

Research Article

Cite this article: Alzahrani, G. (2025). English Cyberlanguage and its Implications for Saudi EFL Learners: A Case Study. *Educational Process: International Journal*, 15, e2025148. <https://doi.org/10.22521/edupij.2025.15.148>

Received February 4, 2025

Accepted April 1, 2025

Published Online April 15, 2025

Keywords: Cyberlanguage, EFL learners, formal writing proficiency, social media, text-based communication

Author for correspondence:

Ghaida Alzahrani

 gaalzahrani@nu.edu.sa

 Najran University, Kingdom of Saudi Arabia

English Cyberlanguage and its Implications for Saudi EFL Learners: A Case Study

Ghaida Alzahrani 

Abstract

Background/purpose. This exploratory study integrates quantitative and qualitative approaches to investigate various facets of cyberlanguage usage, including its types, reasons for use, frequency in daily communication, student attitudes, and its effects on formal writing proficiency.

Materials/methods. Quantitative data was collected through a structured questionnaire designed to assess participants' usage and attitudes towards cyberlanguage. Qualitative data was gathered through participant observation in a WhatsApp group, supplemented by semi-structured interviews exploring individual experiences. Additionally, content analysis was conducted on written communications within the group to identify patterns in cyberlanguage usage. A purposive sampling method targeted twenty Saudi learners aged 15-18, proficient in English as a foreign language, and active WhatsApp users.

Results. The study revealed a significant prevalence of cyberlanguage among Saudi learners aged 15-18, with 55% of respondents using it to expedite communication. Various forms of cyberlanguage, including abbreviations and emoticons, were commonly employed in digital writing. While most participants recognized its utility, opinions on its classification as a legitimate language varied, reflecting ongoing debates in academic circles. Additionally, a majority acknowledged the impact of cyberlanguage on their formal writing skills, with many integrating informal language into academic contexts. This indicates growing acceptance of cyberlanguage and its influence on traditional language norms.

Conclusion. The research accentuates the importance of recognizing cyberlanguage as a distinct mode of communication in the digital age and advocates the need for further exploration to comprehend the trajectory of cyberlanguage and its acceptance among language educators, reflecting the evolving nature of communication in contemporary society and its impact on formal writing.



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

1. Introduction

Digital communication has become an integral aspect of daily life, particularly among the younger demographics. The proliferation of social media platforms and instant messaging applications has exposed individuals to English cyber language, characterized by its informal and condensed nature. This phenomenon has captured the attention of researchers, educators, and linguists, sparking numerous studies that delve into the impact of cyberlanguage on formal writing skills. The literature review below aims to comprehensively analyze prior research in this area, enhancing our understanding of the influence of the English cyber language on formal writing skills.

2. Literature Review

2.1. *The Internet and Its Impact on English*

The English language, originating in England, has undergone significant transformations influenced by a myriad of cultures and languages such as Latin, French, Dutch, and Afrikaans. Its evolution can be traced back to the influx of Germanic tribes—specifically the Angles, Saxons, and Jutes—into Britain during the 5th century CE (Baugh & Cable, 2001). Presently, English holds a global status as the most widely spoken foreign language across numerous nations (Paizullayev & Sak, 2024). This prominence can be attributed to its pivotal role as the language of international commerce, scientific discourse, and the Internet, with 60.4% of online content presented in English, underscoring its pervasive influence in the digital era (Ibid.). The advent of the internet has revolutionized communication, transitioning from traditional means like letters and telephones to virtual interactions. Social media has emerged as a transformative mode of online communication (Sultan, 2023), profoundly impacting various facets of individuals' lives, including education and English language acquisition. Social media now plays an integral role in the educational sphere, particularly for English as a Foreign Language (EFL) learners (Anfel, 2023). Platforms such as Facebook, WhatsApp, X, and Instagram play a crucial role in facilitating communication, enabling individuals to engage with diverse cultures and communities online while expressing their viewpoints (Shaku, 2024).

Instant messaging via digital platforms has influenced writing styles, fostering a more casual approach and the widespread use of emoticons and emojis for expressive purposes. The evolution of the internet has catalyzed ongoing changes in the English language, giving rise to neologisms as a prominent linguistic phenomenon. The contemporary era witnesses a notable "neological boom" in English (Paizullayev & Sak, 2024), with terms like "unfriend" and "selfie" entering common parlance in recent years. The introduction of novel terminologies, reinterpretation of existing vocabulary, and shifts in communication underscore the impact of social media on the English language's evolution. The proliferation of social media has significantly influenced language evolution (Sultan, 2023), with the expanding user base worldwide contributing to the rapid generation of new lexicons. Individuals, particularly digital natives or the net-generation who extensively engage with online communication tools, exhibit a penchant for text-speak, employing abbreviations and acronyms for swift communication. Over time, these acronyms have integrated into the English lexicon, prompting dictionaries to incorporate them into their lexical inventories. For instance, internet slang introduced acronyms like LOL (laughing out loud), which was officially included in The Oxford English Dictionary in 2011. Linguists have observed a surge in new vocabulary creation over the past two decades, with approximately eighty percent of newly coined words originating from the realm of computing. This trend persists with the inventive abbreviation of terms (Scholarly Community Encyclopedia, 2022; Nazman et al., 2023), culminating in the emergence of a distinct shorthand English dialect known as cyber language.

2.2. Exploring Cyber Language through David Crystal's Lens

David Crystal (born 1941), a prominent figure in linguistics, extensively examined cyberlanguage in his seminal publication *Language and the Internet* (2001). Crystal conceptualized cyber language as a specialized form of communication encompassing a range of terms such as Netspeak, Netlish, Weblish, Internet language, cyberspeak, electronic language, electronic discourse, and interactive textual discourse. Netspeak, a central concept within cyber language, embodies the linguistic expressions employed across various online platforms, including email, chat groups, virtual environments, and the internet at large, showcasing a distinct approach to word formation for expressive and efficient communication (Crystal, 2001). Crystal delved into the contrasts between face-to-face interactions and Netspeak, emphasizing the influence of technology, communication outcomes, and the distinction between prosody and paralanguage in online communication domains (Crystal, 2001). Notable challenges in Netspeak include the absence of immediate feedback and rhythmic disparities compared to traditional verbal exchanges, prompting users to rely on textual cues like spelling and punctuation to convey intended meanings (Wang, 2020; Woolridge, 2022). The evolution of Netspeak has introduced novel features such as emojis, emoticons, stickers, and GIFs, facilitating nuanced expressions of emotions and tones across diverse contexts like social media, online messaging platforms, SMS, and informal electronic correspondence. Crystal underscored how Netspeak enhances the communicative toolkit available in the digital era, showcasing unique characteristics and graphological elements that reshape conventional language structures (Crystal, 2012).

2.3. Motivations Driving Students' Use of Cyber Language

Recent studies have shed light on the motivations underpinning students' adoption of cyber language in their digital interactions. Prayudha and Pradana (2023) highlighted how students view cyberlanguage as a means to reduce academic stress, enhance accessibility, condense information, and create a more relaxed learning environment. Anfel's (2023) study on students' use of language shortcuts, like abbreviations and acronyms, revealed educators' challenges in navigating the complexities of social media language and seeking effective solutions. Furthermore, findings suggested that many students perceive social media language to positively impact their formal writing, citing reasons such as time and space efficiency, as well as enhancing clarity through concise expression. Insights from Mahfud and Rahmat (2024) shed light on students' inclination towards cyber language, with a substantial proportion expressing a desire to project a sense of "coolness" and streamline communication processes. These studies collectively underscore the diverse motivations behind students' engagement with cyber language, encompassing aspects of social identity projection, efficiency, linguistic creativity, informality, and digital literacy. A comprehensive understanding of these motivations can empower educators and researchers to address the implications of cyberlanguage on language proficiency and develop instructional strategies that balance formal language skills with the benefits of digital communication.

2.4. The Influence of Cyber Language on Formal Writing

Numerous scholarly inquiries have scrutinized the profound impact of cyber language on the writing proficiency of students, yielding diverse conclusions. These investigations center on the utilization of cyber language, also known as cyber speak, net speak, text speak, net lingo, linguatnet, and internetese, in response to evolving technological landscapes. Notably, they delve into how social media platforms and messaging services like WhatsApp shape students' formal writing abilities. Ulya et al. (2021) posit that social media exerts a significant sway on linguistic attitudes and behaviors, especially among youth, resulting in the emergence of novel and remarkable language phenomena, including creatively coined terms employed in online messaging. This influence extends beyond casual discourse and infiltrates academic writing, particularly within the domain of the English

language. The study of Ehtsham et al. (2023) explored the adverse effects of social media and WhatsApp interactions on students' formal writing skills through the evaluation of students' narrative essays. The findings revealed a departure from conventional spelling and grammatical norms in the language used by students during WhatsApp and social media exchanges, with their informal messaging style seeping into their academic compositions. The majority of learners' writing proficiencies suffer due to the linguistic conventions prevalent in social media and WhatsApp interactions, thereby detrimentally impacting their writing abilities. Furthermore, Khan et al. (2024a) conducted a study to scrutinize the types and frequency of errors committed by EFL students in WhatsApp chat messages. Content analysis of students' WhatsApp conversations unveiled errors in spelling, verb tense, capitalization, noun number, and punctuation, with spelling errors being the most prevalent. Semi-structured interviews further identified factors contributing to these errors, such as overreliance on abbreviations, lack of familiarity with formal and informal communication norms, inadequate attention to grammar standards, limited exposure to English writing conventions, unfamiliarity with WhatsApp formatting choices, and distractions from notifications and concurrent conversations. In a similar vein, Mohammed (2024) examined the impact of WhatsApp text messaging styles on students' writing capabilities through an experimental research design. The study elucidated how students incorporate WhatsApp messaging styles into their academic writings, revealing a prevalence of contractions, illusions, erroneous punctuation, and spelling mistakes. Despite the expedited note-taking benefits of WhatsApp messaging, this style was shown to compromise students' adherence to academic writing standards. Moreover, Tuquib & Bacus (2024) investigated the presence of Netspeak in senior high school students' academic writing, highlighting a decline in students' face-to-face writing skills, particularly during the pandemic era marked by virtual classes. Through discourse analysis, the researchers unveiled instances of Netspeak in students' written communication, characterized by orthographic deviations, neosemanticism, neologisms, and social media expressions, positing that the surge in Netspeak usage may stem from the amplified linguistic creativity and freedom fostered by the internet, intensified by the pandemic.

Contrary to prevailing perspectives, Crystal (2008) advocates for the positive impact of Netspeak on students' writing skills, refuting claims of its deleterious effects. Crystal contends that students seldom resort to abbreviations or net language in formal assignments, challenging assumptions that netspeak undermines academic performance. Naji's study (2023) echoed this sentiment, demonstrating the beneficial influence of cyber language on students' writing skills through text chatting via WhatsApp, leading to noteworthy advancements in writing proficiency. Additionally, Almushwat and Sabkha's study (2023) underscored the diagnostic impact of social media on EFL students' writing skills, revealing a positive correlation between social media usage and language acquisition, particularly in writing skills enhancement. Similarly, Nosa (2023) examined the influence of WhatsApp usage on students' grammar proficiency, affirming a positive correlation between WhatsApp utilization and students' grammatical aptitude. In a more recent context, Octaviani & Sagala (2023) delved into the cyber-slang expressions employed by teenagers in Instagram comment sections, categorizing these expressions into distinct types of slang. The study highlighted the prevalence of slang terms among teenagers on Instagram, shedding light on their impact on linguistic fluency and vocabulary enrichment, thus contributing to a nuanced understanding of contemporary language usage. Furthermore, Benlaghrissi & Ouahidi (2024) investigated the impact of WhatsApp-based tasks on EFL learners' paragraph writing performance, demonstrating superior writing outcomes for students engaged in WhatsApp-based instructional activities compared to traditional teaching methods. Similarly, Masrul & Erliana (2024) explored the influence of WhatsApp-based instruction on students' employment of indirect Language Learning Strategies (LLS) and its subsequent impact on academic writing performance, emphasizing WhatsApp's potential as an effective LLS teaching tool. Lastly, Camacho et al. (2023) examined the correlation between textisms and spelling mistakes in academic texts, highlighting a higher prevalence of textisms in WhatsApp

messages compared to misspellings in academic texts, indicating intentional linguistic deviations from academic norms rooted in digital communication practices.

On the other hand, Muftah (2022) posits that social networking sites exert both positive and negative influences on students' writing skills. In a study conducted by Mathilda (2023), the impact of textism present in online WhatsApp chats on individuals' writing abilities was investigated. Findings revealed a spectrum of perspectives among participants, with some acknowledging and others refuting the influence of textism on their writing skills, each offering distinct justifications for their stances. Broñola et al. (2023) undertook a research inquiry to explore junior high school students' perceptions of the effects of social networking sites on their writing proficiency, particularly in terms of grammar, spelling, and punctuation. The study's outcomes indicated that a majority of Grade 10 respondents fell within the age bracket of 15 to 17 years. Moreover, a notable portion of participants acknowledged the adverse impact of social networking sites on their writing skills, particularly in grammar and punctuation. Conversely, a significant cohort expressed strong concurrence regarding the beneficial effects of social media platforms in enhancing their writing prowess, specifically in grammar, spelling, and punctuation domains.

Previous studies have also elucidated educators' viewpoints on students' utilization of cyber language in communication. Khan et al. (2024b) aimed to investigate WhatsApp's efficacy as a tool for enhancing EFL learners' academic writing creativity, considering perspectives from both students and teachers. Student responses indicated a prevalent belief in WhatsApp's substantial enhancement of writing creativity, particularly in spelling, punctuation, capitalization, and grammar. In contrast, teachers exhibited reservations about the utility of WhatsApp in bolstering students' academic writing creativity. Participant roles (student versus teacher) significantly influenced perceptions of WhatsApp's efficacy in enhancing writing creativity, resulting in differing responses based on these roles. Additionally, Putri (2023) identified several key aspects of teachers' perceptions regarding the use of WhatsApp in writing activities, including independence from time and location, grammatical errors, vocabulary limitations, internet connectivity issues, and incomplete WhatsApp features.

Research endeavors have employed diverse linguistic methodologies, such as scientific literature analysis, language process observation, and word-formation analyses, to investigate the influence of social media platforms like WhatsApp, Instagram, Facebook, and others on the formation of neologisms in contemporary English. While some studies have underscored the negative impact of the social media environment on students' adherence to formal language conventions, inhibiting their compliance with standard language rules, others have highlighted the beneficial impact of social media on their writing skills.

2.5. Problem Statement

The pervasive use of social media among students has transformed communication into a technology-driven endeavor, significantly influencing language, particularly for English as a Foreign Language (EFL) learners. Platforms like WhatsApp have reshaped writing skills and altered daily interactions, leading to challenges in comprehending earlier linguistic forms. The rapid influx of new vocabulary can be especially perplexing for EFL learners, who may struggle to navigate these changes.

Research indicates that social media serves as both an ally and an adversary in language development. While it contributes to spelling inconsistencies and breaches of grammar conventions, regular engagement with native speakers can enhance language assimilation and enrich vocabulary for EFL learners (Almushwat & Sabkha, 2023). Understanding the impact of cyber language on formal writing skills is, therefore, essential.

Cyber language has become increasingly relevant in today's digital communication landscape, reflecting cultural shifts and the evolving nature of interaction among users. It plays a crucial role in

shaping how individuals, particularly younger generations, communicate and express themselves. As a dynamic form of language, cyberlanguage not only contributes to the evolution of English but also highlights the adaptability of linguistic expressions to fit modern contexts.

This exploratory study will specifically investigate 'internet language'—cyber language—and its implications for conventional writing practices. It aims to determine whether the adoption of the English cyber language jeopardizes students' formal writing skills or represents a creative innovation within linguistic dialects. Additionally, the study will explore whether the English cyber language has the potential to emerge as a globally accepted variant of English or if it constitutes another form of pidgin, lacking longevity and impact on real-life communication.

To achieve these objectives, the study will examine cyber language from several critical perspectives that illuminate its multifaceted impact on the formal writing skills of EFL learners: (1) Linguistic Perspective: This perspective addresses the structural alterations and lexical innovations introduced by cyber language, analyzing how informal communication patterns influence grammar and vocabulary use in academic contexts; (2) Educational Perspective: This focus explores the implications of cyber language for language acquisition, examining how exposure to informal language forms can both hinder and enhance learners' writing proficiency; and (3) Sociolinguistic Perspective: This perspective investigates the social dynamics and identity constructions facilitated by cyber language, considering how students' interactions on social media platforms shape their linguistic choices and peer relationships.

By integrating these perspectives, this research aims to provide a comprehensive understanding of the implications of cyber language for EFL learners, ultimately contributing to the discourse on language evolution in the digital age.

Despite extensive research on the relationship between the internet and the evolution of the English language, prior studies—such as those by Crystal (2001) and Prayudha & Pradana (2023)—often focus on broader trends without examining specific cultural contexts, particularly those of Saudi learners. This study seeks to fill this gap by investigating the unique experiences of Saudi learners aged 15-18. By exploring their motivations for using cyber language and its specific effects on formal writing skills, this research contributes to a nuanced understanding of cyber language within a culturally relevant framework, distinguishing itself from previous studies that lack this specificity.

3. Method

3.1. Design

This study employs a mixed methods research design, combining quantitative and qualitative approaches. The chosen approach allows for an exploration of various aspects related to students' usage of the English cyberlanguage, including the types of cyberlanguage used, the reasons behind its usage, the frequency of its occurrence in daily communication, students' attitudes towards it, and its potential impact on their formal writing.

Research questions

1. Should we consider "English Cyber Language" as a new electronic language?
2. What is the rationale behind your employing English Cyber language during digital writing?
3. What varieties of English cyber language are employed by Saudi students in digital writing?

Research Tool

- Questionnaire
- Questionnaire
- Content Analysis through social media application data "WhatsApp"

- | | |
|---|---|
| 4. What is the frequency of Saudi students' usage of English cyber language in their digital writing? | Content Analysis through social media application data "WhatsApp" |
| 5. How does English cyber language influence the formal writing skills of the students? | Questionnaire, Interview, Observation |

3.2. Quantitative Data Collection

A survey questionnaire consisting of three sections was administered using Google Forms to gather quantitative data. Participants were asked to provide their responses through the online questionnaire. The questionnaire employed a multifaceted approach to data collection, integrating various question formats to capture a diverse range of participant responses. Specifically, it utilized both binary response options (Yes/No) and incorporated a Likert-type scale to evaluate the frequency of cyber language usage among participants. This scale provided a range of ordinal response options—such as "Always," "Usually," and "Rarely"—which allowed participants to express their engagement with cyber language in a more graduated manner. By employing these varied response formats, the questionnaire was able to capture both quantitative and qualitative dimensions of participant experiences. This methodological diversity enhanced the depth and breadth of the data, ultimately contributing to a more nuanced understanding of the influence of cyber language on formal writing skills among EFL learners. Descriptive statistics were employed to summarize the data collected from the questionnaire. Frequencies and percentages were calculated for categorical variables to provide a clear representation of participants' engagement with Cyberlanguage.

3.3. Qualitative Data Collection

Qualitative data were collected in various ways. The study relied on empirical data and observations derived from interactions within the group. Data were gathered using the documentary technique, which involves examining, researching, and analyzing materials produced by others that are relevant to the specific issue under investigation (Sugiyono, 2014). The content analysis for this study was conducted over a one-month period and involved a systematic examination of the participants' communications within their WhatsApp group. The researcher employed the documentary technique to gather empirical data from these interactions, specifically focusing on the use of cyber language. The content analysis process followed three key phases:

(1) Data Collection: The researcher began by screenshotting students' chats within the WhatsApp group, ensuring that prior informed consent was obtained from all participants. This step was crucial as it captured natural interactions among the students, providing authentic examples of their use of cyber language.

(2) Classification of Cyber Language: The collected data were categorized into four distinct linguistic structures: (a) Emoticons and Emojis: These visual symbols were analyzed for their frequency and contextual usage in conveying emotions and enhancing communication; (b) Abbreviations: This category included common shortened forms of words and phrases (e.g., "LOL" for "laughing out loud" and "BRB" for "be right back"), which were examined for their prevalence and variations within the participants' messages; (c) Shortenings: Words that were truncated or altered for brevity (e.g., "U" for "you" and "2morro" for "tomorrow") were classified and analyzed to understand their role in digital communication; and (d) Contractions: The analysis also included linguistic contractions (e.g., "isn't" and "don't") to evaluate how these forms reflect informal speech patterns and their impact on formal writing.

(3) Quantitative Analysis: Following the classification, the researcher calculated the frequencies and percentages of each category to analyze the data quantitatively. This quantitative approach

provided insights into the prevalence of cyberlanguage features among the participants. For example, the results indicated that abbreviations were the most commonly used form of cyber language, accounting for a significant percentage of total instances.

In addition to the data collected through WhatsApp group analysis, the researcher also reviewed participants' homework to gather qualitative data related to the last research question. To enhance the reliability of the research, brief interview sessions (no longer than 30 minutes) were conducted with the participants via Zoom.

3.4. Validity and Reliability

To ensure the validity and reliability of the study, the following measures were taken:

- a. The use of multiple data collection tools, including written assignments, internet communication, interviews, and questionnaires, to establish an objective basis for the conclusions drawn.
- b. The research instruments were validated by a group of content experts before data collection.
- c. The reliability of participants' responses was ensured through a meticulous process of tallying, classifying, and quantifying the data, conducted twice with a 2-week interval between each assessment. Any discrepancies or variations observed were rectified and adjusted for.

3.5. Participants

This study employed purposive sampling to intentionally select participants who aligned with the research objectives. A total of twenty (20) young Saudi learners, aged 15 to 18 years, were recruited based on specific criteria to ensure they possessed relevant experience with cyber language in the context of digital communication. The selection criteria included: (1) Active Use of WhatsApp: Participants were required to have been active users of WhatsApp for a minimum of 3-4 years. This criterion was chosen to ensure that participants had sufficient exposure to the platform and its associated language practices, allowing for a more informed perspective on the impact of cyber language on their formal writing skills; (2) Language Proficiency: All participants were fluent in English, having learned it as a foreign language while Arabic remained their first language. This bilingual proficiency was essential for examining the influence of cyber language on their English writing skills. The researcher became a member of an existing WhatsApp group created by the students themselves, which focused on international competitions and tests. This group provided a natural setting for engaging with participants who were already familiar with the research context. Participants resided in various cities and regions across Saudi Arabia, including Riyadh, Jeddah, Tabuk, Dammam, Khobar, Mecca, Najran, Taif, and remote areas, ensuring a diverse representation of perspectives. Prior to data collection, the researcher informed group members about the study and its objectives, inviting voluntary participation. Participants were assured of confidentiality and were required to provide informed consent through a permission form. Importantly, there was no direct connection or conflict of interest between the researcher and the study participants, ensuring the integrity of the research process.

4. Results

1. Should we consider "English Cyber Language" as a new electronic language?

The following table presents the results of a question investigating the usage and perception of "English Cyber Language" as a potential new electronic language. Moreover, it shed light on various aspects of Cyberlanguage, including its frequency of use, evolution over time, desirability, and classification. The findings are detailed in Table 1 below.

Table 1. Frequency Distribution and Percentages of 'English Cyber Language' Usage and Perception

No.	Questions	Frequency	%
1	In your messages, comments, or chats, how frequently do you use Cyberlanguage?		
	1. Always (i.e., all of my messages are composed in Cyberlanguage).	14	70%
	2. Usually (i.e., approximately half of my messages are composed in Cyberlanguage).	5	25%
	3. Rarely (i.e., one or two words within a sentence are composed in Cyberlanguage).	1	5%
2	Have you observed an increase in your usage of Cyberlanguage over time while communicating on social media?		
	1. Yes	14	70%
	2. No	6	30%
3	Do you believe that the use of Cyberlanguage should be discontinued?		
	1. Yes	3	15%
	2. No	17	85%
4	Are you bothered when individuals excessively use Cyberlanguage?		
	1. Yes	4	20%
	2. No	16	80%
5	Which form of language do you prefer while communicating on social media?		
	1. Standard English	3	15%
	2. Cyberlanguage	17	85%
6	In your opinion, should Cyberlanguage as a writing style utilized on WhatsApp and other social networking sites be classified within the category of "language"?		
	1. Agree	10	50%
	2. Disagree	3	15%
	3. Probably a CODE	5	25%
	4. Neutral	2	10%
7	If you agree that Cyberlanguage should be classified as a language, do you think that it should be officially taught in the future?		
	1. Yes	9	45%
	2. No	1	5%

Table 1 presents a comprehensive analysis of the usage and perception of 'English Cyber Language' as a potential new electronic language, providing valuable insights into various aspects of Cyberlanguage, including its prevalence, evolution, desirability, and classification.

Regarding the frequency of Cyberlanguage usage, the data reveals that a significant percentage of respondents actively engage with Cyberlanguage in their communication. Specifically, 70% of the respondents consistently use Cyberlanguage in all of their messages, while approximately 25% use it in approximately half of their messages, and a remaining 5% use it rarely. These findings indicate the growing prominence of Cyberlanguage in online interactions, particularly among Millennials who utilize the popular messaging app, WhatsApp.

Two interpretations can be drawn from these findings. Firstly, the widespread frequency of cyberlanguage use among millennials suggests its efficiency and effectiveness in communication, as evidenced by its extensive reliance on various communication purposes. Secondly, this pattern of usage may be attributed to the widespread adoption and accessibility of WhatsApp among Millennials. According to Statista.com, a reliable source of information on mobile technology trends, WhatsApp had approximately 3 billion active users worldwide in June 2024, with over 100 billion messages exchanged on a daily basis. This suggests that the proficiency and time spent communicating online using Cyberlanguage may contribute to more effective interactions in other contexts.

Furthermore, the data indicates that 70% of the respondents acknowledged an observed increase in cyberlanguage usage on social media over time. This finding suggests that Cyberlanguage is not only prevalent but also on the rise, adapting to the evolving communication landscape. This increasing prevalence of Cyberlanguage contributes to its sustainability as a form of communication.

Regarding the question of whether Cyberlanguage should be discontinued, a substantial majority of the respondents (85%) expressed a preference for its continuation. Moreover, the results indicate that a majority (80%) of respondents are not bothered by excessive use of Cyberlanguage, while a minority (20%) are bothered by it. This suggests a general acceptance of Cyberlanguage usage among the respondents. In terms of language preferences on social media, a significant majority of students (85%) expressed a preference for Cyberlanguage over Standard English. This preference highlights a shift in linguistic norms among the younger generation, indicating that Cyberlanguage has gained traction as a preferred mode of communication in the digital realm. The influence of social media platforms, with their emphasis on brevity and informality, aligns with the fast-paced and casual nature of online interactions. Moreover, the use of Cyberlanguage fosters a sense of belonging and connectedness within online communities, as it reflects a shared linguistic style and cultural identity. When considering the classification of Cyberlanguage, respondents held differing opinions. While 50% agreed that Cyberlanguage should be considered a writing style utilized on platforms like WhatsApp and other social networking sites, the remaining 50% were divided between those who disagreed, considered it as code, or maintained a neutral stance. This divergence of perspectives underscores the ongoing debates surrounding the categorization and recognition of Cyberlanguage as a distinct linguistic entity. Finally, when asked about the official teaching of Cyberlanguage in the future, the majority of respondents who considered Cyberlanguage as a category of language agreed. This finding underscores the potential recognition of Cyberlanguage as a legitimate form of language that warrants educational attention and inclusion in formal language curricula. In general, the data presented in the schedule provides a comprehensive overview of the usage patterns, attitudes, and perceptions surrounding 'English Cyber Language.' The findings indicate its increasing prevalence, acceptance, and potential implications for digital communication, contributing to ongoing discussions in the field.

2. What is the rationale behind your employing English Cyberlanguage during digital writing?

Table 2 below presents the results of an investigation into the rationale behind the employment of English Cyberlanguage during digital writing by examining the respondents' perspectives:

Table 2. The Frequency Distribution and Percentages of Rational Reasons for Employing English Cyberlanguage in Digital Writing

No.	The rationale behind employing English Cyber language during digital writing:	F	%
1	Time and effort can be conserved.	11	55%
2	It serves as an indicator of identity.	-	-
3	It is a more stylish option. The incorporation of emoticons and contractions enhances the appeal of my posts. (To conform to current trends). The use of Cyberlanguage has become a prevailing trend, surpassing its utilitarian function.	-	-
4	Cyberlanguage enables a more accurate depiction of emotions compared to Standard English.	2	10%
5	The medium (computer/mobile phone) necessitates the use of this type of language.	11	55%
6	I can be inventive and experiment with language.	-	-
7	Limited knowledge of Standard English.	-	-
8	Accuracy is not a primary concern, as standard English is perceived as arduous.	1	5%
9	The potential impact of using English Cyberlanguage versus Standard English is perceived to be negligible, and therefore, the decision to use one over the other is not considered significant.	-	-
10	The primary objective is to convey the message to the recipient with little regard for spelling accuracy.	10	50%

The data illustrated in Table 2 elucidates the underlying reasons for the utilization of English Cyberlanguage in digital writing among the respondents. The perspectives of the participants offer insights into the multitude of factors that drive the incorporation of Cyberlanguage in their online discourse, with individuals being afforded the opportunity to select one or more rationales that impelled them towards employing this form of language. A majority of participants (55%) attributed the use of Cyberlanguage to the medium of communication itself, such as computers and mobile phones. This suggests that the characteristics of these devices influence the linguistic choices made by individuals, further reinforcing the prevalence of Cyberlanguage in digital writing as technological advancements by electronic developers have not only provided a writing platform but have also offered supportive features aiding users in various ways in their writing endeavors. Moreover, the respondents, 55%, expressed that employing English Cyberlanguage allows for conserving time and effort in their digital writing endeavors. This suggests that the streamlined nature of Cyberlanguage facilitates efficient communication in the fast-paced online environment. Interestingly, a subset of respondents (50%) indicated that the primary objective of employing English Cyberlanguage is to convey the message to the recipient, with little regard for spelling accuracy. This finding implies that the communicative effectiveness and timely transmission of information supersede the need for meticulous spelling and grammar adherence within the context of digital communication. Interestingly, a subset of respondents (10%) indicated that Cyberlanguage enables a more accurate depiction of emotions compared to Standard English. It is worth noting that accuracy and adherence to standard grammatical conventions were not perceived as primary concerns for some participants (5%), who viewed Standard English as arduous. This attitude suggests a preference for the informality and flexibility offered by Cyberlanguage in their digital communication.

3. What varieties of English Cyberlanguage are employed by Saudi students in digital writing?

This question aimed to explore the different forms of Cyberlanguage utilized by students. By analyzing the data obtained, Table (3) below presents the findings related to the varieties of English Cyberlanguage employed by Saudi students in their digital writing.

Table 3. Frequency Distribution of Cyberlanguage Utilization across Four Categories in English Digital Writing

No.	What varieties of English cyber language are employed in your digital writing	Frequency	%
1	Emoticons and Emoji	219	12.78%
2	Abbreviations	927	54.12%
3	Shortening	436	25.45%
4	Contraction	131	7.65%
Total		1713	100%

The findings of the third question revealed that Saudi students extensively utilized various forms of Cyberlanguage in their digital writing, particularly in the context of WhatsApp comments. Through a comprehensive analysis of the collected data, the researcher identified four distinct categories of Cyberlanguage that were consistently employed across multiple instances. These categories include emoticons and emojis, abbreviations, shortening, and contraction. The data presented in Table (3) highlights the frequency distribution of Cyberlanguage based on the aforementioned four categories. Among the participants, the most prevalent form of Cyberlanguage was found to be abbreviation, accounting for 54.12% of the total instances. This finding aligns with Nilnarong's (2024) study, which also found that abbreviations were the most widely used among the four varieties of Cyberlanguage. In addition, it is in line with Puspitasari's (2024) research, which revealed that the most common form was abbreviation, including acronyms, as youth prefer texting shortly and minimize alphabet usage in online texting. However, in the context of informal online communication, some acronyms were inaccurately typed, likely due to the inherent informality and relaxed adherence to formal grammatical rules in Cyberlanguage usage. Shortening constituted another prominent category, accounting for 25.45% of the instances. Furthermore, the linguistic phenomena of emoticons and emojis, and contraction were observed in 12.78% and 7.65% of the instances, respectively. Additionally, these phenomena reflect the adaptation of English Cyberlanguage to accommodate brevity and informality in digital discourse.

4. What is the frequency of usage of English cyber language by Saudi students in their digital writing?

The participants utilized various forms of Cyberlanguage when composing their comments on WhatsApp. After conducting an analysis, the researcher discovered that several types of Cyberlanguage were posted in multiple ways within each category. The data analysis will be performed based on the four categories previously established, which include emoticons and emoji, abbreviations, shortening, contraction.

Table 4. Number of Cyberlanguage Users and Frequency of Cyberlanguage Usage**1. Abbreviation**

Type	Meaning	No. of Netspeak Users	Netspeak Freq.	Type	Meaning	No. of Netspeak Users	Netspeak Freq.
LOL	Laughing out loud	19	19	SSDD	Same stuff, different day	4	4
LULZ	Laughs	1	2	TL	Too long	14	15
CYA	see ya (see you later).	13	14	DR	didn't read	5	5
OMG	Oh my God	16	22	GOAT	Greatest of all time	3	3
BRB	Be right back	16	19	TIL	Today I learned	3	3
TYSM	Thank you so much	20	26	HBU	How about you	19	21
TY	Thank you	20	24	LMK	Let me know	12	16
ROFL	Rolling on the floor laughing	19	19	PNL	Peace and love	14	14
ASAP	As soon as possible	4	6	TBT	Throwback Thursday	11	11
WB	Welcome back	13	17	ICYMI	In Case You Missed It	5	6
IIRC	If I recall correctly	5	5	SMOL	Anything small and cute	8	9
IDK	I don't know	18	23	GTG	Got To Go	4	4
OFC	Of course	17	20	YOLO	You Only Live Once	3	4
IDC	I don't care	18	21	TTYL	Talk To You Later	17	22
YW	You are welcome	20	22	FIT	It's short for "outfit"	7	7
PITA	Pain in the arse	3	3	MEM E	A video that's funny	6	6
GTG	Go to go	7	8	TBH	To be honest	11	13
NP	No problem	18	19	IMHO	In my humble opinion	15	17
GL	Good Luck	19	21	IRL	In real life	14	14
KK	OK	9	11	DIKY	Do I know you?	11	11
BB	Bye bye	11	11	SMH	Shaking my head	9	9
Afaik	As far as I Know	18	19	OP	Original poster	3	3
Afk	Away from keyboard	11	12	JSYK	Just so you know	2	2
Bbfn	bye bye for now	9	11	JGH	Just got home	12	12
Durr	Do you remember	5	5	MFW	My face when	5	5

Fyi	for your information	7	8	Hmu	Hit me up	3	3
Gal	get a life	6	6	WTTP	Want to trade pictures?	2	2
Mtg	meeting	10	10	Ash	As hell	1	1
ILY	I love you	3	4	Wbu	What about you?	14	14
BFF	Best friends forever	16	16	SUP	What's up?	19	22
TIA	Thanks in advance	20	27	WYD	What are you doing?	15	15
IMO	In my opinion	17	21	FTW	For what it's worth	3	3
UR	Your	9	18	KML	Killing myself laughing	3	3
DM	Direct Method	3	3	DAE	Does anyone else	10	11
RT	Real Time	2	3	SL	Sorry late reply	11	26
AMA	Ask me anything	4	4	TYT	Take your time	16	23
NSFW	Not safe for work	11	11	BA	Before anyone else	6	7
POS	Parent over shoulder	14	14	IC	I see	13	19
HIFW	How I feel when	7	7	Sus	Suspicious, shady, not to be trusted	6	11
Total		531		Total		396	

2. Shortening:

Type	Meaning	No. of Netspeak Users	Netspeak Freq.	Type	Meaning	No. of Netspeak Users	Netspeak Freq.
Gr8	Great	18	24	B4	Before	17	21
2day	Today	19	22	R	Are	20	29
U	You	20	32	UR	Your	20	33
l8	I ate	5	5	Cul8r	See you later	6	6
cmng	Coming	9	11	B4n	Bye for now	8	9
L8R	Later	18	28	Pls/Plz	Please	20	25
Str8	Straight	8	9	Cos	Because	18	23
nvm	Never mind	11	11	wanna	Want to	20	34
2morro	Tomorrow	16	21	gonna	Going to	20	37
F2F	Face to face	14	15	Thx	Thanks	17	26
M2M	Many to mention	6	6	XLNT	Excellent	6	9
Total		184		Total		252	

3. Emoticons and Emoji

Symbol	Meaning	No. of Netspeak Users	Netspeak Freq.	Symbol	Meaning	No. of Netspeak Users	Netspeak Freq.
; -)	Smile	20	37	: -(sad	18	23
C:	Smile	4	7	:(sad	8	8
:)	Smile	5	5	:c	sad	9	8
=>	Smile	6	6	UwU	cute face	4	5
:0	Shocked	19	26	o_O	surprised	17	25
^	Thumbs up	20	39	(^O^)/	happy	15	30
Total			120	Total			99

4. Contractions:

Type	Meaning	No. of Netspeak Users	Netspeak Freq.	Type	Meaning	No. of Netspeak Users	Netspeak Freq.
izn't	Is not	18	44	dnt	Do not	19	19
cnt	Can not	19	51	couldnt	Could not	16	17
Total			95	Total			36

The data presented in Table 4, which builds upon the findings from the previous Table 3, offers valuable insights into the frequency of English Cyberlanguage usage by Saudi students in their digital writing across various linguistic categories. The analysis of this consolidated data sheds light on the fourth research question, which aimed to investigate the prevalence of Cyberlanguage adoption among the study participants. The results indicate that all participants in the study utilized at least two to three categories of Cyberlanguage, with some employing all four identified categories. This finding clearly demonstrates the pervasive use of Cyberlanguage among the computer-savvy student population. However, the ratio of Cyberlanguage usage varied across the participants. Regarding abbreviations, the most frequently observed instances were "thanks in advance" (TIA), "thank you" (TY), "thank you so much" (TYSM), and "You are welcome," each employed by 20 users and accounting for 27, 26, 24, and 22 frequencies, respectively. In the category of shortenings, which involve the truncation of words, notable examples included "you" (U), "Are" (R), "Your" (UR), "Please" (Pls/Plz), "Want to" (Wanna), and "Going to" (gonna), each used by 20 participants and constituting 32, 29, 33, 25, 23, 34, and 37 frequencies, respectively. The analysis of emoticons and emojis revealed that the most commonly used symbols were the "smile" (; -) and "thumbs up" (^), each employed by 20 users and representing 37 and 39 frequencies, respectively. Additionally, the "shocked" (:0) emotion symbol was also frequently used, observed in 19 participants' digital communications. In the category of contractions, the study found a substantial occurrence of "can not" (cnt) with 19 users, accounting for 51 instances of usage. The contraction "don't" (dnt) was also frequently employed by 19 participants, but with a lower frequency of 19. The contraction "isn't" (Izn't) was used by 18 users, representing 44 instances of usage. These findings indicate that Saudi students actively engage in the utilization of English Cyberlanguage in their digital writing, employing a diverse range of abbreviations, shortenings, emoticons/emojis, and contractions. The prevalence of these linguistic features suggests a familiarity and comfort with Cyberlanguage practices, which may reflect their

adaptation to digital communication platforms and the influence of global online interactions. The researcher's observations further reveal that despite the presence of multiple forms of Cyberlanguage within each category, the participants were generally able to comprehend each other's posts. Even when various abbreviations were used for the same word, the intended meaning was usually clear. However, certain abbreviations were found to be specific to particular age groups or generations and were not understood by the researcher. This highlights the need for teachers of second language learners to familiarize themselves with Cyberlanguage to ensure that their students are not excluded from online communication. Fostering this understanding will facilitate two-way interaction without confusion or misunderstandings. Moreover, the older generation must be aware of this phenomenon to maintain effective communication with the younger generation. It is important to recognize that not all individuals, regardless of age, may comprehend the Cyberlanguage abbreviations used.

5. How does English Cyberlanguage influence the formal writing skills of the students?

In order to investigate the impact of English Cyberlanguage on students' formal writing skills, the present study employed a multi-method research design to achieve a comprehensive and robust understanding of the phenomenon under examination. Specifically, the researcher utilized a triangulation of data collection instruments, including in-depth interviews, direct observations, questionnaires, and statistical analyses, to explore the research topic from various angles. Table (5) below presents the consolidated data obtained from these diverse inquiries, which collectively shed significant light on the influential role of Cyberlanguage in shaping students' formal writing practices. The integration of multiple research methods allowed for the cross-validation of findings, enhancing the credibility and trustworthiness of the study's conclusions.

Table 5. The Influence of English Cyberlanguage on Formal Writing Skills from the Perspective of Participants

No.	Question	Freq.	%
	Have you ever employed the features of Cyberlanguage (i.e., informal language) while taking class notes or completing assignments?		
1	1. Unintentionally, yes	15%	75%
	2. Intentionally, yes	3	15%
	3. No	2	10%
	Do you believe that reading and composing online messages or Cyberlanguage have influenced your writing language skills?		
2	1. Yes, positively	0	0%
	2. Yes, negatively	0	0%
	3. Yes, both positively and negatively	17	85%
	4. No.	3	15%
	How effortless is it for you to transition between utilizing Cyberlanguage (while using social media sites) and the standard variety (for academic or formal writing)?		
3	1. Very easy	2	10%
	2. Moderately easy	14	70%
	3. Difficult.	4	20%

The data presented in the table 5 offers valuable insights into the impact of English Cyberlanguage on students' formal writing skills from their perspectives.

Question 1 in this section aimed to determine whether participants utilized Cyberlanguage features, particularly informal language, while taking class notes or completing assignments. The majority of respondents (75%) acknowledged employing Cyberlanguage unintentionally, indicating that informal language seeped into their academic writing unintentionally. Additionally, a smaller portion of participants (15%) admitted to intentionally incorporating Cyberlanguage into their writing. However, a minority of participants (10%) reported not employing Cyberlanguage at all in their academic writing endeavors, suggesting a preference for more formal language conventions.

Question 2 explored the participants' beliefs regarding the influence of reading and composing online messages or Cyberlanguage on their writing language skills. A considerable percentage of respondents (85%) recognized both positive and negative effects on their writing skills. This finding indicates that participants perceive Cyberlanguage and online messaging as having both beneficial and detrimental impacts on their writing abilities. Interestingly, a minority of participants (15%) reported no influence on their writing skills, suggesting that some individuals do not perceive a significant impact from engaging with Cyberlanguage.

Regarding the ease of transitioning between Cyberlanguage and standard language, as investigated in Question 3, the results indicate that a majority of participants (70%) considered the transition moderately easy. This suggests that many students are able to navigate between the informality of Cyberlanguage, commonly used in online communication, and the more formal expectations of standard language in academic or formal writing. However, a smaller percentage of participants (20%) found the transition difficult, indicating challenges in adapting their language use to different contexts. Interestingly, a small percentage (10%) reported finding the transition relatively easy, demonstrating a subset of participants who are adept at switching between Cyberlanguage and standard language.

Aligned with insights gleaned from in-depth interviews with study participants, the analysis revealed a dominant trend wherein the linguistic conventions characteristic of online communication have permeated the academic sphere, exerting a discernible impact on students' writing within the classroom setting. Without exception, all twenty participants involved in this investigation acknowledged the influence of Cyberlanguage on their writing, identifying distinct categories of impact, particularly pertaining to spelling and grammar. Notably, the participants unanimously underscored the significant influence of frequent Cyberlanguage usage on their spelling proficiency. The idiosyncratic spellings characteristic of Cyberlanguage online tend to mold students' adoption of similar spelling conventions in their formal writing, leading to deviations from established orthographic norms. These alterations in spelling primarily manifest through the application of phonetic sounds and unconventional letter combinations within words. Furthermore, the study found that contractions often lack the requisite placement of apostrophes, resulting in grammatical inaccuracies. While such practices might be permissible in informal online environments, the research indicates that students may inadvertently transpose these errors into their classroom writing owing to their prolific and continuous use of Cyberlanguage. To bolster the credibility of these findings, the researcher accessed the students' assignments and conducted meticulous analyses, corroborating the unequivocal influence of Cyberlanguage on their writing, particularly with regard to spelling and grammar. In addition to spelling, the influence of Cyberlanguage extends to grammar, with certain words lacking essential punctuation marks or undergoing contractions without the necessary inclusion of apostrophes. While these grammatical deviations may be tolerated in informal online settings, they are deemed inappropriate in formal writing contexts, such as classroom assignments. The researcher posits that the frequency of students' engagement with Cyberlanguage during online activities directly correlates with its integration into their offline writing practices. Over

time, students acclimate to the use of abbreviated terms, inadvertently incorporating them into formal writing tasks, including classroom assignments. Despite this trend, participants do not perceive this integration as a threat, as they demonstrate a keen awareness of the distinction between Cyberlanguage and formal English. While the majority of learners can differentiate between the language norms applicable in social media contexts and formal educational settings, investigations have revealed a transfer of writing errors—such as incorrect punctuation usage, sentence structuring (syntax), spelling discrepancies, and orthographical inaccuracies—from social media platforms to formal writing tasks. These errors may be intentional or inadvertent, as indicated by 75% of participants in the survey. Intentional errors might arise from learners' assumptions that educators will comprehend their writing, while unintentional errors could stem from a subconscious adaptation to the prevailing trend of ungrammatical writing styles on social media platforms, leading to a lack of realization regarding the presence of grammatical inaccuracies in their formal writing endeavors.

5. Conclusion

This research culminated in a mixed methods approach to explore the "English Cyberlanguage" phenomenon and its influence on students' formal writing proficiency. The study's outcomes have illuminated various facets concerning the application, perception, and ramifications of Cyberlanguage in online discourse. Analysis of the data uncovered a notable prevalence of Cyberlanguage among the surveyed Saudi students, with a substantial majority consistently incorporating it into their written communications. This pervasive utilization implies the efficacy and potency of Cyberlanguage as a communicative instrument, underscoring its adaptation to the dynamic digital milieu. This aligns with Ulya et al. (2021), who observed that social media fosters linguistic changes by encouraging the use of creative and informal expressions. Similarly, Sultan (2023) emphasized that the expansion of social media has accelerated the emergence of new lexicons, affecting how students communicate online and in academic settings. Moreover, the research underscored that Cyberlanguage not only prevails but is also gaining traction, hinting at its enduring nature as a communication medium. The widespread acceptance and endorsement of Cyberlanguage by the majority of respondents underscore its legitimacy as a favored mode of expression, surpassing the prominence of Standard English on social media platforms. This paradigm shift in linguistic conventions among the younger demographic highlights the influence of social media and emphasizes the significance of recognizing Cyberlanguage as a distinct mode of communication. To comprehend the impact further, it is essential for educators to reflect on the rationales articulated by respondents for employing netspeak. The contemporary world, driven by high-speed technology, has bridged human interactions, with Cyberlanguage facilitating accelerated conversational exchanges. The digital medium, whether through computers or mobile devices, enables the adoption of this linguistic style. Notably, 55% of Generation Z respondents acknowledged contracting words to streamline conversations and save time. While opinions on the categorization of Cyberlanguage exhibit variance, predicting its exact developmental trajectory and acceptance among language teachers remains challenging. Given the mixed perspectives on Cyberlanguage's impact, it is crucial for educators to adapt teaching strategies that address both its advantages and challenges. Encouraging students to develop metalinguistic awareness—the ability to recognize when and how to use formal versus informal language—may mitigate concerns about declining academic writing standards. By acknowledging the linguistic realities of the digital era, educational institutions can equip students with the skills needed to navigate both academic and digital communication effectively.

6. Delimitations of the Study

It is important to acknowledge the limitations and delimitations of this study to ensure a comprehensive understanding of its scope and implications. Firstly, the research focused specifically on Saudi students and their usage of English Cyberlanguage. While this narrow focus allowed for in-depth exploration of a specific population, it limits the generalizability of the findings to other populations or cultural contexts. Therefore, caution should be exercised when extrapolating the results to broader settings, and future research should consider investigating Cyberlanguage in diverse cultural and linguistic contexts.

Secondly, the study relied on self-reported data obtained through a survey questionnaire, interviews, observations within a WhatsApp group, and analysis of student assignments. Moreover, data collection was confined to WhatsApp exclusively, despite the availability of alternative modes of online communication. This limitation should be considered when interpreting the findings, as different platforms may have distinct linguistic features and usage patterns. Future research could expand the data collection to include other digital communication platforms, such as social media platforms, discussion forums, or email, to obtain a more comprehensive understanding of Cyberlanguage across different online contexts. While efforts were made to ensure the validity and reliability of the data, it is important to acknowledge that tools of measures are subject to inherent biases and subjective interpretations. Participants may have provided socially desirable responses, or their perceptions may have been influenced by various factors. Future research could consider incorporating additional data collection methods, such as linguistic analysis, to complement the findings obtained through self-report measures.

Furthermore, the study primarily examined the perspectives of students regarding Cyberlanguage. While students' viewpoints provide valuable insights, it is important to consider the perspectives of educators, linguists, and other stakeholders to gain a more holistic understanding of the implications and potential applications of Cyberlanguage in educational and professional contexts. Future research should aim to explore the viewpoints of these stakeholders to provide a more comprehensive understanding of the broader implications and considerations surrounding Cyberlanguage integration.

Additionally, although the study included both male and female participants, it is worth noting that further investigation into the role of gender in the usage and perception of Cyberlanguage could be valuable. While not explicitly explored in this study, gender dynamics and differences in language use have been subjects of interest in language learning. Investigating whether gender plays a role in the usage and perception of Cyberlanguage could provide additional insights. Future studies could consider examining potential gender-related variations in Cyberlanguage usage and attitudes to enhance the understanding of this linguistic phenomenon.

These delimitations and limitations provide areas for future research to expand upon this study's findings. By addressing these limitations and exploring the broader contexts and perspectives, future research can contribute to a more nuanced understanding of cyberlanguage and its implications.

7. Suggestion

Based on the findings of this study, several recommendations can be made for researchers, educators, and policymakers:

Future studies should investigate the usage and impact of Cyberlanguage in different cultural and linguistic contexts to provide a more comprehensive understanding of its global implications. Additionally, longitudinal studies could explore the long-term effects of Cyberlanguage on language proficiency and literacy skills.

Given the widespread usage and acceptance of Cyberlanguage among students, educators should consider incorporating lessons and activities that address both Standard English and Cyberlanguage in language curricula. This integration can help students develop awareness, critical thinking, and effective communication skills in both formal and digital writing contexts.

Educators should receive professional development opportunities to enhance their understanding of Cyberlanguage and its implications. Training programs can equip teachers with the necessary knowledge and strategies to effectively guide students in navigating the complexities of digital writing, promoting language proficiency, and fostering responsible online communication.

Linguists and researchers should conduct in-depth linguistic analyses of Cyberlanguage to explore its structural features, evolution, and potential impact on language dynamics. This analysis can contribute to the ongoing discussions surrounding the categorization and recognition of Cyberlanguage as a distinct form of communication.

Policymakers should consider including Cyberlanguage in language policies and educational frameworks. Recognizing Cyberlanguage as a legitimate form of communication can promote linguistic diversity, digital literacy, and inclusive language practices in the digital age.

By addressing these recommendations, stakeholders can better understand and navigate the evolving landscape of digital communication, ensuring that language education remains relevant and responsive to the needs of the current generation of language users.

Declarations

Author Contributions. The author is the sole contributor to all aspects of this study, including the literature review, conceptualization, methodology, data analysis, writing, and review-editing of the original manuscript.

Conflicts of Interest. The authors declare no conflict of interest.

Ethical Approval and Data Availability Statement. All data collection and storage procedures were approved by the Permanent Committee for Research Ethics at Najran University. Participant identifiers were removed to ensure anonymity.

References

- Almushwat, R. and Sabkha, S. (2023). A Study on The Diagnostic Effect oof Social Media on Libyan EFL University Students Writing Skills in General and Day-To-Day Written Communication Specifically. *International Journal of Linguistics*, 15(3), DOI: <https://doi.org/10.5296/ijl.v15i3.21060>
- Anfel, H (2023). The Effect of Social Media Language on Pupil's Formal Writing Performance the Case Study 3rd year Foreign Languages Stream Pupils at Mohamed Baarir High School Tolga, *Unpublished Master Thesis*, University of Biskra Repository, Faculty of Letters and Foreign Languages, Department of English Language and literature, Retrieved from: <http://archives.univ-biskra.dz/handle/123456789/26864>
- Baugh, A. C., and Cable, T. (1993/2001). *A history of the English Language* (5th ed.). Routledge.
- Benlaghrissi, H. and Ouahidi, L. (2024). Effect of WhatsApp-based Tasks on Developing EFL Students' Writing Skills. *International Journal of Instruction*, 17(2), 707-720. DOI: 10.29333/iji.2024.17239a
- Broñola, R., Camato, J., Dela Cruz, P., and Monton, H. (2023). The perception of Junior High School Students on The Influence of Social Networking Sites to their Writing Skills. *The Official Research Journal of the Bachelor of Secondary Education Major in English Institute of Teacher Education Mabalacat City College*, HULMA, 4(4). Retrieved from: <https://shorturl.at/DsLhG>

- Camacho, A.; Pons, J.; Bravo, P.; Jiménez, J. (2023). Youth Digital Writing on WhatsApp and The Teaching of Spelling. *Comunicar: Media Education Research Journal*, 31(77), 55-65. <https://doi.org/10.3916/C77-2023-05>
- Crystal, D. (2012). *Spell it out: The Singular Story of English Spelling*. Profile Books.
- . (2008). *Txting: The gr8 db8*. Oxford University Press.
- . (2001). *Language and the Internet*. Cambridge University Press.
- Ehtsham, M., Mir, S.; Memon, H.; Bashir, S.; Shah, S.; Abbasi, A. & Ahmad, S. (2023). Measuring the Negative Effects of Social Media Languages on Students' English Academic Writing Skills in Pakistan: A Comparative Study. *Journal of Namibian Studies: History Politics Culture*, 34, 7221-7237. <https://doi.org/10.59670/jns.v34i.3062>
- Khan, M., Nazim, M., and Alzubi, A. (2024a). An Examination of EFL Undergraduates' Writing Error Types and Frequency in WhatsApp Chat Messaging: Exploring Key Factors. *Qubahan Academic Journal*, 4 (2), 47-58. <https://doi.org/10.48161/qaj.v4n2a386>
- Khan, M., Nazim, M., and Alzubi, A. (2024b). WhatsApp as a Useful Tool to Strengthen EFL Learners' Academic Writing Creativity: Exploring Students' and Teachers' Voices. *International Journal of Religion*, 5(3), 311-321. <https://doi.org/10.61707/0qett619>
- Mahfud, P., and Rahmat, H. (2024). The Investigating the Students Use of English Internet Slang at 4th Grade English Education UIN Mataram. *Cordova Journal Language and Culture Studies*, 14(1), 40-61. <https://doi.org/10.20414/cordova.v14i1.10114>
- Masrul, and Erliana, S. (2024). Using WhatsApp group as Language Learning Strategy (LLS) Teaching Tool to Improve Academic Writing Performance of EFL Students. *Professional Journal of English Education*, 7(1), 135-145. Retrieved from: <https://journal.ikipsiliwangi.ac.id/index.php/project/article/view/21506>
- Mathilda, K. (2023). A Study on The Usage of Textism Through WhatsApp and The Influence It Has on One's Writing Skills among Undergraduates, Final year project, UTAR, Retrieved from: <http://eprints.utar.edu.my/id/eprint/5421>
- Mohammed, B. (2024). The Effect of WhatsApp Text Messaging Style on Students' Writing Capability in Umar Suleiman College of Education Gashua. *International Journal of Innovative Language, Literature & Art Studies*, 12(1), 1-9. Retrieved from: <https://www.seahipublications.org/wp-content/uploads/2024/01/IJILLAS-M-1-2024.pdf>
- Muftah, M. (2022). Impact of Social Media on Learning English Language During the COVID-19 Pandemic. *Emerald Insight. PSU Research Review*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/PRR-10-2021-0060>
- Naji, Z. (2023). Chatting via WhatsApp for Developing Students' Writing Skill. *Journal of Tikrit University for Humanities*, (3, 1), 25-48. <https://doi.org/10.25130/jtuh.30.3.1.2023.25>
- Nazman, N., Ting, S. and Chuah, K. (2023). Lexical Innovation Processes of Youth Netspeak on Malay Twitter Posts. *Journal of Language Studies* 41 ,23(1), <http://doi.org/10.17576/gema-2023-2301-03>
- Nilnarong, S. (2024). Analysis of English Netspeak in Line Messages. *Asian Interdisciplinary and Sustainability Review*, 13(2), 1-14. <https://doi.org/10.14456/aisr>.
- Nosa, L. (2023). The Use of WhatsApp (E-Learning) toward Students' Grammar Ability at the First Semester of the Seventh Grade of Mts Negeri 2 Tanggamus in the Academic Year of

2021/2022, Uin Raden Intan Lampung. Retrieved from: <http://repository.radenintan.ac.id/id/eprint/22690>

Octaviani, P. and Sagala, R. (2023). Discovering Cyber-slang Words Used by Teenagers in Instagram Comments. *Jurnal Serunai Bahasa Inggris*, 15(1), 10-15. Retrieved from: <https://ejournal.stkipbudidaya.ac.id/index.php/jd/article/view/754>

Paizullayev, N. and Sak, T. (2024). The Influence of Social Networks on the Word Formation of Neologisms in the English Language (On the example of Facebook, Twitter and Instagram, 72(1), *Bulletin of Ablai Khan KazUIRandWL*» series «Philological sciences, <https://doi.org/10.48371/PHILS.2024.72.1.015>

Prayudha, J. and Pradana, A. (2023). The Analysis of Slang Words in English Online Learning Classroom. *Journal of Academia in English Education*, 4(1), 18–33. <https://doi.org/doi.org/10.32505/jades.v4i1.4885>

Puspitasari, I. (2024). Investigating Netspeak Applied in Youth Interaction in X base Account: Word Formation Analysis. *Language Horizon: Journal of Language Studies*, 12(1), 26-37. <https://doi.org/10.26740/lh.v12n1.p26-37>

Putri, M. (2023). Using WhatsApp in Writing Activities: Teachers' Voices. *Literal: English Teaching and Learning Journal*, 1(2), 164-183. <https://doi.org/10.19109/literal.v1i2.15080>

Scholarly Community Encyclopedia. (2022). LOL. <https://encyclopedia.pub/entry/28581>

Shaku, K. (2024). Textism in the Classroom: A writing Destruction for School Learners in South Africa. *European Conference on Social Media*, 11(1), 387-393. <https://doi.org/10.34190/ecsm.11.1.2218>

Statista.com, Retrieved from: <https://www.statista.com/statistics/1306022/whatsapp-global-unique-users/>

Sugiyono. (2014). *Educational Research Methods Quantitative, Qualitative, and R&D Approaches*. Jawa Barat: Alfa Beta.

Sultan, A. (2023). The Influence of Online Communication on the English Language in Real Life. *International Journal of English Learning and Teaching Skills*, 5(2), 3302- 3337. <https://doi.org/10.15864/ijelts.5205>

Tuquib, J. and Bacus, R. (2024). Netspeak in Students' Academic Writing: A case in the Philippines. *The New English Teacher*, 18(1), 1-14. Retrieved from: <http://www.assumptionjournal.au.edu/index.php/newEnglishTeacher/article/view/7350>

Ulya, C., Rohmadi, M., Putri, U. R., Wulansari, K., and Sudaryanto, M. (2021). Jawanesia and Javenglish Phenomenon in Tweet on Twitter Social Media. *Mercu Buana International Conference on Social Sciences*, 8(1), 1–7. <https://doi.org/10.4108/eai.28-9-2020.2307508>

Wang, X. (2020). Segmental Versus Suprasegmental: Which One is More Important to Teach? *RELC Journal*, 53(1), 194–202. <https://doi.org/10.1177/0033688220925926>

Wooldridge, J. (2022). *Teaching Pragmatic Suprasegmentals in the Adult ESL Classroom*, Unpublished master's thesis, Hamline University, Minnesota.

About the Contributor(s)

Ghaida A. Alzahrani was born in Riyadh, Saudi Arabi. She received the Ph.D. degree in Curricula & Methodology from Um AlQura University, Saudi Arabia in 2018.

She has worked as associate professor at Najran University, Saudi Arabia.

Dr. Alzahrani is a member of many Professional Societies and has served on many Committees.

Email: gaalzahrani@nu.edu.sa

ORCID: <https://orcid.org/0000-0003-2914-5441>

Publisher's Note: *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*
