>Sig.</i>
<i>Completing or adding</i>	<i>FTF</i>	<i>121</i>	<i>16</i>	<i>7.563</i>	<i>8.155</i>	<i>0.000*</i>
	<i>Online</i>	<i>7</i>	<i>6</i>	<i>1.167</i>		

- Significant at ($\alpha \leq 0.05$)

Table (4-12) shows that there is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Completing or adding) in favor of FTFCs.

4.2.7 Holding and Continuance

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Holding & Continuance). Table (4-13) shows the results.

Table 4-13 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Holding & Continuance)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>50</i>	<i>7</i>	<i>7.143</i>
<i>Online synchronous chat</i>	<i>6</i>	<i>3</i>	<i>2.000</i>

Table (4-13) shows that FTFCs frequencies (50), number of participants (7), and mean of frequencies per each participant (7.143) while OSC frequencies (6), number of participants (3), and mean of frequencies per each participant (2.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-14) shows the results.

Table 4-14 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Holding & Continuance)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z-Value</i>	<i>Sig.</i>
<i>Holding & Continuance</i>	<i>FTF</i>	<i>50</i>	<i>7</i>	<i>7.143</i>	<i>9.005</i>	<i>0.000*</i>
	<i>Online</i>	<i>6</i>	<i>3</i>	<i>2.000</i>		

- Significant at ($\alpha \leq 0.05$)

Table (4-14) shows that there is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Holding & Continuance) in favor of FTFCs.

4.2.8 Relinquishing Turn

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Relinquishing turn). Table (4-15) shows the results.

Table 4-15 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Relinquishing Turn)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>20</i>	<i>7</i>	<i>2.857</i>
<i>Online synchronous chat</i>	<i>2</i>	<i>2</i>	<i>1.000</i>

Table (4-15) shows that FTFCs frequencies (20), number of participants (7), and mean of frequencies per each participant (2.857) while OSC frequencies (2), number of participants (2), and mean of frequencies per each participant (1.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-16) shows the results.

Table 4-16 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Relinquishing Turn)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z-Value</i>	<i>Sig.</i>
<i>Relinquishing turn</i>	<i>FTF</i>	<i>20</i>	<i>7</i>	<i>2.857</i>	<i>0.624</i>	<i>0.618</i>
	<i>Online</i>	<i>2</i>	<i>2</i>	<i>1.000</i>		

Table (4-16) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Relinquishing turn).

4.2.9 Family Etiquette

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Family etiquette). Table (4-17) shows the results.

Table 4-17 : Frequencies, Means Per Participant Percentage Means of EFL Participants on The FTF and OSC Conversations When Applying Turn-Taking Acts (Family Etiquette)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>11</i>	<i>7</i>	<i>1.571</i>
<i>Online synchronous chat</i>	<i>0</i>	<i>0</i>	<i>0.000</i>

Table (4-17) shows that FTFCs frequencies (11), number of participants (7), and mean of frequencies per each participant (1.571) while OSC frequencies (0), number of participants (0), and mean of frequencies per each participant (0.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-18) shows the results.

Table 4-18 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Family Etiquette)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z-Value</i>	<i>Sig.</i>
<i>Family etiquette</i>	<i>FTF</i>	<i>11</i>	<i>7</i>	<i>1.571</i>	<i>0.492</i>	<i>0.698</i>
	<i>Online</i>	<i>0</i>	<i>0</i>	<i>0.000</i>		

Table (4-18) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Family etiquette).

4.2.10 Overlapping

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts (Overlapping). Table (4-19) shows the results.

Table 4-19 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts (Overlapping)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>93</i>	<i>10</i>	<i>9.300</i>
<i>Online synchronous chat</i>	<i>17</i>	<i>10</i>	<i>1.700</i>

Table (4-19) shows that FTFCs frequencies (93), number of participants (10), and mean of frequencies per each participant (9.300) while OSC frequencies (17), number of participants (10), and mean of frequencies per each participant (1.700). To test the differences between the means per participant percentage, Z-test was used. Table (4-20) shows the results.

Table 4-20 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Turn-Taking Acts (Overlapping)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Overlapping</i>	<i>FTF</i>	<i>93</i>	<i>10</i>	<i>9.300</i>	<i>10.511</i>	<i>0.000*</i>
	<i>Online</i>	<i>17</i>	<i>10</i>	<i>1.700</i>		

- Significant at ($\alpha \leq 0.05$)

Table (4-20) shows that there is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Overlapping) in favor of FTFCs.

To answer the question, frequencies, means per participant percentage of EFL participants on the FTFCs and OSC were computed when applying turn-taking acts as a whole were used. Table (4-21) shows the results.

Table 4-21 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Turn-Taking Acts as a Whole

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Overlapping</i>	<i>FTF</i>	791	109	60.556	15.669	0.000*
	<i>Online</i>	212	60	18.013		

- Significant at ($\alpha \leq 0.05$)

Table (4-21) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying turn-taking as a whole in favor of FTFCs.

4.3 The Second Question Results

- **Are there any significant differences at ($\alpha \leq 0.05$) between the participants of OSC and FTFCs when applying repair acts?**

To answer this question, descriptive statistics (frequencies, means per participants) of EFL participants on the FTFCs and OSC were computed according to the type of communication (FTFCs and OSC) when applying repair acts (Self-Repairing, Appealing for assistance, Echoing & Repetition, Ignore, Accept the repair, Negation and Expansion) as follows:

4.3.1 Self-Repairing

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying repair acts (Self-Repairing). Table (4-22) shows the results.

Table 4-22 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Self-Repairing)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. Participant Percentage</i>
<i>FTFCs</i>	22	9	2.444
<i>Online synchronous chat</i>	2	2	1.000

Table (4-22) shows that FTFCs frequencies (22), number of participants (9), and mean of frequencies per each participant (2.444) while OSC frequencies (2), number of participants (2), and mean of frequencies per each participant (1.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-23) shows the results.

Table 4-23 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Self-Repairing)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Self-Repairing</i>	<i>FTF</i>	22	9	2.444	0.443	0.739
	<i>Online</i>	2	2	1.000		

Table (4-23) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Self-Repairing).

4.3.2 Appealing for Assistance

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying repair acts (Appealing for assistance). Table (4-24) shows the results.

Table 4-24 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Appealing for Assistance)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	13	7	1.857
<i>Online synchronous chat</i>	0	0	0.000

Table (4-24) shows that FTFCs frequencies (13), number of participants (7), and mean of frequencies per each participant (1.857) while

OSC frequencies (0), number of participants (0), and mean of frequencies per each participant (0.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-25) shows the results.

Table 4-25 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Appealing for Assistance)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Appealing for assistance</i>	<i>FTF</i>	<i>13</i>	<i>7</i>	<i>1.857</i>	<i>0.529</i>	<i>0.65</i>
	<i>Online</i>	<i>0</i>	<i>0</i>	<i>0.000</i>		

Table (4-25) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Appealing for assistance).

4.3.3 Echoing & Repetition

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying repair acts (Echoing & Repetition). Table (4-26) shows the results.

Table 4-26 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Echoing & Repetition)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	<i>23</i>	<i>10</i>	<i>2.300</i>
<i>Online synchronous chat</i>	<i>1</i>	<i>1</i>	<i>1.000</i>

Table (4-26) shows that FTFCs frequencies (23), number of participants (10), and mean of frequencies per each participant (2.300) while OSC frequencies (1), number of participants (1), and mean of frequencies per each participant (1.000). To test the differences between the

means per participant percentage, Z-test was used. Table (4-27) shows the results.

Table 4-27 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Echoing & Repetition)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Echoing & Repetition</i>	<i>FTF</i>	23	10	2.300	0.633	0.60
	<i>Online</i>	1	1	1.000		5

Table (4-27) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Echoing & Repetition).

4.3.4 Ignore

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying repair acts (Ignore). Table (4-28) shows the results.

Table 4-28 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Ignore)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	53	13	4.077
<i>Online synchronous chat</i>	23	11	2.091

Table (4-28) shows that FTFCs frequencies (53), number of participants (13), and mean of frequencies per each participant (4.077) while OSC frequencies (23), number of participants (11), and mean of frequencies per each participant (2.091). To test the differences between the

means per participant percentage, Z-test was used. Table (4-29) shows the results.

Table 4-29 : Means Per Participant Percentage, Z-Test Results for The Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Ignore)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Ignore</i>	<i>FTF</i>	53	13	4.077	0.530	0.652
	<i>Online</i>	23	11	2.091		

Table (4-29) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Ignore).

4.3.5 Accept the Repair

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying repair acts (Accept the repair). Table (4-30) shows the results.

Table 4-30 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Accept the Repair)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	2	2	1.000
<i>Online synchronous chat</i>	0	0	0.000

Table (4-30) shows that FTFCs frequencies (2), number of participants (2), and mean of frequencies per each participant (1.000) while OSC frequencies (0), number of participants (0), and mean of frequencies per each participant (0.000). To test the differences between the means per participant percentage, Z-test was used. Table (4-31) shows the results.

Table 4-31 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Accept the Repair)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z-Value</i>	<i>Sig.</i>
<i>Accept the repair</i>	<i>FTF</i>	2	2	1.000	0.505	0.673
	<i>Online</i>	0	0	0.000		

Table (4-31) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Accept the repair).

4.3.6 Negation

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying repair acts (Negation). Table (4-32) shows the results.

Table 4-32 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Negation)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	9	7	1.286
<i>Online synchronous chat</i>	9	7	1.286

Table (4-32) shows that FTFCs frequencies (9), number of participants (7), and mean of frequencies per each participant (1.286) while OSC frequencies (9), number of participants (7), and mean of frequencies per each participant (1.286). To test the differences between the means per participant percentage, Z-test was used. Table (4-33) shows the results.

Table 4-33 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Negation)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z-Value</i>	<i>Sig.</i>
<i>Negation</i>	<i>FTF</i>	9	7	1.286	0.009	0.994
	<i>Online</i>	9	7	1.286		

Table (4-33) shows that there is no statistically significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Negation).

4.3.7 Expansion

Descriptive statistics (frequencies, means per participant percentage) of EFL participants on the FTFCs and OSC were computed when applying repair acts (Expansion). Table (4-34) shows the results.

Table 4-34 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts (Expansion)

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>
<i>FTFCs</i>	106	16	6.625
<i>Online synchronous chat</i>	7	6	1.167

Table (4-34) shows that FTFCs frequencies (106), number of participants (16), and mean of frequencies per each participant (6.625) while OSC frequencies (7), number of participants (6), and mean of frequencies per each participant (1.167). To test the differences between the means per participant percentage, Z-test was used. Table (4-35) shows the results.

Table 4-35 : Means Per Participant Percentage, Z-Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Repair Acts (Expansion)

<i>Domain</i>	<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>Expansion</i>	<i>FTF</i>	106	16	6.625	6.881	0.000*
	<i>Online</i>	7	6	1.167		

- Significant at ($\alpha \leq 0.05$)

Table (4-35) shows that there is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Expansion) in favor of FTFCs.

To answer the question, frequencies, means per participant percentage of EFL participants on the FTFCs and OSC were computed when applying repair acts as a whole were used. Table (4-36) shows the results.

Table 4-36 : Frequencies, Means Per Participant Percentage Means of EFL Participants on the FTF and OSC Conversations When Applying Repair Acts as a Whole

<i>Type</i>	<i>Freq.</i>	<i>No. of Participants</i>	<i>Freq. / Participant Percentage</i>	<i>Z - Value</i>	<i>Sig.</i>
<i>FTF</i>	228	64	19.589	6.334	0.000*
<i>Online</i>	42	27	6.543		

- Significant at ($\alpha \leq 0.05$)

Table (4-36) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying repair as a whole in favor of FTFCs.

4.4 The Third Question Results

- Are there any significant differences at ($\alpha \leq 0.05$) between the OSC and the FTFCs of EFL when applying Grice's maxims?

for answering the question, descriptive statistics (frequencies, percentages means and standard deviations) of EFL participants on the FTFCs and OSC were computed according to the type of communication (FTFCs and OSC) when applying Grice’s maxims “Quantity, Quality, Relevance and Manner” as follows:

4.4.1 According to Quantity

4.4.1.1 Face to Face Conversations

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the FTFCs were computed when applying Grice’s maxims (Quantity). Table (4-37) shows the results.

Table 4-37 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs When Applying Grice’s Maxim of Quantity

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>There is so much or so little information that the purpose of the conversation is not understood.</i>	2	5.88%		
3	<i>There is too much or too little information, such that the purpose of the conversation is occasionally obscured.</i>	3	8.82%		
5	<i>There is slightly too much or too little information; however, the purpose of the conversation is still reasonably clear.</i>	19	55.88%	5.18	1.585
7	<i>The amount of information is sufficient to clearly establish the purpose of the conversation.</i>	10	29.41%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-37) shows that weight (5) says: “There is slightly too much or too little information; however, the purpose of the conversation is still reasonably clear” ranked firstly with frequency (19), and percentage (55.88%). Weight (7) says: “The amount of information is sufficient to clearly establish the purpose of the conversation” ranked secondly with frequency (10), and percentage (29.41%). While weight (1) says: “There is so much or so little information that the purpose of the conversation is not understood” ranked finally with frequency (2), and percentage (5.88%). The mean of the total of EFL participants on the FTFCs when applying Grice’s maxim of quantity was (5.18), and standard deviation (1.585).

The frequencies of the EFL participants on the FTFCs when applying Grice’s maxim of quantity were illustrated in figure No. (4-1).

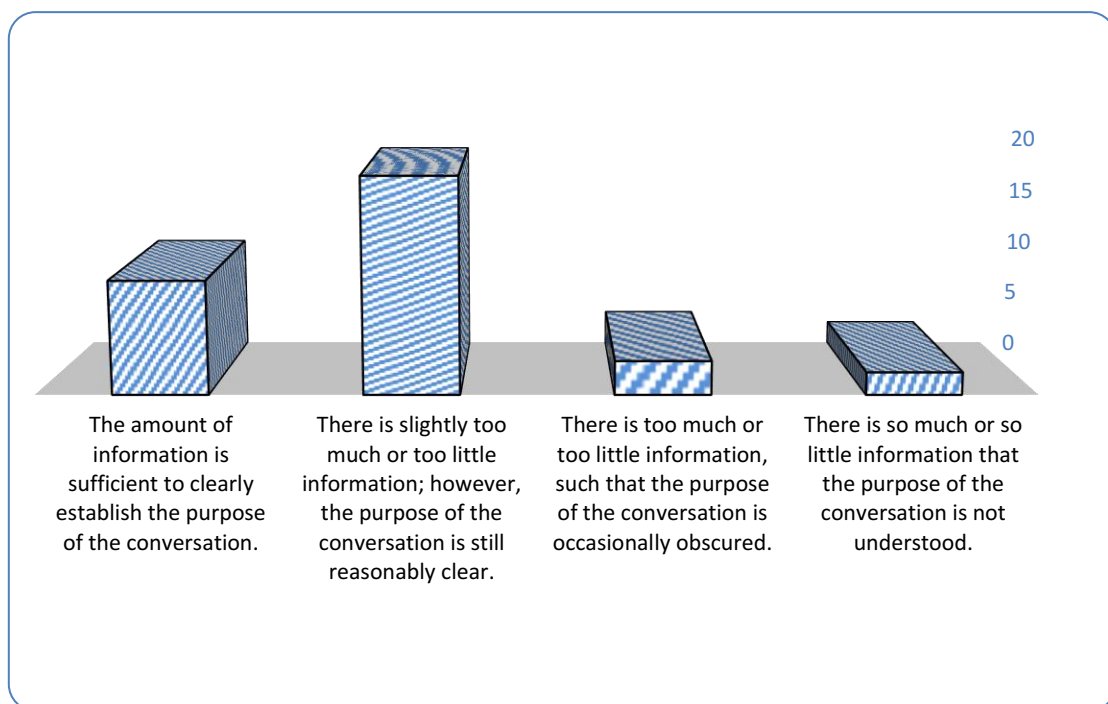


Figure 4-1 : Frequencies of the EFL Participants on the FTFCs When Applying Grice’s Maxim of Quantity

4.4.1.2 Online Synchronous Chat

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the OSC were computed when applying Grice’s maxim of quantity. Table (4-38) shows the results.

Table 4-38 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC When Applying Grice’s Maxim of Quantity

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>There is so much or so little information that the purpose of the conversation is not understood.</i>	11	32.35%		
3	<i>There is too much or too little information, such that the purpose of the conversation is occasionally obscured.</i>	6	17.65%		
5	<i>There is slightly too much or too little information; however, the purpose of the conversation is still reasonably clear.</i>	15	44.12%	3.47	1.973
7	<i>The amount of information is sufficient to clearly establish the purpose of the conversation.</i>	2	5.88%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-38) shows that weight (5) says: “There is slightly too much or too little information; however, the purpose of the conversation is still reasonably clear” ranked firstly with frequency (15), and percentage (44.12%). Weight (1) says: “There is so much or so little information that the purpose of the conversation is not understood” ranked secondly with frequency (11), and percentage (32.35%). While weight (7) says: “The amount of information is sufficient to clearly establish the purpose of the conversation” ranked finally with frequency (2), and percentage (5.88%). The mean of the total of EFL participants on the OSC when applying Grice’s maxim of quantity was (3.47), and standard deviation (1.973).

The frequencies of the EFL participants on the OSC when applying Grice's maxim of quantity were illustrated in figure No. (4-2).

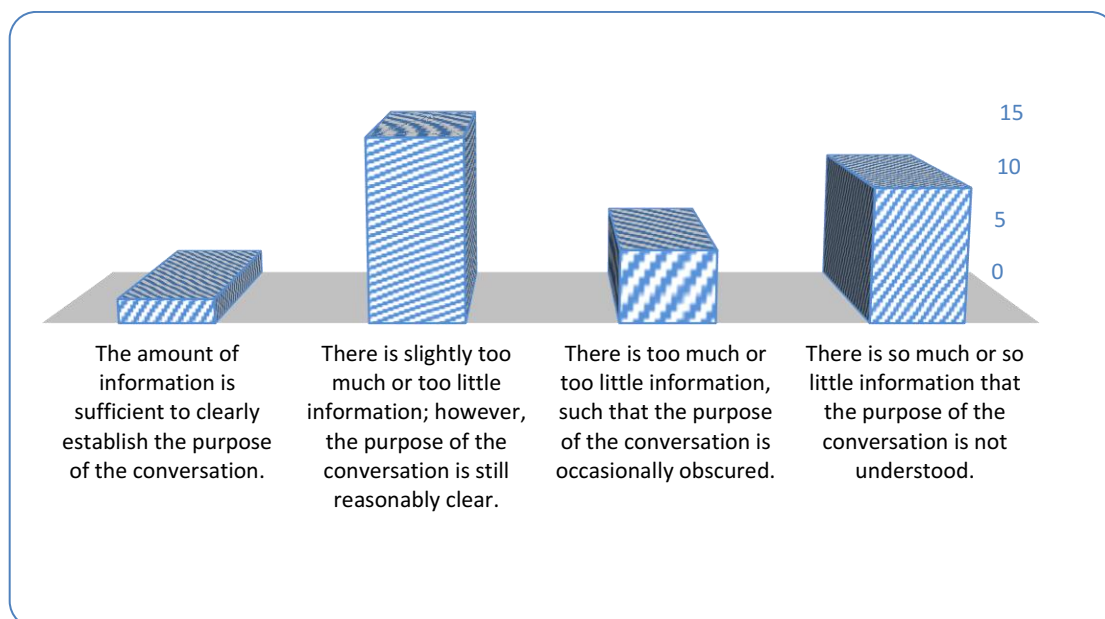


Figure 4-2 : Frequencies of the EFL Participants on the OSC When Applying Grice's Maxim of Quantity

Table (4-38) and Figure no. (4-2) show that there are observed differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxim of quantity. To test the significance of these differences, independent samples (t) test was used. Table (4-39) shows the results.

Table 4-39 : Independent Samples (T) Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice's Maxim of Quantity

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>Quantity</i>	<i>FTF</i>	34	5.18	1.585	66	3.930	0.001*
	<i>Online</i>	34	3.47	1.973			

- Significant at ($\alpha \leq 0.05$)

Table (4-39) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxim of quantity in favor of FTFCs.

4.4.2 According to Quality

4.4.2.1 Face to Face Conversations:

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the FTFCs were computed when applying Grice’s maxim of quality. Table (4-40) shows the results.

Table 4-40 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs When Applying Grice’s Maxim of Quality

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>(a) The main idea in the conversation is a re-statement of prior interactions and no new contribution is present; or (b) Inaccurate evidence or examples are provided.</i>	4	11.76%		
3	<i>(a) The conversation is representative of the student's opinions, yet evidence or examples are not provided to support claims. or (b) The conversation is largely a re-statement of prior interactions but incorporates a minor new contribution.</i>	8	23.53%		
				4.35	1.756
5	<i>(a) The conversation is a new contribution that reflects the student's opinions; however, evidence / examples are not provided to support claims. or (b) The conversation reflects the student's opinions and accurate evidence or examples are provided.</i>	17	50.00%		
7	<i>The conversation is a new contribution (e.g., novelty, originality), reflective of the student's opinions, and is supported by accurate evidence or examples.</i>	5	14.71%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-40) shows that weight (5) says: “(a) The conversation is a new contribution that reflects the student's opinions; however, evidence / examples are not provided to support claims, or (b) The conversation

reflects the student's opinions and accurate evidence or examples are provided” ranked firstly with frequency (17), and percentage (50.00%). Weight (3) says: “(a) The conversation is representative of the student's opinions, yet evidence or examples are not provided to support claims. or (b) The conversation is largely a re-statement of prior interactions but incorporates a minor new contribution” ranked secondly with frequency (8), and percentage (23.53%) while weight (1) says: “(a) The main idea in the conversation is a re-statement of prior interactions and no new contribution is present; or (b) Inaccurate evidence or examples are provided” ranked finally with frequency (4), and percentage (11.76%). The mean of the total of EFL participants on the FTFCs when applying Grice’s maxim of quality was (4.35), and standard deviation (1.756).

The frequencies of the EFL participants on the FTFCs when applying Grice’s maxim of quality were illustrated in figure no. (4-3).

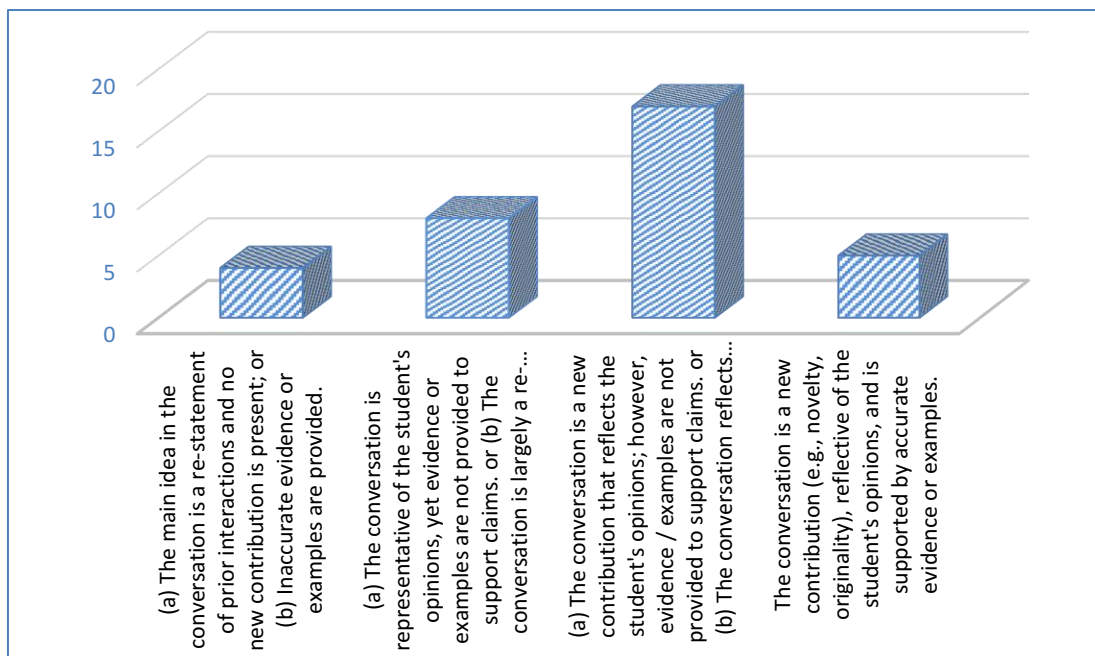


Figure 4-3 : Frequencies of the EFL Participants on the FTFCs When Applying Grice’s Maxim of Quality

4.4.2.2 Online Synchronous Chat

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the OSC were computed when applying Grice’s maxim of quality. Table (4-41) shows the results.

Table 4-41 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC When Applying Grice’s Maxim of Quality

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>(a) The main idea in the conversation is a re-statement of prior interactions and no new contribution is present; or (b) Inaccurate evidence or examples are provided.</i>	14	41.18%		
3	<i>(a) The conversation is representative of the student's opinions, yet evidence or examples are not provided to support claims. or (b) The conversation is largely a re-statement of prior interactions but incorporates a minor new contribution.</i>	12	35.29%		
				2.65	1.593
5	<i>(a) The conversation is a new contribution that reflects the student's opinions; however, evidence / examples are not provided to support claims, or (b) The conversation reflects the student's opinions and accurate evidence or examples are provided.</i>	8	23.53%		
7	<i>The conversation is a new contribution (e.g., novelty, originality), reflective of the student's opinions, and is supported by accurate evidence or examples.</i>	0	0.00%		
	<i>Total of acts</i>	34	100,00%		

- Out of (7).

Table (4-41) shows that weight (1) says: “(a) The main idea in the conversation is a re-statement of prior interactions and no new contribution is present; or (b) Inaccurate evidence or examples are provided” ranked firstly with frequency (14), and percentage (41.18%). Weight (3) says: “(a) The conversation is representative of the student's

opinions, yet evidence or examples are not provided to support claims. or (b) The conversation is largely a re-statement of prior interactions but incorporates a minor new contribution” ranked secondly with frequency (12), and percentage (35.29%). While weight (7) says: “The conversation is a new contribution (e.g., novelty, originality), reflective of the student's opinions, and is supported by accurate evidence or examples” ranked finally with frequency (0), and percentage (0.00%). The mean of the total of EFL participants on the OSC when applying Grice’s maxim of quality was (2.65), and standard deviation (1.593).

The frequencies of the EFL participants on the OSC when applying Grice’s maxim of quality were illustrated in figure No. (4-4).

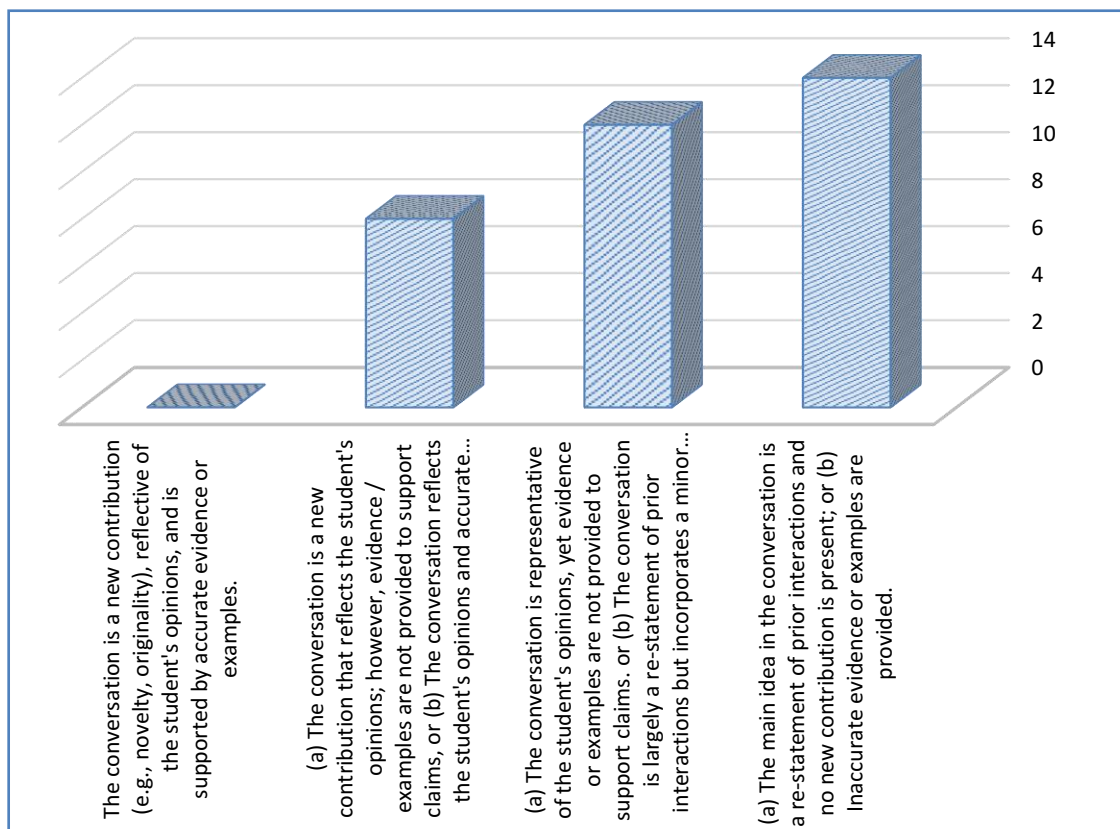


Figure 4-4 : Frequencies of the EFL Participants on the OSC When Applying Grice’s Maxim of Quality

Tables (4-40, 4-41) and Figures no. (4-3, 4-4) show that there are observed differences between EFL participants according to the type of

communication (FTFCs and OSC) when applying Grice’s maxim of quality. To test the significance of these differences, independent samples (t) test was used. Table (4-42) shows the results.

Table 4-42 : Independent Samples (T) Test Results for the Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice’s Maxim of Quality

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>Quality</i>	<i>FTF</i>	34	4.35	1.756	66	4.195	0.000*
	<i>Online</i>	34	2.65	1.593			

- Significant at ($\alpha \leq 0.05$)

Table (4-42) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice’s maxim of quality in favor of FTFCs.

4.4.3 According to Relevance

4.4.3.1 Face to Face Conversations:

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the FTFCs were computed when applying Grice’s maxim of relevance. Table (4-43) shows the results.

Table 4-43 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs When Applying Grice’s Maxim of Relevance

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>The interaction is irrelevant to both the conversation topic and previous interaction.</i>	2	5.88%		
3	<i>The interaction is on the same topic as any of the previous interaction, but not the conversation topic.</i>	0	0.00%		
5	<i>The interaction is on the same topic as the conversation topic, but not the previous interaction.</i>	12	35.29%	5.94	1.575
7	<i>The interaction is on the same topic as both the conversation topic and the previous interaction.</i>	20	58.82%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-43) shows that weight (7) says: “The interaction is on the same topic as both the conversation topic and the previous interaction” ranked firstly with frequency (20), and percentage (58.82%). Weight (5) says: “The interaction is on the same topic as the conversation topic, but not the previous interaction” ranked secondly with frequency (12), and percentage (35.29%). While weight (3) says: “The interaction is on the same topic as any of the previous interaction, but not the conversation topic” ranked finally with frequency (0), and percentage (0.00%). The mean of the total of EFL participants on the FTFCs when applying Grice’s maxim of relevance was (5.94), and standard deviation (1.575).

The frequencies of the EFL participants on the FTFCs when applying Grice’s maxim of relevance were illustrated in figure No. (4-5).

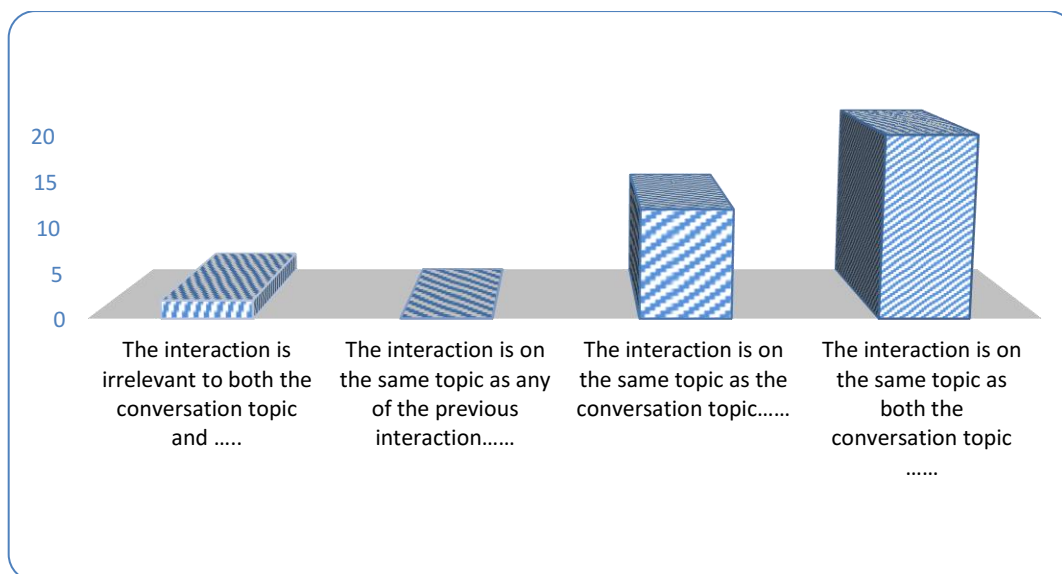


Figure 4-5 : Frequencies of the EFL Participants on the FTFCs When Applying Grice’s Maxim of Relevance

4.4.3.2 Online Synchronous Chat

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the OSC were computed when applying Grice’s maxim of relevance. Table (4-44) shows the results.

Table 4-44 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC When Applying Grice’s Maxim of Relevance

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>The interaction is irrelevant to both the conversation topic and previous interaction.</i>	11	32.35%		
3	<i>The interaction is on the same topic as any of the previous interaction, but not the conversation topic.</i>	5	14.71%		
5	<i>The interaction is on the same topic as the conversation topic, but not the previous interaction.</i>	13	38.24%	3.71	2.195
7	<i>The interaction is on the same topic as both the conversation topic and the previous interaction.</i>	5	14.71%		
	<i>Total of acts</i>	34	100,00%		

- Out of (7).

Table (4-44) shows that weight (5) says: “The interaction is on the same topic as the conversation topic, but not the previous interaction” ranked firstly with frequency (13), and percentage (38.24%). Weight (1) says: “The interaction is irrelevant to both the conversation topic and previous interaction” ranked secondly with frequency (11), and percentage (32.35%). While weight (3 and 7) say: “The interaction is on the same topic as any of the previous interaction, but not the conversation topic" and "The interaction is on the same topic as both the conversation topic and the previous interaction” ranked finally with frequency (5), and percentage (14.71%). The mean of the total of EFL participants on the OSC when applying Grice’s maxim of relevance was (3.71), and standard deviation (2.195).

The frequencies of the EFL participants on the OSC when applying Grice’s maxim of relevance were illustrated in figure No. (4-6).

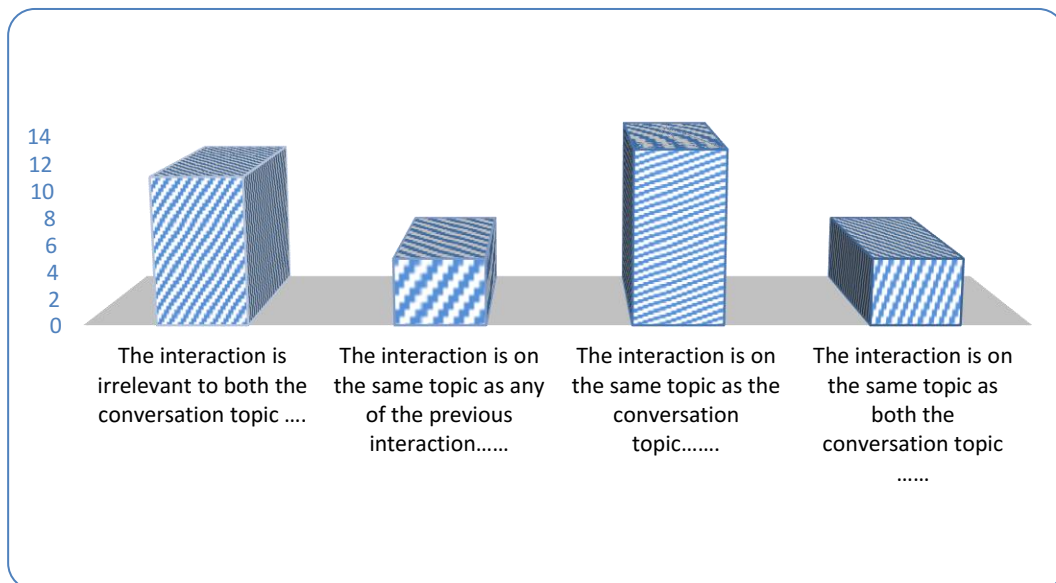


Figure 4-6 : Frequencies of the EFL Participants on the OSC When Applying Grice’s Maxim of Relevance

Tables (4-43, 4-44) and Figures no. (4-5, 4-6) show that there are observed differences between EFL participants according to the type of

communication (FTFCs and OSC) when applying Grice’s maxim of relevance. To test the significance of these differences, independent samples (t) test was used. Table (4-45) shows the results.

Table 4-45 : Independent Samples (T) Test Results for The Differences Between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice’s Maxim of Relevance

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>Relevance</i>	<i>FTF</i>	34	5.94	1.575	66	4.824	0.000*
	<i>Online</i>	34	3.71	2.195			

- Significant at ($\alpha \leq 0.05$)

Table (4-45) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice’s maxim of relevance in favor of FTFCs.

4.4.4 According to Manner

4.4.4.1 Face to Face Conversations

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the FTFCs were computed when applying Grice’s maxim of manner. Table (4-46) shows the results.

Table 4-46 : Frequencies, Percentages Means and Standard Deviations of EFL Participants On the FTFCs When Applying Grice’s Maxim of Manner

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>The conversation is poorly organized and/or it has serious errors in sentence structure or usage, thus the conversation is hard to understand.</i>	2	5.88%		
3	<i>The technical aspect of the conversation (e.g., organization, spelling, grammar) has several problems, such that the meaning is occasionally obscured.</i>	9	26.47%	4.41	1.438
5	<i>The conversation is adequately organized; if any errors are found, they are so minor that the meaning is still reasonably clear.</i>	20	58.82%		
7	<i>The conversation is logically organized and has no spelling, punctuation, or grammatical errors; meaning of the conversation is clearly presented.</i>	3	8.82%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-46) shows that weight (5) says: “The conversation is adequately organized; if any errors are found, they are so minor that the meaning is still reasonably clear” ranked firstly with frequency (20), and percentage (58.82%). Weight (3) says: “The technical aspect of the conversation (e.g., organization, spelling, grammar) has several problems, such that the meaning is occasionally obscured” ranked secondly with frequency (9), and percentage (26.47%). While weight (1) says: “The conversation is poorly organized and/or it has serious errors in sentence structure or usage, thus the conversation is hard to understand” ranked finally with frequency (2), and percentage (05.88%). The mean of the total of EFL participants on the FTFCs when applying Grice’s maxim of manner was (4.41), and standard deviation (1.438).

The frequencies of the EFL participants on the FTFCs when applying Grice’s maxim of manner were illustrated in figure No. (4-7).

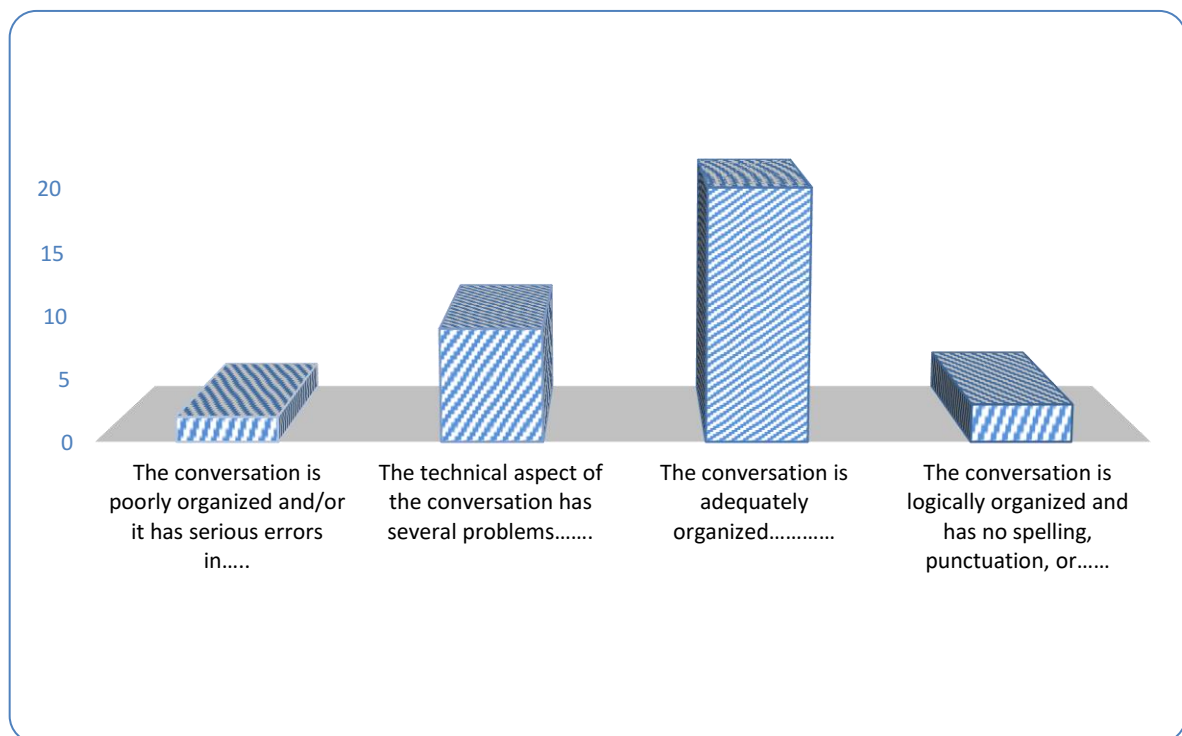


Figure 4-7 : Frequencies of the EFL Participants on the FTFCs When Applying Grice’s Maxim of Manner

4.4.4.2 Online Synchronous Chat

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the OSC were computed when applying Grice’s maxim of manner. Table (4-47) shows the results.

Table 4-47 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC When Applying Grice’s Maxim of Manner

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>The conversation is poorly organized and/or it has serious errors in sentence structure or usage, thus the conversation is hard to understand.</i>	13	38.24%		
3	<i>The technical aspect of the conversation (e.g., organization, spelling, grammar) has several problems, such that the meaning is occasionally obscured.</i>	13	38.24%		
5	<i>The conversation is adequately organized; if any errors are found, they are so minor that the meaning is still reasonably clear.</i>	9	26.47%	2.71	1.567
7	<i>The conversation is logically organized and has no spelling, punctuation, or grammatical errors; meaning of the conversation is clearly presented.</i>	0	0.00%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-47) shows that weights (1 and 3) say: “The conversation is poorly organized and/or it has serious errors in sentence structure or usage, thus the conversation is hard to understand” and “The technical aspect of the conversation (e.g., organization, spelling, grammar) has several problems, such that the meaning is occasionally obscured” ranked firstly with frequency (13), and percentage (38.24%). Weight (5) says: “The conversation is adequately organized; if any errors are found, they are so minor that the meaning is still reasonably clear” ranked secondly with frequency (9), and percentage (26.47%). While weight (7) says: “The conversation is logically organized and has no spelling, punctuation, or grammatical errors; meaning of the conversation is clearly presented” ranked finally with frequency (0), and percentage (0.00%). The mean of the total of EFL participants on the OSC when applying Grice’s maxim of manner was (2.71), and standard deviation (1.567).

The frequencies of the EFL participants on the OSC when applying Grice's maxim of manner were illustrated in figure No. (4-8).

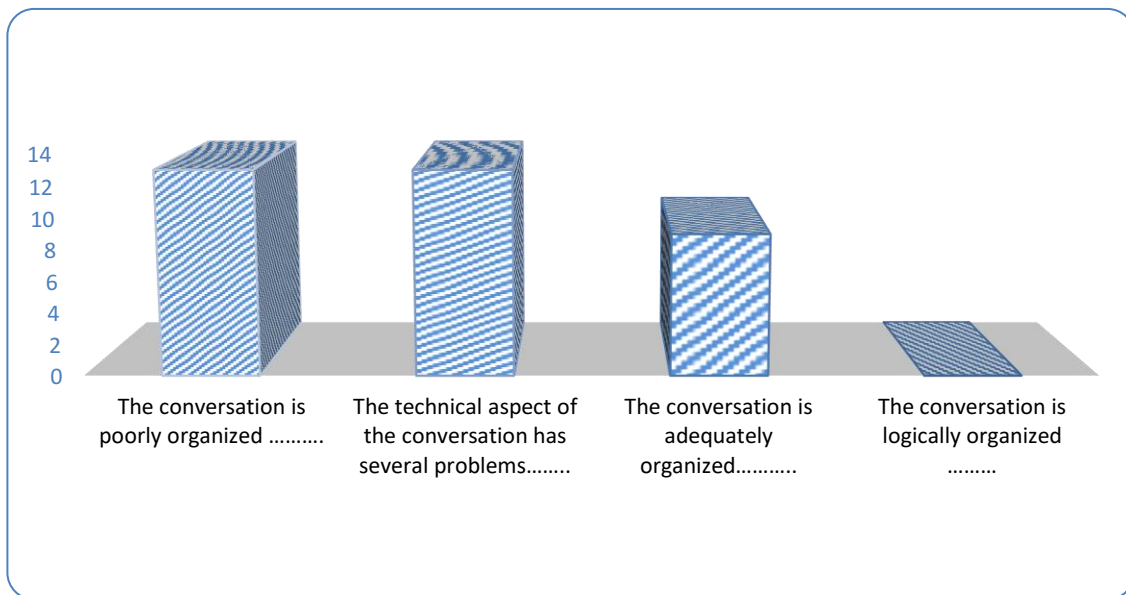


Figure 4-8 : Frequencies of the EFL Participants on the OSC When Applying Grice's Maxim of Manner

Tables (4-46, 4-47) and Figures no. (4-7, 4-8) show that there are observed differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxim of manner. To test the significance of these differences, independent samples (t) test was used. Table (4-48) shows the results.

Table 4-48 : Independent Samples (t) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice's Maxim of Manner

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>Quality</i>	<i>FTF</i>	34	4.41	1.438	66	4.667	0.000*
	<i>Online</i>	34	2.71	1.567			

- Significant at ($\alpha \leq 0.05$).

Table (4-48) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxim of manner in favor of FTFCs.

To answer the question, means, standard deviations and independent samples (t) test of EFL participants on the OSC were computed when applying Grice’s maxims as a whole were used. Table (4-49) shows the results.

Table 4-49 : Means, Standard Deviations and Independent Samples (t) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Grice’s Maxims as a Whole

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>Grice’s maxims as a whole</i>	<i>FTF</i>	34	4.97	1.234	66	7.624	0.000*
	<i>Online</i>	34	3.14	1.402			

- Significant at ($\alpha \leq 0.05$)

Table (4-49) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice’s maxims as a whole in favor of FTFCs.

4.5 The Fourth Question Results

- **Are there any significant differences at ($\alpha \leq 0.05$) between the OSC and the FTFCs of participants in linguistic performance?**

For answering the above question, descriptive statistics “frequencies, percentages, means and standard deviations” of EFL participants on the FTFCs and OSC were computed according to the type of communication (FTFCs and OSC) of participants in linguistic performance “Accuracy, Meaning and Fluency” as follows:

4.5.1 Accuracy

4.5.1.1 Face to Face Conversations

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the FTFCs were computed of

participants in linguistic performance (Accuracy). Table (4-50) shows the results.

Table 4-50 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs of Participants in Linguistic Performance (Accuracy)

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>Unclear syntactically act and phonologically and / or conveyed by the use of the first language (Arabic).</i>	2	5.88%		
3	<i>It appears with many syntactical and phonological errors.</i>	10	29.41%		
5	<i>It includes some phonological and / or syntactical errors.</i>	19	55.88%	4.35	1.454
7	<i>It's free from phonological and syntactical errors.</i>	3	8.82%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-50) shows that weight (5) says: “It includes some phonological and / or syntactical errors” ranked firstly with frequency (19), and percentage (55.88%). Weight (3) says: “It appears with many syntactical and phonological errors” ranked secondly with frequency (10), and percentage (29.41%). While weight (1) says: “Unclear syntactically act and phonologically and / or conveyed by the use of the first language (Arabic)” ranked finally with frequency (2), and percentage (5.88%). The mean of the total of EFL participants on the FTFCs of participants in linguistic performance (Accuracy) was (4.35), and standard deviation (1.454).

The frequencies of the EFL participants on the FTFCs of participants in linguistic performance (Accuracy) were illustrated in figure No. (4-9).

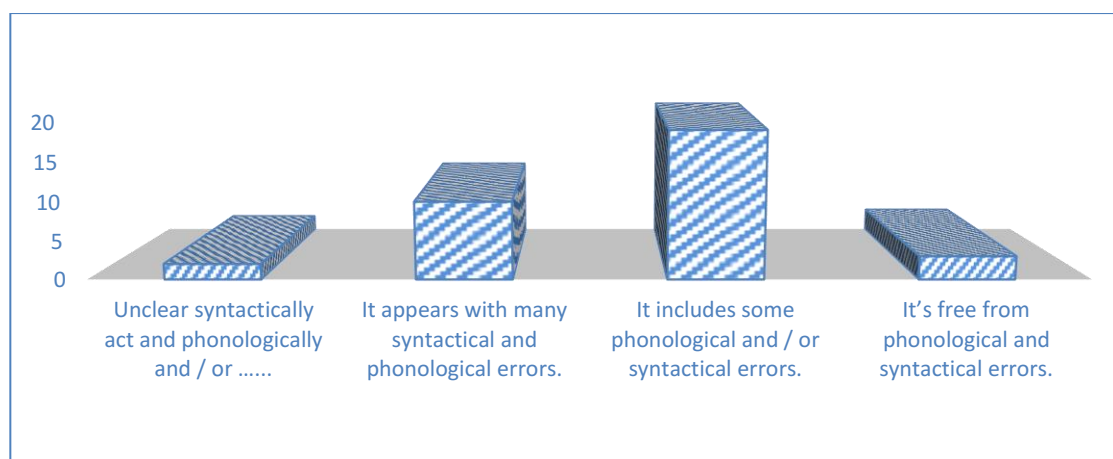


Figure 4-9 : Frequencies of the EFL Participants on the FTFCs of Participants in linguistic performance (Accuracy domain)

4.5.1.2 Online Synchronous Chat

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the OSC were computed of participants in linguistic performance (Accuracy). Table (4-51) shows the results.

Table 4-51 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC of Participants in Linguistic Performance (Accuracy)

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>Unclear syntactically act and phonologically and / or conveyed by the use of the first language (Arabic).</i>	11	32.35%		
3	<i>It appears with many syntactical and phonological errors.</i>	13	38.24%		
5	<i>It includes some phonological and / or syntactical errors.</i>	5	14.71%	3.24	2.075
7	<i>It's free from phonological and syntactical errors.</i>	5	14.71%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-51) shows that weight (3) says: “It appears with many syntactical and phonological errors” ranked firstly with frequency (13), and percentage (38.24%). Weight (1) says: “Unclear syntactically act and phonologically and / or conveyed by the use of the first language (Arabic)”

ranked secondly with frequency (11), and percentage (32.35%). While weights (5 and 7) say: “It includes some phonological and / or syntactical errors” and “It’s free from phonological and syntactical errors” ranked finally with frequency (5), and percentage (14.71%). The mean of the total of EFL participants on the OSC of participants in linguistic performance (Accuracy) was (3.24), and standard deviation (2.075).

The frequencies of the EFL participants on the OSC of participants in linguistic performance (Accuracy) were illustrated in figure No. (4-10).

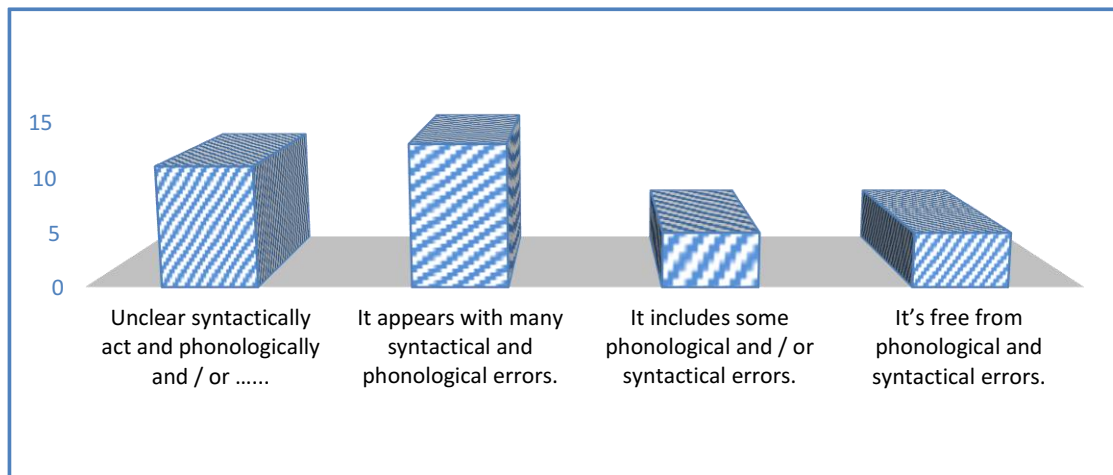


Figure 4-10 : Frequencies of the EFL Participants on the OSC of Participants in Linguistic Performance (Accuracy Domain)

Tables (4-50, 4-51) and Figures No (4-9, 4-10) show that there are observed differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Accuracy). To test the significance of these differences, independent samples (t) test was used. Table (4-52) shows the results.

Table 4-52 : Independent Samples (T) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) of Participants in Linguistic Performance (Accuracy)

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>Quantity</i>	<i>FTF</i>	34	4.35	1.454	66	2.572	0.012*
	<i>Online</i>	34	3.24	2.075			

- Significant at ($\alpha \leq 0.05$)

Table (4-52) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Accuracy) in favor of FTFCs.

4.5.2 Meaning

4.5.2.1 Face to Face Conversations

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the FTFCs were tackled of participants in linguistic performance (Meaning). Table (4-53) shows the results. (4.53).

Table 4-53 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs of Participants in Linguistic Performance (Meaning)

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>It shows unclear meaning and/or conveyed by use of the first language (Arabic).</i>	2	5.88%	5.00	1.206
3	<i>It shows least clarity regarding lexis and meaning.</i>	0	0.00%		
5	<i>It's with less clear lexis and meaning.</i>	28	82.35%		
7	<i>It exhibits intelligible lexis and meaning.</i>	4	11.76%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-53) shows that weight (5) says: “It’s with less clear lexis and meaning” ranked firstly with frequency (28), and percentage (82.35%). Weight (7) says: “It exhibits intelligible lexis and meaning” ranked

secondly with frequency (4), and percentage (11.76%). While weight (3) says: “It shows least clarity regarding lexis and meaning” ranked finally with frequency (0), and percentage (0.00%). The mean of the total of EFL participants on the FTFCs of participants in linguistic performance (Meaning) was (5.00), and standard deviation (1.206).

The frequencies of the EFL participants on the FTFCs of participants in linguistic performance (Meaning) were illustrated in figure No. (4-11).

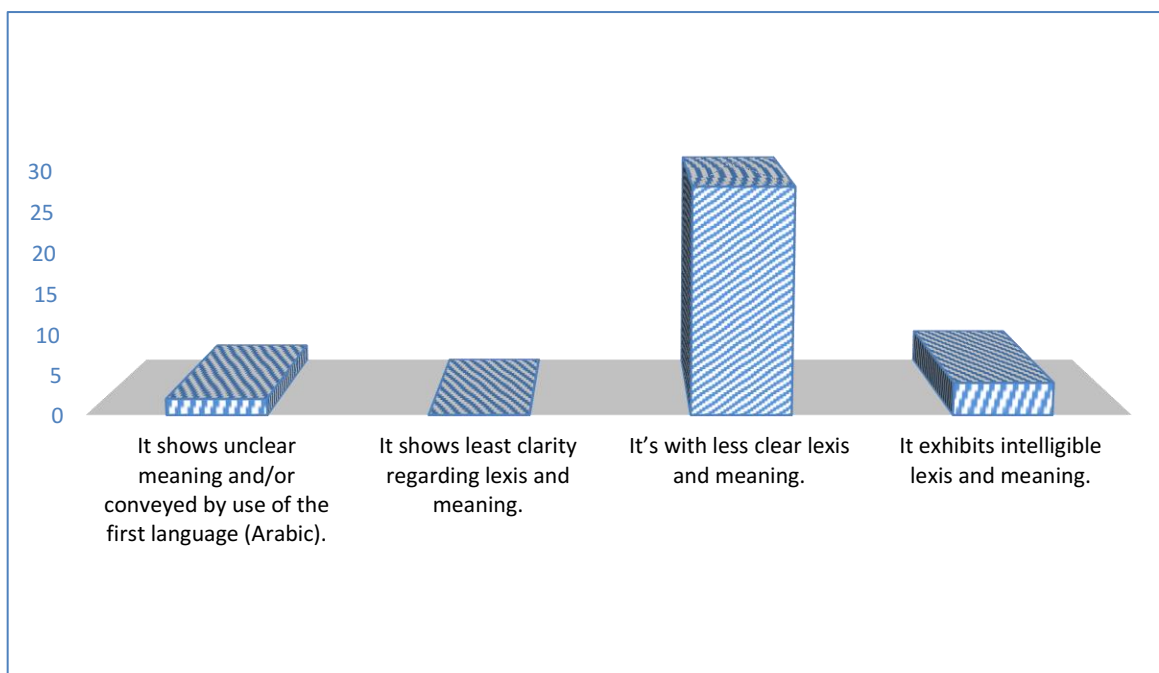


Figure 4-11 : Frequencies of the EFL Participants on the FTFCs of Participants in Linguistic Performance (Meaning Domain)

4.5.2.2 Online Synchronous Chat

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the OSC were computed of participants in linguistic performance (Meaning). Table (4-54) shows the results.

Table 4-54 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC of Participants in Linguistic Performance (Meaning)

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>It shows unclear meaning and/or conveyed by use of the first language (Arabic).</i>	11	32.35%	3.29	1.851
3	<i>It shows least clarity regarding lexis and meaning.</i>	8	23.53%		
5	<i>It's with less clear lexis and meaning.</i>	14	41.18%		
7	<i>It exhibits intelligible lexis and meaning.</i>	1	2.94%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-54) shows that weight (5) says: “It’s with less clear lexis and meaning” ranked firstly with frequency (14), and percentage (41.18%). Weight (1) says: “It shows unclear meaning and/or conveyed by use of the first language (Arabic)” ranked secondly with frequency (11), and percentage (32.35%). While weight (7) says: ‘It exhibits intelligible lexis and meaning’ ranked finally with frequency (1), and percentage (2.94%). The mean of the total of EFL participants on the OSC of participants in linguistic performance (Meaning) was (3.29), and standard deviation (1.851).

The frequencies of the EFL participants on the OSC of participants in linguistic performance (Meaning) were illustrated in figure No. (4-12).

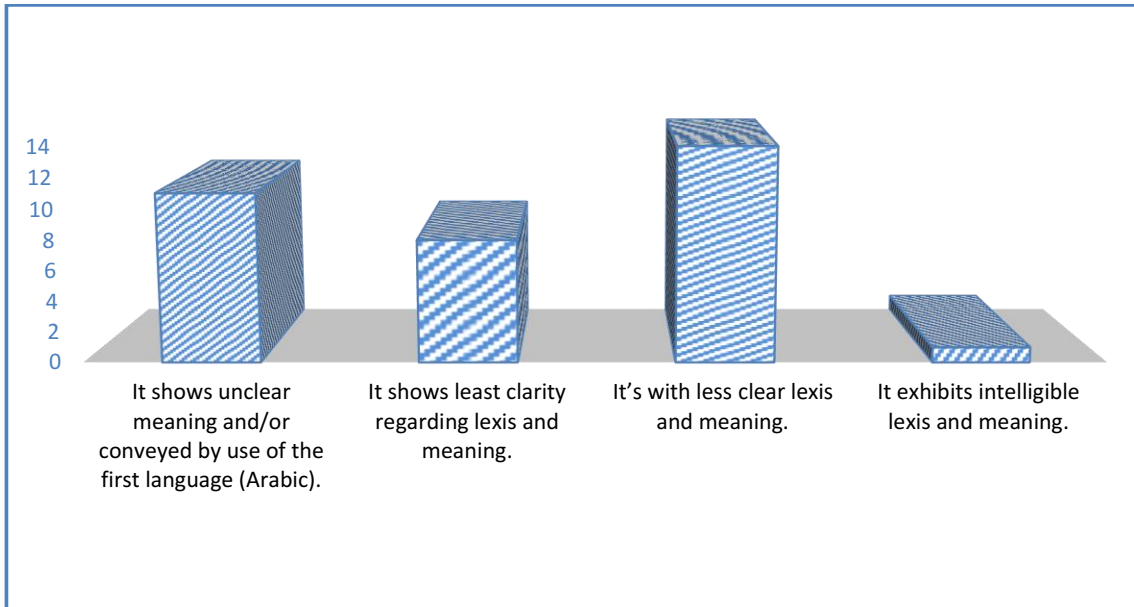


Figure 4-12 : Frequencies of the EFL Participants on the OSC of Participants in Linguistic Performance (Meaning Domain)

Tables (4-53, 4-54) and Figures No (4-11, 4-12) show that there are observed differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Meaning). To test the significance of these differences, independent samples (t) test was used. Table (4-55) shows the results.

Table 4-55 : Independent Samples (t) Test Results for the Differences between EFL Participants According to The Type of Communication (FTF & OSC Conversations) of Participants in Linguistic Performance (Meaning)

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>Quantity</i>	<i>FTF</i>	34	5.00	1.206	66	4.502	0.000*
	<i>Online</i>	34	3.29	1.851			

- Significant at ($\alpha \leq 0.05$)

Table (4-55) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Meaning) in favor of FTFCs.

4.5.3 Fluency

4.5.3.1 Face to Face Conversations

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the FTFCs were computed of participants in linguistic performance (Fluency). Table (4-56) shows the results.

Table 4-56 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on the FTFCs of Participants in Linguistic Performance (Fluency)

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>It's conveyed by use of the first language and/or breaks the talk.</i>	2	5.88%		
3	<i>It shows low level of smoothness (hardly typed and/or include hesitations and pauses that hinder the flow of the chat).</i>	9	26.47%		
5	<i>It exhibits less degree of smoothness and include some pauses and hesitations with about 60 words/min.</i>	23	67.65%	4.24	1.208
7	<i>It's exhibited with high degree of smoothness and speed (i.e., +80 words per min, no pauses, and no hesitations).</i>	0	0.00%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-56) shows that weight (5) says: “It exhibits less degree of smoothness and include some pauses and hesitations with about 60 words/min” ranked firstly with frequency (23), and percentage (67.65%). Weight (3) says: “It shows low level of smoothness (hardly typed and/or include hesitations and pauses that hinder the flow of the chat)” ranked secondly with frequency (9), and percentage (26.47%). While weight (7) says: “It’s exhibited with high degree of smoothness and speed (i.e., +80 words per min, no pauses, and no hesitations)” ranked finally with frequency (0), and percentage (0.00%). The mean of the total of EFL

participants on the FTFCs of participants in linguistic performance (Fluency) was (4.24), and standard deviation (1.208).

The frequencies of the EFL participants on the FTFCs of participants in linguistic performance (Fluency) were illustrated in figure No. (4-13).

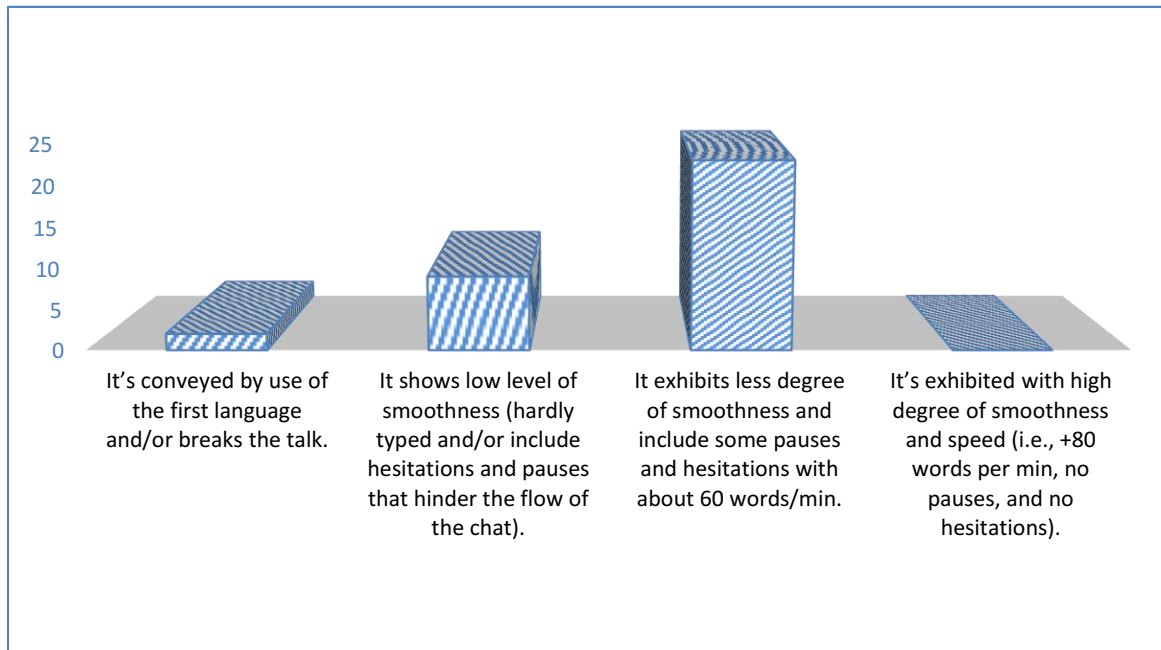


Figure 4-13 : Frequencies of the EFL Participants on the FTFCs of Participants in Linguistic Performance (Fluency Domain)

4.5.3.2 Online Synchronous Chat

Descriptive statistics “frequencies, percentages means and standard deviations” of EFL participants on the OSC were computed of participants in linguistic performance (Fluency). Table (4-57) shows the results.

Table 4-57 : Frequencies, Percentages Means and Standard Deviations of EFL Participants on OSC of Participants in Linguistic Performance (Fluency)

<i>Weight</i>	<i>Levels</i>	<i>Freq.</i>	<i>%</i>	<i>Mean*</i>	<i>Std. Dev.</i>
1	<i>It's conveyed by use of the first language and/or breaks the talk.</i>	11	32.35%		
3	<i>It shows low level of smoothness (hardly typed and/or include hesitations and pauses that hinder the flow of the chat).</i>	19	55.88%		
5	<i>It exhibits less degree of smoothness and include some pauses and hesitations with about 60 words/min.</i>	4	11.76%	2.59	1.282
7	<i>It's exhibited with high degree of smoothness and speed (i.e., +80 words per min, no pauses, and no hesitations).</i>	0	0.00%		
<i>Total of acts</i>		34	100,00%		

- Out of (7).

Table (4-57) shows that weight (3) says: “It shows low level of smoothness (hardly typed and/or include hesitations and pauses that hinder the flow of the chat)” ranked firstly with frequency (19), and percentage (55.88%). Weight (1) says: “It’s conveyed by use of the first language and/or breaks the talk” ranked secondly with frequency (11), and percentage (32.35%). While weight (7) says: “It’s exhibited with high degree of smoothness and speed (i.e., +80 words per min, no pauses, and no hesitations)” ranked finally with frequency (0), and percentage (0.00%). The mean of the total of EFL participants on the OSC of participants in linguistic performance (Fluency) was (2.59), and standard deviation (1.282).

The frequencies of the EFL participants on the OSC of participants in linguistic performance (Fluency) were illustrated in figure No. (4-14).

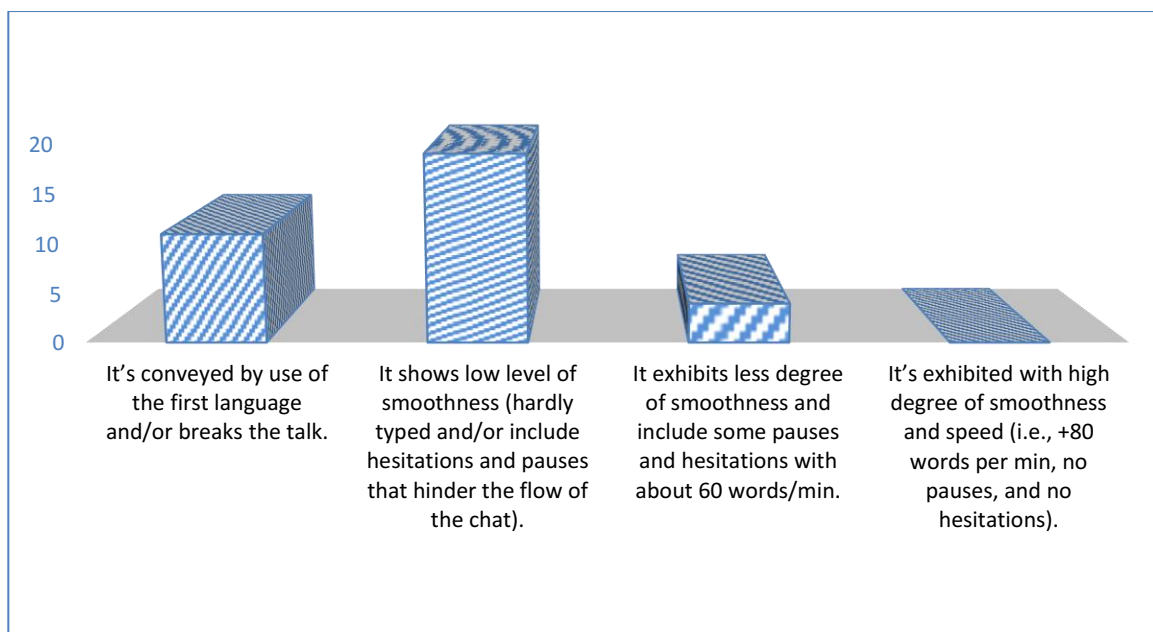


Figure 4-14 : Frequencies of the EFL Participants on the OSC of Participants in Linguistic Performance (Fluency Domain)

Tables (4-56, 4-57) and Figures No (4-13, 4-14) show that there are observed differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Fluency). To test the significance of these differences, independent samples (t) test was used. Table (4-58) shows the results.

Table 4-58 : Independent Samples (t) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) of Participants in Linguistic Performance (Fluency)

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>Quantity</i>	<i>FTF</i>	34	4.24	1.208	66	5.453	0.000*
	<i>Online</i>	34	2.59	1.282			

- Significant at ($\alpha \leq 0.05$)

Table (4-58) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Fluency) in favor of FTFCs.

To answer the question, means, standard deviations and independent samples (t) test of EFL participants on the OSC were computed when applying linguistic performance as a whole were used. Table (4-59) shows the results.

Table 4-59 : Means, Standard Deviations and Independent Samples (T) Test Results for the Differences between EFL Participants According to the Type of Communication (FTF & OSC Conversations) When Applying Linguistic Performance as a Whole

<i>Domain</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>df</i>	<i>t - Value</i>	<i>Sig.</i>
<i>linguistic performance</i>	<i>FTF</i>	34	4.35	1.349	66	8.066	0.000*
	<i>Online</i>	34	3.04	1.427			

- Significant at ($\alpha \leq 0.05$)

Table (4-59) shows that there are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying linguistic performance as a whole in favor of FTFCs.

4.6 The Analysis of EFL & CS Teachers' Interviews

The researcher utilized semi-structured interviews in order to investigate the suggested new technical features that may improve FB chartrooms' service interaction in the light of Grice's maxims and speech acts theory throughout comparing it with FTFCs of EFL undergraduate students in Jordan. To reiterate, in semi-structured interviews, "the interviewer has a general idea he or she wants to interview with a list of predetermined question". According to Nunan (1992:149) "Topics and issues rather than questions determine the course of the interviews". Two EFL and CS instructors were interviewed to assist eliciting needed data regarding to the investigation of the current study. The individual interview sessions continued about (25) actual minutes. The findings of the semi-structured interview were analyzed with reference to emerging themes related to internet linguistics a conversational analysis of OSC and FTFCs

of EFL undergraduate students in Jordan. Only two EFL and CS teachers were interviewed and their personal details kept anonymous. The purpose of the interview was to cross validate and provide triangulation for research questions and the research findings. According to Cohen and Manion (1994) triangulation is viewed as a useful technique as it provides multiple perspectives on a single phenomenon. In addition, it is a helpful vehicle for cross validation when two or more research methods are found to be congruent and yield comparable data. In other words, conclusions obtained from a research study are supported by data collected from a number of research instruments.

4.6.1 Results of EFL and CS Teachers' Perceptions of Internet Linguistics

The average teaching experience at the university of both EFL and CS instructors are more (10) years. When asked to talk about what courses they teach, both teachers teach subjects relate to their main majors (Speaking skills, dialects, CS, ICDL, programming...).

Their awareness of OSC and FB chatroom restricted to social communications and announcing exams, assignments and important dates etc. to their students. They added that they rarely monitored their student interaction on a FB chatroom and that happened without planning for getting some more details about an assignment.

The EFL teacher thinks FTFCs flow easier than SOC interactions. Meanwhile, the CS teacher believes that they are similar in case of improving some features of SOC which allow interlocutors can monitor each other typing. Both teachers stated that the time wasted in-between posts is the main problem. That is why overlapping and interruption acts

occur as well as other speech acts. Also, that maximizes the possibility to violate the CP.

Both teachers stated that generally SOC features should be improved to fit the needs of smooth flow of interaction in comparison with FTFCs. They suggested many solutions based on internet linguistics that may be helpful for SOC. The research combined the two interviewers' suggestions and recommendations into sets to easily checked and discussed. He just focused on those belong to turn taking, repair and CPs. Besides, He tried ones that might be employed on SOC for the study purpose.

Unanimously, both teachers chose IMO application features which may straighten out the way SOC interlocutors need to avoid committing such faults when apply speech acts and violate CP.

The interviews exposed that the two instructors have variances and matches in their awareness towards using internet linguistics such as OSC to their students. Both very care about the improvement of their students' conversation skills and shed light on their students encountered many obstacles in creating well-connected conversation. The instructors attributed these barriers to several reasons for instance; insufficient vocabulary, use of limited and simple words, a conservative curriculum, syllabus and teaching speaking materials that enhance conventional teaching approaches for classroom practices and do not consider modern technology such as educational platforms and social media websites. Furthermore, they showed that the absence of consciousness in improving new modern teaching paradigms in the discipline of discourse analysis such as the use OSC and conversational analysis is a reason source which share their learners' inability to produce well-connected speech.

To conclude, the results of the interview with the two instructors reveal the need for more developing of the way FB chat rooms members interact. Also, they emphasized that FB developers should be aware of internet linguistics.

4.7 The Summary of Findings

1. There is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Giving turns) in favor of FTFCs.
2. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Getting turns).
3. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Negotiating the right to take a turn).
4. There is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Interruptions) in favor of FTFCs.
5. There is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Accepting a turn) in favor of FTFCs.
6. There is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Completing or adding) in favor of FTFCs.

7. There is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Holding & Continuance) in favor of FTFCs.
8. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Relinquishing turn).
9. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Family etiquette).
10. There is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying turn-taking acts (Overlapping) in favor of FTFCs.
11. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying turn-taking as a whole in favor of FTFCs.
12. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Self-Repairing).
13. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Appealing for assistance).
14. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Echoing & Repetition).

15. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Ignore).
16. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Accept the repair).
17. There is no significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Negation).
18. There is significant difference between EFL mean of frequencies per each participant according to the type of communication (FTFCs and OSC) when applying repair acts (Expansion) in favor of FTFCs.
19. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying repair as a whole in favor of FTFCs.
20. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxims (Quantity) in favor of FTFCs.
21. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxims (Quality) in favor of FTFCs.
22. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxims (Relevance) in favor of FTFCs.

23. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxims (Manner) in favor of FTFCs.
24. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying Grice's maxims as a whole in favor of FTFCs.
25. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Accuracy) in favor of FTFCs.
26. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Meaning) in favor of FTFCs.
27. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) of participants in linguistic performance (Fluency) in favor of FTFCs.
28. There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying linguistic performance as a whole in favor of FTFCs.

5 Discussion, Conclusion and Recommendations

5.1 Introduction

This chapter presents an overall discussion of the findings on the use of internet linguistics a conversational analysis of OSC and FTFCs of 68 EFL undergraduate students at AUC in Jordan. It concludes with direction, recommendations and relevant implications for further studies.

1. Are there any statistically significant differences at ($\alpha \leq 0.05$) between participants of OSC and their counterparts who use only FTFCs when applying turn-taking acts?
2. Are there any statistically significant differences at ($\alpha \leq 0.05$) between participants of OSC and their counterparts who used only FTFCs when applying repair acts?
3. Are there any statistically significant differences at ($\alpha \leq 0.05$) between the OSC and the FTFCs of participants when applying Grice's maxims?
4. Are there any statistically significant differences at ($\alpha \leq 0.05$) between the OSC and FTFCs of participants in linguistic performance?
5. What are the suggested new technical features that may improve FB chatrooms' service interaction?

The discussion in this section will consider each of the questions in turn in relation to the findings of this study.

5.2 Discussion

The findings of this study are addressed below according to six main aspects as follows:

5.2.1 Statistically Significant Differences between the Participants of OSC and the FTFs when Applying Turn-Taking Acts

Interlocutors should interact with each other and provide sufficient amount of information in order to consider the interaction as a successful conversation (Earnshaw, 2017). Sacks et al. (1974) stated that interaction goes forth and back between speech parties. This event (act) called turn-taking could be short from one word or long which extend to unlimited number of words. However, this study is restricted to the following patterns: giving / getting turns, negotiating the right to take a turn, interruptions, accepting a turn, completing or adding, holding and continuance, relinquishing turn, family etiquette, and overlapping.

Based on the findings related to the first question, it was found that there were three main divergent results:

First: There were no statistically significant differences between the mean frequencies of turn-taking acts “Getting turns, Negotiating the right to take a turn, Relinquishing turn, and Family etiquette” applied by each FTF participant and those applied by their OSC counterparts.

Irrespective of the environment communication takes place in, whether OSC or FTF, speakers are mostly committed to the social rules and structures of talk. In addition, they are usually willing to interact (Sacks et al., 1974). This means that OSC and FTF features do not constrain interlocutors' right to say what they are thinking of, parties write then post

on OSC while FTF parties occasionally start speaking, to get the turn, with one word. Therefore, getting turn in both environments went smoothly during getting the turn, which resulted in producing similar numbers of acts by different groups.

However, in other turn-taking patterns such as 'negotiating the right to take a turn' in the OSC and FTF environments, speakers didn't apply any of those acts at all since they could write, post, comment, reply, and respond directly without any interference in the first mode and have their inherent constraint in the second. Perhaps students normally were reluctant to negotiate their turn due to the atmosphere of conventional settings and due to other factors. For example, they were acting in an academic setting which required all participants to wait for their turns and to make discussions more fruitful and, another reason for this finding is that, all students spoke English as a foreign language in their discussions, which might have warned them against the risk of negotiating their right to take turns.

Findings also showed that OSC and FTF participants apply similar number of relinquishing turn and family etiquette acts, which indicated adherent to the academic environment more than being exchanging friendly or social transaction. Therefore, regardless of the environment speakers were acting in, they showed similar cooperative interactions in their daily communications. Further, the absence of facial gestures and cues in OSC, which showed interlocutor's need to interact, might have most impact acts on the disappearance of family etiquette act. This finding was consistent with and supported by Kraut, Lewis and Swezey (1982). Meanwhile, FTF interlocutors had enough space of time to interact ascribed to the low number of participants.

Second: There were statistically significant differences between the mean frequencies of turn-taking acts (Interruptions, Accepting a turn, Completing or adding, Holding & Continuance, Overlapping) applied by each FTF participant and those applied by their online chat counterparts in favor of the FTF group.

This finding is consistent with Epu (2015) who revealed that most of participants' interaction on online conversation did not apply interruption. In contrary, Freiermuth (2015) disclosed the existence of multiple chatters interruption in online interaction. FTF interlocutors have showed interruption act whereas disappeared on OSC environment chatters. Therefore, speakers normally interrupt each other on their daily FTF communications. This is a normal linguistic and interactional behavior. The disappearance of this act from OSC environment may be attributed to the online atmosphere and interface, which may not allow parties to interrupt each other.

It is believed that the nature of OSC environment does not offer live text typing that other parties can interact simultaneously to each word being typed. However, the researcher believes that interruptions happen in online chatting frequently for many reasons: one is that one interlocutor ask question at simultaneous time the other is responding to previous question which created different ideas and meanings or messages. This would lead one party to interrupt the other preventing the flow of ideas in order to fix the conversation being run. It is true that, technically, none would be able to type while another is typing, but their reciprocal mental processing of wording would be interrupted, which is more important than just stopping each other for taking turns.

The existence of self-interruption on OSC where an interlocutor interrupted him/herself during typing was also observed. Such a state could take place as a result to read, change, or even stop chatting due to an inadequate response by other parties. An occasional question revealed this behavior by researcher after couple of days from data collection passed to interlocutors about the reason why long wait till next interact. Self-interruption was not observed in FTF interactions in this research. However, this does not mean that such a linguistic behavior does not take place whatever the environment of conversation.

Facial expression and body posture normally affect applying 'accepting a turn', 'completing or adding', and 'holding and continuance' (Navarretta and Paggio, 2013). Thus, interlocutors applied these acts in FTFCs more than OSC environment. Moreover, applying completing or adding, and holding and continuance acts flew smoothly in FTF but hesitantly on OSC (Forsyth & Martell, 2007). Text format and procedures on OSC reduced the ability for interlocutors to apply such acts.

Practically, the need for redefining overlapping as a speech act on OSC emerged as a must. Overlapping on OSC, like some other acts, occurs in different way from that of FTF i.e., the current study observed applying the act on OSC with multi-conversations where participants acted in sub-dialogues each of which has a group of different chatters. Moreover, online chat is not seeable during typing and it is presented linearly by interactants. Accordingly, interference between the sub-dialogues' chatters considers overlapping.

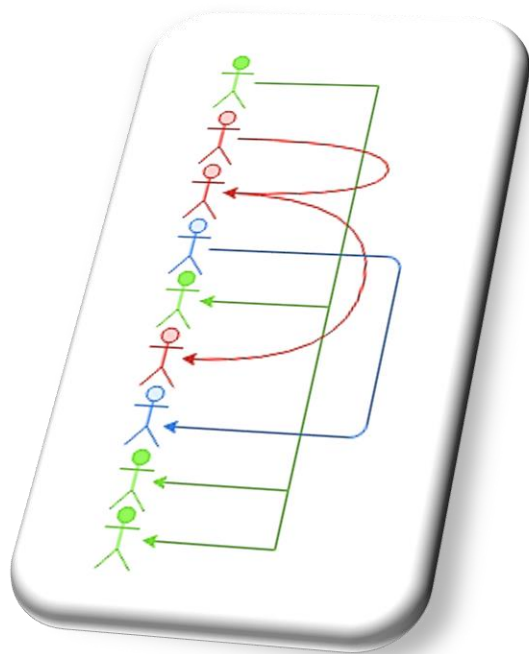


Figure 5-1 : Applying Overlapping Act on OSC

This study revealed that chatters revealed overlapping on OSC but occurred less compare to FTF. In light of the abovementioned findings, the existence of differences between OSC and FTF results in favor to FTF were found reasonable. However, this result totally corresponded with what Epu (2015) exposed. He found out that participants on online conversation did not face overlapping as much as in FTFCs.

Third: There were significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying turn-taking as a whole in favor of FTFCs.

Since the very beginning of conducting the study (collecting and then investigating the corpus of data); a need arose to explicate some speech acts that were examined in this study through observing participants' interaction on OSC. These acts procedurally varied in the way they occur.

Thus, the deficiency, which appeared in their occurrence on OSC, was compensated by revising the act procedures.

Suggs, Dennen, and Myers (2013) concluded that applying turn-taking acts on online chat environment was not possible due to some reasons indicated by Sacks et al. (1974). On the other hand, this study re-identified some rules of two acts (interruption and overlapping) that were observed on OSC. This is why Freiermuth (2015) demanded to improve online chat aspects in online chats so that it could be more meaningful like FTFCs. However, this study confirmed the presence of turn-taking in both OSC and FTF, but there were significant differences in favor of FTF. These differences could be attributed to the deficiency of chat room features when compared with FTF situation. Applying turn-taking acts were more problematic and confusing on OSC. McKinlay, Procter, Masting, Woodburn, and Arnott (1994) stated that the online chat rooms environment should be revised as a whole.

5.2.2 Statistically Significant Differences at ($\alpha \leq 0.05$) between the Participants of OSC and FTFCs When Applying Repair Acts.

Previous researches on the CA of repair acts were mostly restricted to investigating the function and design of repair in spoken interactions. More precisely, they examined repair acts in CA of dyadic online chat through confined discourse analysis, the absence physical presence, and the positioning of the act, its mechanisms, etc. Conversely, this study compared applying repair genres on OSC and FTF environments. Three major views in regards to the findings of repair acts can be addressed as follows:

First: There were no significant differences between the mean of frequencies in regards to the type of EFL communication (FTFCs and OSC) when applying repair acts (Self-Repairing, Appealing for assistance, Echoing & Repetition, Ignore, Accept the repair, Negation).

In spite of the fact that the presence of face notion in social interactions affected interlocutors' feelings, which imply personal desires, wants, or needs (Goffman, 1955). This kind of threats to face in online chatting might be less observable. For example, Wanphet (2011) stated that faceless communication on web chat should be less taken into consideration during social interaction. In fact, this depends on the nature of chatting and the nature of people who are involved in. for instance, when communication online is conducted between people who are familiar to each other, face notion would exist any way. Further, when the online interaction is conducted formally or holding a scientific or academic nature, face notion gradually disappear. Therefore, further research specific in the idea of notion and social dimensions can reveal results that are more precise. For the purpose of this research, it is believed that the disappearance of differences in the repair acts in both compared environments can be attributed to students' hesitant in communication using a FL.

Most repair genres, which are the focus of the study, were compatible with what Wanphet (2011) concluded in that interlocutors could adapt FTF repair mechanisms to the technical specificities of chat interaction (Schönfeldt & Golato, 2003) with being slight reluctant or in able to repair in the latter one due to the disappearance or less threatened face of such environment.

Therefore, participants of this research applied the repair acts by typing a new message to the previous one conveying their repair acts or involving 'asterisk' to address spelling errors in the previous message (Meredith & Stokoe, 2014; Collister, 2011). However, it was found that some parties had corrected their errors before submitting the message (Meredith & Stokoe, 2014). This finding is consistent with what Meredith and Stokoe (2014) concluded in that OSC and FTF interaction should be equally treated.

Second: There were significant differences between the mean of frequencies of EFL participants according to the type of communication (FTFCs and OSC) when applying repair acts (Expansion) in favor of FTFCs.

The sequential organization of chatting on OSC is different from that on FTF interaction due to chaotic behavior during discussion of the multi-participant who used text-based chat rooms. Hence, expansion act was less applied by OSC participants who preferred to add more linguistic material to compensate the related difference with their counterparts who were involved in FTF.

Third: There are significant differences between EFL participants according to the type of communication (FTFCs and OSC) when applying repair as a whole in favor of FTFCs.

Again, the sequential organization of chatting on OSC showed less interactional coherence than that of their counterparts of FTF when applying repair as a whole. This is supported by the conversational schisms phenomena proposed by Sacks et al. (1974). Group size widely affected its appearance in terms of using repair as a whole in both environments. However, in FTF interaction interlocutors could move or change their places according to those who share the same schism. This

way, OSC interlocutors ambiguously flit between threads which mostly confuse the interaction itself and the interlocutor's continuity in the same schism (O'Neill & Martin, 2003).

5.2.3 Statistically Significant Differences at ($\alpha \leq 0.05$) between the OSC and the FTFCs of EFL Participants When Applying Grice's Maxims.

There were significant differences between the OSC and the FTFCs of EFL participants when applying Grice's maxims "Quantity, Quality, Relevance and Manner" in favor of FTFCs.

No previous investigation has compared between the application of the Gricean maxims on OSC environment and its FTF counterpart environment. Studies carried out on these norms mostly had investigated specific environments without comparing one kind of conversation environment to another. For the first environment (OSC), August and Liu (2015) studied the application Gricean norms and found there was a defect attributed to the plurality of the posted comments. More precisely, posts and comments on web (2.0) were considered a quasi-synchronous communication environment revealing a real gap in the field.

Participants' application of the co-operative principle in the observed OSC conversations and their adherence to was found to be difficult revealing an apparent gap between the participants' linguistic production in the two environment for the favor to FTFCs. It was also found that the large numbers of sub-dialogues have caused a kind of ambiguity in a way that participants flouted Grice's maxims without giving sufficient attention from other interlocutors. Further, participants' contributions and/or taking turns were not often sequent. They contributed to the conversation without

paying attention to timing or quantity of their talk. Hence, interlocutors showed no need to wait for their turn to interact, and consequently they flouted the Grice's maxims on OSC more than FTF due to losing partially observation of other chatters.

5.2.4 Statistically Significant Differences at ($\alpha \leq 0.05$) between the OSC and FTFCs in Terms of Participants' Linguistic Performance.

There were significant differences between the linguistic performance (Accuracy, Meaning, Fluency, and as a whole) of EFL participants who applied FTFCs and their counterparts who used only OSC) for the favor of FTFCs. In 1960 Chomsky was the first scholar who used the term "linguistic performance" which refers to the production and the comprehension of language in terms of accuracy, meaning, and fluency (Matthews, 2007; Carlson, 2013).

The difference in the linguistic performance between participants in two different conversation contexts (OSC vs FTF) for the favor of FTF can be attributed to more than one factor. For example, the speed of typing in the chatting conversation can never be similar or even close to the direct FTF interactions. Besides that, hesitation and pauses appear normally more in chatting than FTF due to possible interruption of a third party or the absence (or less attendance at least) of the 'face threatening' notion. Hence, OSC interlocutors showed lower level of linguistic performance as a result of their normaladroitness and sensitivity in chatting. That is, the most or many of OSC interactions showed unclear syntactical and phonological acts. It was also observed that OSC participants inserted their first language to convey ideas more than their FTF counterparts which contributed to a reduction in their linguistic performance and proficiency in the FL as

requested in this research. These factors mentioned above were also supported by observing OSC participants' less proficiency in their linguistic accuracy, usage of lexis and meaning within their chat.

5.2.5 The Suggested New Technical Features that may Improve Facebook Chatroom Service

In light of the findings of this research regarding the technical features of FB chatroom interactions; it is suggested for various involved parties to improve these chatting environments in a way that meets the linguistic needs and capabilities of end users. More precisely, developers of chatrooms should take into account the speech acts of chatters. Some linguistic expressions and speech acts including taking and giving turns, interruptions, pauses and even hesitations should be clearly expressed in the chatroom interface. This would enable users simulate the actual FTF interactions, keep chatting possible to be continue being in use as an effective one way of communication tools. It would also promote the level of talk quality and linguistic development of people in general and students in particular. One example of such improvement is providing chatrooms with certain cues to enable users express their need to interrupt, take turn and use first language and so one.

In fact, all turn-taking acts types are required to be represented on the platform of a chatroom. The equal vertical flow of chatting is the main confusing issue and can be the starting point for improving the quality and message of the typed text. However, the developers can help chatters interact better if solve such a problem through distributing turns where equality or parallelism in use (chat) can be more organized or even controlled. Starting and ending point for each text may reflect back on other chatters' interaction. This could influence highly applying the speech acts

such as getting turn, giving turn, completing, adding, holding, continuance, relinquishing, and family etiquette act. Nevertheless, speech acts such as overlapping, interruptions, and repair require an exigent need to show text typing during its process. This means, chatters can see each other typing before sending likes IMO mobile application, so that chatters can interrupt or start overlapping in a point they need to do it.

The speed of typing really effects chatters linguistic production through widening flouting of Grice's maxims and reducing the amount of interaction on the chatroom. Developers should into account speech acts and talk structures when designing these rooms so that users can more able to identify if their partners in the room are cooperative linguistically or not and thus be able to direct the whole topic. For example, taking into consideration one maxim such as that of 'quantity' in designing and developing chatrooms would help all parties control the amount and quality of their talk. This can be achieved through providing each end-user with a limited space for expressing self that is consistent with the other interlocutors need. If you ask someone a question about her major at university, the reply should be within limited number of case that is consistent with the question. The same can be said regarding the auto review and correction of spelling and grammar issues. The better-improved chatrooms, the better quality of communication resulted.

Generally speaking, it is believed that developers of chatrooms should not only consider surface structures of linguistic expressing, they are to consider the type of speech act either if the chatrooms are to be more effective in online communications.

5.3 Conclusion

Participants on internet social media do not create innovative speech styles of communicating; they just recreate features from the real life communication ways (Benwell & Stokoe, 2006). Based on this assumption, the need to investigate and compare the quality of interaction on FB chatroom arose. Thus, the current study has compared speech acts of interaction in two different environments (OSC vs FTF) in light of speech act theory and Grice's maxims unlike most previous research, which studied speech acts in one environment, mostly FTF, and with a focus on limited number of acts or less attention to linguistic and sociolinguistic performance of participants.

Despite of the difference between the two environments (OSC & FTF); written conversational interaction (online chatting) and speech conversational interaction (FTF), observation on social media, particularly FB, highlighted the importance of the need to improve the written interaction for chatrooms.

In this research, Jordanians appeared to favor interacting through FB for their daily life matters, political discussions, news, advertising and educational issues more than other online tools. Therefore, adapting a promising model using a linguistic Rubric for the aim of the current study was achieved to identify the Jordanian interactions in FTF and OSC environments and find out if this category of people would replace their daily FTF interactions by the OSC.

In other words, what features do Face book chatrooms need to show so that they look like exactly the real life FTFCs for users and thus enable them to withdraw from conventional and traditional communicational environments? And is it scientifically and socially acceptable and

accessible to tackle both environments equally? Along these questions; the researcher carried out this study on English language majors at AUC in order to better understand current and future linguistic orientation in people's daily communications.

The results of the present study, which may not be applicable to native speakers, showed that online interactions such as that on FB messenger rooms are still incapable to emulate FTF interaction especially terms of quality of the talk according to the CP and Grice's Maxims. In other words, preserving communications in the FTF situation is still much easier and can be handled than OSC because people are still committed to natural means of communication more than electronic social media tools which are still developing especially in regards to turn-taking and the related common linguistic requirements, conditions, and social principles.

Generally, the disciplines of linguistics and modern telecommunication should meet at a specific common point so that new and improved methods and means of online communication can be created. This bridge of knowledge and practice would help create an innovative way for people interact more smoothly and successfully when using adequate online interactive tools for daily communications (Oassim-Al-shboul, 2015).

5.4 Conclusión

Los usuarios de redes sociales no crean estilos innovadores de discurso comunicativo; solo recrean características de las formas de comunicación de la vida real (Benwell y Stokoe, 2006). Sobre la base de esta suposición, surgió la necesidad de investigar y comparar la calidad de la interacción en los chats de Facebook. Por lo tanto, el estudio actual comparó los actos de interacción del hablar en dos entornos diferentes

(CSL vs CAC) a la luz de la teoría del acto del habla y las máximas de Grice, a diferencia de la mayoría de las investigaciones previas que estudiaron los actos de habla en un solo entorno, principalmente CAC en número limitado de actos y prestando menos atención al desempeño lingüístico y sociolingüístico de los participantes.

A pesar de la diferencia entre los dos entornos (CSL y CAC); la interacción conversacional escrita (chat on-line) y la interacción conversacional del hablar (CAC), la observación en las redes sociales, particularmente en Facebook, resaltaron la importancia de la necesidad de mejorar la interacción escrita en los chats.

En esta investigación, los jordanos parecían preferir interactuar a través de Facebook para sus asuntos de la vida cotidiana, discusiones políticas, noticias, publicidad y asuntos educativos más que otras herramientas en línea. Por lo tanto, la adaptación de un modelo prometedor utilizando una rúbrica lingüística para el propósito del estudio se logró identificar las interacciones jordanas en los entornos de conversación cara a cara y chatear sincrónico en línea y averiguar si esta categoría de personas reemplazaría sus conversaciones cotidianas de la vida real.

En otras palabras, ¿qué características deben mostrar las salas de chatear Facebook para que se asemejen exactamente a las conversaciones cara a cara de la vida real para los usuarios y les permitan retirarse de los entornos comunicacionales convencionales y tradicionales? ¿Y es científicamente o socialmente aceptable o accesible abordar ambos ambientes por igual? Para responder estas preguntas; El investigador llevó a cabo este estudio sobre especializaciones en idioma inglés en El Colegio Universitario de Ajloun para comprender mejor la orientación lingüística actual y futura en las comunicaciones diarias de las personas.

Los resultados del presente estudio, que pueden no ser aplicables a hablantes nativos, mostraron que las interacciones en línea como las de las opciones de mensajería de Facebook siguen siendo incapaces de emular la interacción CAC, especialmente los términos de calidad de la charla de acuerdo con el principio cooperativo y las máximas de Grice. En otras palabras, preservar las comunicaciones en la situación CAC es mucho más fácil y manejable que CSL porque la gente todavía está más comprometida con los medios naturales de comunicación que las herramientas electrónicas de redes sociales que todavía están desarrollándose especialmente en lo que respecta a la toma de turnos y los aspectos comunes relacionados. requisitos lingüísticos, condiciones y principios sociales.

En general, las disciplinas de la lingüística y las telecomunicaciones modernas deberían reunirse en un punto común específico para que puedan crearse nuevos y mejores métodos y medios de comunicación en línea. Este puente de conocimiento y práctica ayudaría a crear una forma innovadora para que las personas interactúen de manera más fluida y exitosa al usar herramientas interactivas adecuadas en línea para las comunicaciones diarias.

5.5 General Recommendations

In light of the findings of this research, it is recommended to improve the chatrooms so that speech acts, especially turn-taking acts, repair acts, and so on be taken into account by the developers of these rooms.

For the designer of social media chatrooms such as FB messenger rooms, it is recommended to consider the CP (Grice's Maxims) and speech acts before providing them with relevant electronic cues that help end-users be more able to apply high quality of online communications effectively.

At this point, developers should consider each act and maxim individually so that an effective new design can be put in place.

All new designs should be well-informed to users through easy to use and a more attractive interactive interface.

Linguists are also recommended to scrutinize particular conversational interactions on social-media so that they can provide deeper insights into the kind and quality of talk being conducted online. They are further recommended to investigate language aspects such as: accuracy, meaning, and fluency of chatters in order to help them applying speech acts on social media tools more precisely and effectively.

5.6 Recomendaciones generales

A la luz de los resultados de esta investigación, se recomienda mejorar los chats para que los desarrolladores de estas aplicaciones tengan en cuenta los actos del habla, especialmente los actos de toma de turno, actos de reparación, etc.

Para el diseñador los chats de redes sociales como las opciones de mensajería de Facebook, se recomienda considerar el principio cooperativo y las máximas de Grice antes de proporcionarles claves electrónicas relevantes que ayuden a los usuarios finales a ser más capaces de aplicar comunicaciones en línea de alta calidad de manera efectiva. En este punto, los desarrolladores deben considerar cada acto y máxima individualmente para que se pueda implementar un nuevo diseño efectivo.

Todos los diseños nuevos deben estar bien informados a los usuarios a través de una interfaz interactiva más atractiva y fácil de usar.

También se recomienda a los lingüistas analizar las interacciones conversacionales particulares en las redes sociales para que puedan

proporcionar una visión más profunda sobre el tipo y la calidad de la conversación que se realiza en línea. También se les recomienda que investiguen aspectos del lenguaje tales como: la precisión, el significado y la fluidez de las conversaciones para ayudarlos a aplicar los actos de hablar en las herramientas de las redes sociales de manera más precisa y efectiva.

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Appendices

Appendix A : SARS of Grice's Maxims (Cooperative Principle)

The speech act:							
Frequencies	Participants	Criteria	Points				Scores
			1	3	5	7	
		Quantity	There is so much or so little information that the purpose of the conversation is not understood.	There is too much or too little information, such that the purpose of the conversation is occasionally obscured.	There is <i>slightly</i> too much or too little information; however, the purpose of the conversation is still reasonably clear.	The amount of information is sufficient to clearly establish the purpose of the conversation.	
		Quality	(a) The main idea in the conversation is a re-statement of prior interactions and <i>no new contribution</i> is present; or (b) <i>Inaccurate</i> evidence or examples are provided.	(a) The conversation is representative of the student's opinions, yet evidence or examples are not provided to support claims. or (b) The conversation is largely a re-statement of prior interactions <i>but</i> incorporates a <i>minor new contribution</i> .	(a) The conversation is a <i>new contribution</i> that reflects the student's opinions; however, evidence / examples are not provided to support claims. or (b) The conversation reflects the student's opinions and <i>accurate</i> evidence or examples are provided.	The conversation is a <i>new contribution</i> (e.g., novelty, originality), reflective of the student's opinions, and is supported by <i>accurate</i> evidence or examples.	
		Relevanc	The interaction is irrelevant to both the conversation topic and previous interaction.	The interaction is on the same topic as any of the previous interaction, but <i>not</i> the conversation topic.	The interaction is on the same topic as the conversation topic, but <i>not</i> the previous interaction.	The interaction is on the same topic as both the conversation topic and the previous interaction.	
		Manner	The conversation is poorly organized and/or it has serious errors in sentence structure or usage, thus the conversation is hard to understand.	The technical aspect of the conversation (e.g., organization, spelling, grammar) has several problems, such that the meaning is occasionally obscured.	The conversation is adequately organized; if any errors are found, they are so minor that the meaning is still reasonably clear.	The conversation is logically organized and has no spelling, punctuation, or grammatical errors; meaning of the conversation is clearly presented	
Total							

Appendix B : SARS of Linguistic Performance

The speech act:							
Frequencies	Participants	Criteria	Points				Scores
			1	3	5	7	
		Accuracy	Unclear syntactically act and phonologically and / or conveyed by the use of the first language (Arabic).	It appears with many syntactical and phonological errors.	It includes some phonological and / or syntactical errors.	It's free from phonological and syntactical errors.	
		Meaning	It shows unclear meaning and/or conveyed by use of the first language (Arabic).	It shows least clarity regarding lexis and meaning.	It's with less clear lexis and meaning.	It exhibits intelligible lexis and meaning.	
		Fluency	It's conveyed by use of the first language and/or break the talk.	It shows low level of smoothness (hardly uttered and/or include hesitations and pauses that hinder the flow of the talk).	It exhibits less degree of smoothness and include some pauses and hesitations with about 60 words/min.	It's exhibited with high degree of smoothness and speed (i.e., +80 words per min, no pauses, and no hesitations).	
Total							

Appendix C : Consent Letter Form - Study Participants

You are participating in a study that seeks to investigate the reality of Face-To-Face and Online Synchronous interaction. Some students will enrol to the Facebook chat group which has been created for the purpose of the investigation. They are participating as using their computers or Apps while others attend a group discussion on the campus.

Participation in the study will take part no about a total of one hour. You will not be given any questionnaire, but an open-ended question after the completed of the two meetings and an explanation of the core of the study.

Data for the study are the oral (video-record) and writing (chatroom) discussions, also your suggestions for the open-ended question. All data will be kept confidential and the results will be reported as group results. Pseudo-names will be replaced the participant's identity if there is a need for quote from you.

It's a non-paid participation. Volunteers will discuss a general topic related to daily life situations or any other topic assigned by the researcher.

If you have any questions, please do not hesitate to contact me in person, or in any way you prefer.

Facebook: **Naji AlQbailat** or Email: najimq1@yahoo.com

Any time, you can discontinue your participation in the study gratefully.

I, (please print your name), volunteer to participate in the study conducted by Naji AlQbailat. I confess that all above mentioned are understood and accept the FTF meetings to be video-recorded.

Your Signature:

Date:

Your email address:

Your Univ. No.:

Any other contacts:

- Please return this letter to Naji AlQbailat.

Thank you.

Appendix D : Consent Letter Form - Pilot Sample

You are participating in a pilot study for measuring the reliability of a study that seeks to investigate the reality of face-to-face and online synchronous interaction.

Data for the pilot study are the oral (video-record) and writing (chatroom) discussions. All data will be kept confidential and the results will be reported as group results.

It's a non-paid participation. Volunteers will discuss some a general topics related to daily life situations or a topic assigned by the researcher.

If you have any questions, please do not hesitate to contact me in person, or in any way you prefer.

Facebook: Naji AlQbailat or Email: najimq1@yahoo.com

I, (please print your name), volunteer to participate in this pilot study conducted by Naji AlQbailat. I confess that all above mentioned are understood.

Your Signature:
Your email address:
Any other contacts:

Date:
Your Univ. No.:

Please return this letter to Naji AlQbailat.

Appendix E : Turn-Taking Acts - FTF

Giving turns: participants use direct verbal or nonverbal messages to assign a turn in the conversation. (e.g., "OK Sam!").

Getting turns: participants use direct verbal or non-verbal messages in order to gain the floor. Such as using facial or other gestures to indicate a wish to take a turn.

Negotiating the right to take a turn: participants use messages that indicate their claim to talk. (e.g., A: It's my story... B: I start first).

Interruptions: participants take the turn from someone else abruptly. (e.g., A: They were pla..." B:" yes, I saw them playing football...").

Accepting a turn: participants get the turn by responding to a question offered by another speaker or by providing the second part of an adjacency pairs. (e.g., expressing thanks in response to a compliment).

Completing or adding: participants take the turn through completing or adding to something said by other(s). (e.g., A:" ...and that was all" B:" yea, and we went home laughing."

Holding & Continuance: participants use messages to indicate that one has more to say and enable him/her to maintain a turn. (e.g., using intonation or expressions to suggest continuity such as "first, --" another thing--" then "OK", "well", alright")

Relinquishing turn: participants use devices to bring other(s) into conversation or to leave their own turns. (e.g., using adjacency pairs, using phonological signals such as slowing down and increasing pitch, pausing to provide an opportunity, or using the facial and bodily gestures).

Family etiquette: participants follow a norm by which they do not talk unless spoken to.

Overlapping: Simultaneous talk by two or more participants using verbal and non-verbal messages such as facial expressions or other gestures to try taking a turn or to disagree/agree with participant's view. (A: I think we need more explanation... [B: no need] to be.....)

Appendix F : Repair Acts - FTF

Self-Repairing: participants initiate repairs that indicate shifts or changes in content or form of their own original previous utterance. (e.g., "I can't riding. ... ride a horse").

Appealing for assistance: participants use verbal messages or extra-linguistic means that indicate the need for repair or assistance. (e.g., "what...., huh... sorry?"; "how do you say?". Pause, turn eye gaze, and/or flutter eyelids).

Echoing & Repetition: participants repeat others' exact utterances. (e.g., A: It was a very tall building. B: "tall" building?)

Ignore: participants ignore others' previous error, goes on to another topic. (e.g., A: we visit the zoo yesterday. B: Yea, did you see lions there?)

Accept the repair: participants use messages that indicate a simple approving as sign of reception of utterance. (e.g., A: We were playing football when Sam fall down and hurt his leg. B: yea, yea, Sam fell down and we stopped playing...)

Negation: participants show rejection of part or all other previous utterance. (e.g., A: sports are not going on well in the whole country. B: I don't agree with you.)

Expansion: participants add more linguistic material to other utterance. Possibly making it more complete. (e.g., A: If we collect enough money, we may go there. B: Yea, we may buy him a present).

Appendix G : Turn-Taking Acts - OSC

Giving turns: participants use direct verbal or nonverbal messages* to assign a turn in the conversation. (e.g., “OK Sam!”; direct a question for a participant).

Getting turns: participants gain the floor or indicate a wish to take a turn using direct verbal or non-verbal messages.

Negotiating the right to take a turn: participants use messages that indicate their claim to talk. (e.g., A: It’s my story... B: I start first).

Interruptions: participants take the turn from someone else abruptly. (e.g., A: They were pla...” B:” yes, I saw them playing football...”).

Accepting a turn: participants get the turn by responding to a question offered by another speaker or by providing the second part of an adjacency pairs. (e.g., expressing thanks in response to a compliment).

Completing or adding: participants take the turn through completing or adding to something said by other(s). (e.g., A:” ...and that was all” B:” yea, and we went home laughing.”)

Holding & Continuance: participants use messages to indicate that one has more to say and enable him/her to maintain a turn. (e.g., using non-verbal messages or expressions to suggest continuity such as “first, --” another thing---” then” “OK”, “well”, alright”)

Relinquishing turn: participants use devices to bring other(s) into conversation or to leave their own turns. (e.g., using adjacency pairs or using non-verbal messages).

Family etiquette: participants follow a norm by which they do not chat unless other/s indicate, ask, tag his/her nickname or direct a question to him/her.

Overlapping: since the online chat is not seeable and is presented linearly by interactants. Also, the onset of overlapping can’t be managed, and simultaneous online chat leads to multiple conversations. Therefore, overlapping occurs when sub-dialogues interference. For instance: (A & B are interacting and C & D doing the same, but they don’t follow their spate; This called schisming. Moreover, typing speed and the time should be considered.

Appendix H : Repair Acts - OSC

Self-Repairing: participants initiate repairs that indicate shifts or changes in content or form of their own original previous chat. (e.g., “I can’t riding. ... ride a horse”).

Appealing for assistance: participants use verbal messages or extra-linguistic means that indicate the need for repair or assistance. (e.g., “what...., huh... sorry?”; “how do you say...?”; or non-verbal messages).

Echoing & Repetition: participants repeat others’ exact text. (e.g., A: It was a very tall building. B: “tall” building?)

Ignore: participants ignore others’ previous error, goes on to another topic or just continue chatting. (e.g., A: we visit the zoo yesterday. B: Yea, did you see lions there?)

Accept the repair: participants use messages that indicate a simple approving as sign of reception of interaction. (e.g., A: We were playing football when Sam fall down and hurt his leg. B: Sam fell down and we stopped playing... A: yeah, yeah)

Negation: participants show rejection of part or all other previous idea/s. (e.g., A: sports are not going on well in the whole country. B: I don’t agree with you.)

Expansion: participants add more linguistic material to other text. Possibly making it more complete. (e.g., A: If we collect enough money, we may go there. B: Yea, we may buy him a present).

Appendix I : The Semi-Structured Interviews Questions

1. How many years of teaching experience do you have?
2. What courses do you teach?
3. Have you ever monitored your student interaction on a FB chatroom?
4. Do you think conversations on FB chatrooms flow easier than FTF ones?
5. Did you experience conversational problems that affected your students' interaction and the other parties negatively?
6. In your opinion, what possible proposals as solutions do you recommend FB developers to take into their account when interlocutors apply:
 - a. turn-taking acts,
 - b. repair acts,
 - c. Grice's maxims.
7. What recommendations do you suggest to improve FB chatrooms to fit FTFCs?
8. Are there other social media, platforms, or Applications that have acceptable solutions for such problems that encounter FB chatters? What are they? How do they treat these problems?