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***The impact of Facebook on EFL students 'writing skill .
Case of Study: 1st years EFL Students at Chadli
Benjedid University***

**Dissertation submitted to the Department of English in Partial Fulfilment of the
Requirement for the Master Degree in Didactique de l'Anglais**

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Dedication 01

This work would not have been possible without the loving support of so many people. I find myself overwhelmed in offering my thanks in dedicating this work to them To Dad and Mom, it's impossible to thank you adequately for everything you've done, from loving me unconditionally to raising me in a stable household.

Dad

Thank you for telling me what I'm capable of For giving me the support that I needed to build a dream to chase after, and for believing that I have the talent to reach my goals.

Mom

Thank you for making me realize that I'm worth everything in this world That I must be treated like a queen, and that I should never settle for less than what I deserve.

To my support in this life, my brothers and my sisters, Im really so privileged that you are with me.

To my future husband who have meant and continue to mean so much to me , for supporting me to continue my study.

To all my relative particularly my aunts "Mabrouka".

I dedicate to all my friends, KHAWLA & MONIA , AMIRA, WAFA,KENDAL.

And finally, I dedicate this work to meall those who prayed for me and besought God to help me.

Ms. HARIM OUMZINE



Dedication 02

This work would not have been possible without the loving support of so many people. I find myself overwhelmed in offering my thanks in dedicating this work to them To Dad and Mom, it's impossible to thank you adequately for everything you've done, from loving me unconditionally to raising me in a stable household.

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To my support in this life, my brothers and my sisters "Manel", "Marwa", and "Marwan" and DIDOU Im really so privileged that you are with me.

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And finally, I dedicate this work to all those who prayed for me and besought God to help me.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

FB: Facebook

LMD: Licence-Master-Doctorate

CMC: computer mediated communication

SNSs: Social Networking Sites

Q: Question

N: Number

NA: No Answer

%: Percentage

Opt: Option

Fig: Figure

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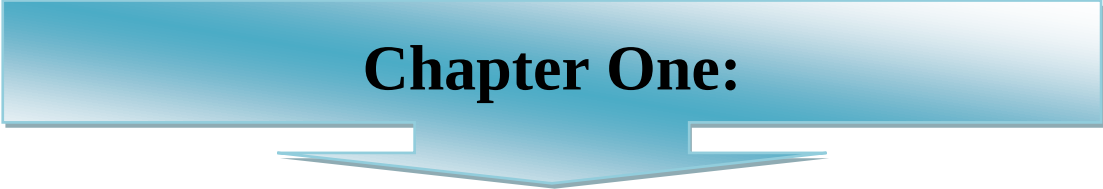
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Abstract

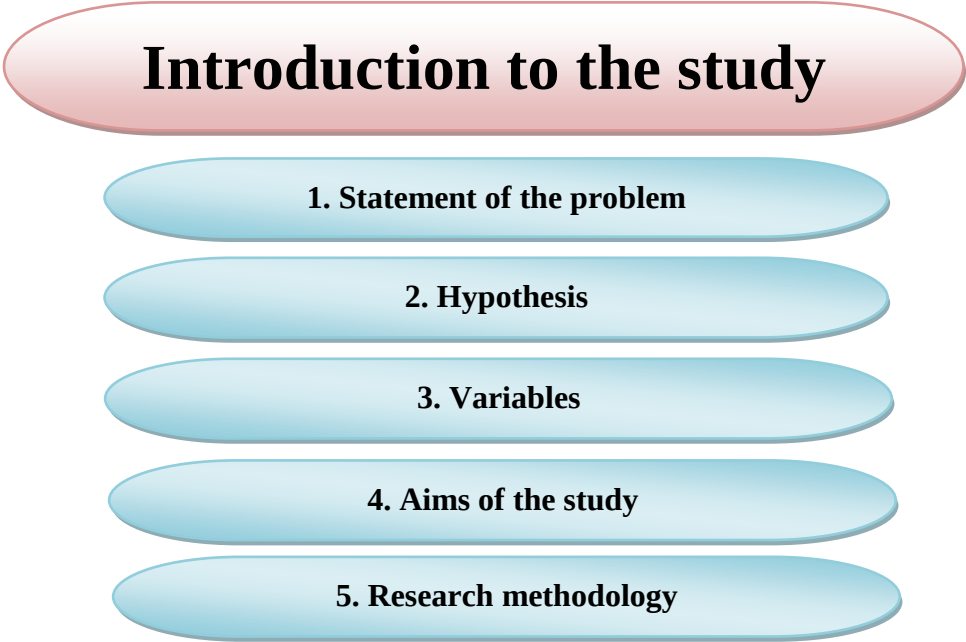
Language learning has grown beyond the boundaries of the four walls of the classroom. In fact, In EFL language teaching learning setting, writing is the most difficult skill to learn where as the academic writing considers the crucial performance while teaching process. With the globalization and the advancement of communication, many students of English as a foreign language influenced by internet slang through the social media overuse such as facebook , Instagram , Twitter applied the symbols and texting of those application in their formal writing in classroom. Informal learning through social media like Facebook (FB) is a significant alternative environment for language practice and use. FB is currently considered as the most popular platform for online social networking among university students. The Algerian society is not an exception since, Facebook among other social media is more and more used, especially in the daily interactions of students .The purpose of this study is to find out whether students writing performance is impacted by Facebook or not and the type of impact. The main problem that we found in students'' writing is that their writing proficiency is not getting improved through the extended use of FB. On the other hand, it is getting worse because of the non-use of correct grammar. To attain the aim of this study, a questionnaire was delivered to students from the department of English at Chadeli bnJdid University of Taref where we investigated our hypothesis. According to the analysis of the results, our research hypothesis has confirmed that FB has a deep impact on students'' writing skills'', however, it is proved to be a negative impact.

Key words: academic writing skills, EFL students, Facebook, internet slang, negative impact.

Chapter One:



Introduction to the study



1. Statement of the problem

2. Hypothesis

3. Variables

4. Aims of the study

5. Research methodology

Internet has emerged as a prominent research technology, It has revolutionized communication like nothing before and become indispensable in our daily life. It has widely spread over all the aspects of people's lives particularly today's college students. With the development of social networking sites, Facebook has become one of the fastest spreading forms of communication and entertainment, not only in the United States where it was first introduced, but also worldwide. Since the inception of Facebook it has exponentially grown to include every college, university and academic institutions around the world. There is a language of today that has arisen in popularity with the age of computers and smart phones. Internet slang has been used by many online communities and especially by Facebook users. Facebook as a communicative technology offers the alternative to shorthand typing, which includes the use of abbreviations and acronyms, therefore these new stylistic varieties of language used by students to communicate have tinted new genres among students. As EFL students, we noticed that students are highly affected by internet slang and tend to reproduce it whenever they are accomplishing academic writing assignments.

1. Statement of the problem:

"Facebook", "Twitter", "Skype", "WhatsApp" and "Viber", are social networks which recently become so widespread and so popular among students. This study is offered to find out the effects behind the highly use of Facebook chatting by students of English, and the kind of messages they use in chatting process. In addition, this means of communication is bound to have profound effect on students' academic writing. The present investigation is meant to answer the following research questions:

- 1- Does online-chatting writing style affect the students' academic writing style?
- 2- What are the negative effects of Facebook chatting on EFL student's academic writing?

2. Hypothesis:

We predicted that EFL students abandoned academic writing styles. They no more obey its well structured rules. The great majority converted to the use of internet slang employed in Facebook chatting. We assume that such kind of written language affects their academic writing achievements.

3. Variables:

Every cause-effect relationship in scientific research compulsory involves two types of variables: Independent and dependent. The independent variable (IV) is thought of as the input. It is the independent at everything. The dependent variable (DV) is the outcome, It is dependent on the independent variable • The independent variable is what the one we manipulate. • The dependent variable is what is affected by the independent variable. In our study on EFL first year academic writing, Facebook chatting would be the independent variable and the academic writing would be the dependent one.

4. Aims of the study:

The purpose of this investigation is to demonstrate the effects of Facebook chatting on EFL student's academic writing. Students excessive use of Facebook chatting makes them unconsciously skip away their academic assignments, creating works that do not utilize academic writing features. Therefore, the aim of this study is to examine the negative effects that the daily overuse of Facebook chatting might have on first year EFL students' academic writing.

5. Research methodology:

5.1. Method of investigation

As we attempt in our work to lay ground for the assumption that Facebook chatting has very negative effects on EFL students' academic writing, we think that the descriptive design would fit best the outlined objectives. The descriptive method is believed to follow our research since it permits a close examination of the negative effects that Facebook chatting might have on EFL students' academic writing achievements. This method could be one best tool to establish and verify the cause-effect relationship between the dependent variable and the independent one.

5.2. Population and sampling

The problem of EFL student's low achievements in academic writing is widely remarkable among first year students. Therefore we choose to work with first year students at English department Taref University. Working with the whole population of first year, which is made of 200 students is difficult and complicated task. It requires more efforts, materials, resources and time. For these reasons; it would be preferable to work with a 20% sample (it makes 40 students) and see whether we can generalize the findings on the rest of the population of first year students, we believe that random sampling would be the most adequate sampling technique to use in our work.

5.3 Data gathering tools

To answer the research questions set for this investigation, we will employ the questionnaire that will be designed for the purpose of gaining insights into the situation of academic writing standards among first year EFL students. It is the only instrument that can serve as a means of collecting a considerable amount of data with minimum efforts when

dealing with a large bulk of people, questionnaires allow the gathering of reliable data in a short time. Both open questions and close ones will be included so as to get as valid information as possible.

We will randomly administer our questionnaire to 40 first year students (sample = 20% of the population) to know about their views and attitudes about the issue. The questionnaire will be concerned with the identification of students' problems in writing English. They will be asked to identify their aims in learning English; their needs and their attitudes towards the written expression course and its teachers. Their opinions about the way the course is taught and the effects that their excessive use of Facebook chatting might have on their academic writing.

Chapter Tow: Writing Skill and Facebook Chatting



Section One: Writing Skill



1.1. Definition of writing skill



1.2. importance of writing skill



1.3. Types of writing skill



1.4. Academic writing



1.5. Difficulties that face students



Section Tow: Facebook Chatting



2.1. social media definition



2.2. social media and student's life



2.3. Categories of social media



2.4. social media Types



2.5. Facebook Vocabulary



2.6. Writing and Facebook



2.7. Internet Slang



2.8. Effect of Facebook Chatting on EFL Students Writing Skill



Section One: Writing Skill

Introduction:

When we think about improving language, we mention four types of skills we need, which are speaking, listening , reading and writing. Listening and reading are known as the receptive skills while speaking and writing are known as productive skills. In real life , it's not easy to separate these four skills. As most language skills are preceded or followed by different skills. This integration is constant and confusing for language learners to understand and practice themselves.

In teaching and learning a foreign language, writing is considered as the most problematic skill. it is agreed that the writing skill is difficult even for native students because it requires many processes and steps to the mastered.

Writing for academic purposes is a developing skill, and most of all, a practical one. It is not always easy to develop this skill just by writing on your own ,you will need a lot of feedback from your tutors, friends and colleagues and lots of writing practice in order to improve it.

Writing is a basic skill in language learning .it is consider to be the most difficult and complex skill for both teachers and pupils. In this chapter, we will present and try to cover the main ideas about writing skills generally, and academic writing specifically. This chapter attention to define the nature of writing, and it determines the meaning of academic writing, it also aims to shed the lights on the main features of academic writing with more focused on the process and the structure of writing used in order to facilitate writing and importance of academic writing to write more meaningful production.

2.1 Definition of Writing:

Writing is one of the four language skills, it is consider as a means of communication by which we give sound to our inner thoughts and ideas. Writing is not just a matter of taking a pen and writing down what comes to a writer's brain, however; it is a complex process that requires more focus and attention. Many researchers have different perspectives about the concept of writing; every one seeks to define it from different point of view according to specific fields of study. Widdowson (1978) stated that writing is an act of producing correct sentences and transmitting them into words on paper. This involves mainly the use of graphic language, in this definition writing is presented as the visual form of a certain language, and the process of turning sounds into symbolic signs using correct grammar and syntax. The meaning of writing doesn't stop on the boundaries of graphic symbols or visual marks, nevertheless; these symbols need to be arranged based on certain conventions and rules to form words and sentences until we produce what we call a text or a paragraph that communicates a message and express thoughts. White (1981) stated that" writing is not a natural activity". in other words writing is not a spontaneous activity which a child born with ;i.e., we have to be taught how to write, in addition writing needs conscious and mental effort because it is a process where the writer have to consider various aspects such as: punctuation, structure of sentences and choice of words.

The term writing has been defined by the Oxford dictionary as the activity or skill of making coherent words on paper composing text. Writing provides a means for students to proceed new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently (Mourtaga, 2004).

Writing in general means words in symbols written down as a means of communication (Encarta Dictionary, 1999, p2151) the definition of the term writing as a concept as an act and as a skill has changed in relation to the changes of writing has known. The following definitions describe writing from distinct perspective. In its broad sense ,it means" not only putting ones thoughts to paper as they occure, but actually using writing to create a new knowledge. "(Weigle, 2002, p.36). it is encoding internal representation into writing text , generally writing is interpreted as act of tracing symbols on a paper using a pen or pencil according to Byrne (1993).

"writing is clearly much more than the production of graphic symbols, as speech it is more than the production of sounds. the symbols have to be arranged according to certain conventions to form words , and words have to be arranged to form sentences" (p.1)

This implies that the graphic symbols have to be combined according to special rules to form words and words for sentences and sentences to form paragraph.

Another definition is given by Byrne who believes that" writing is primary means of recordings speech even though it must be acknowledged as secondary medium of communication. Writing is one of the major skills for using language, through which one can convey his thoughts", it's stated that" writing is a reflection of what can occur only after the main ideas are in place" (Clark, 2003, p.8). This means that the writer's goal is to know how to say what has been discovered out in discovering and selecting watches say. According to Flower (1989) writing is a process that can be influenced by some elements in the learning activities. He says that:

"writing is a social act can only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts a particular political and institutional context in which it

interviews, analysis of surrounding practices and other techniques, researchers sick to develop more complete accounts to local writing context" (p.54).

Hyland (2003) defines it as "marks on a page or a screen, a coherent arrangement of words clauses and sentences which structured according to the system of rules" (p.3).

Likewise writing is seen as a graphic system used for communication as defined by Crystal (1995) "most of obviously writing is a way of communication with uses that system of marks made on some kind of surface. It is one kind of a graphic expression" (p.257).

The term writing is usually use as a synonym of "composing" .Flower and Hayes (1981) stated that "writing is best understand as a set of distinctive thinking processes which the writers organize during the act of composing" (p.366).

Neman (1995) defined writing as "a craft, an artistic process with techniques and conventions that can be learned employing skills that can be improved" (p.4).

2.2 The Importance of Writing:

Long ago writing really started, though approximately the majority of human beings grow up speaking their first language, writing should be taught. For a child, acquiring a spoken language comes naturally as long as he/she is exposed to it. However, this child should get a conscious learning in order to be able to write. As Harmer states "being able to write is a vital skill for "speakers" of a foreign language as much as for anyone using their own first language" (2004, p.7). Yet, in the context of education, relying on "writing proficiency" is important in a way of measuring the studentt's knowledge in most exams of testing foreign language abilities (Harmer, 2004, p.7). The word writing which comes from the verb "to write" means being engaged in an activity and process. Thus, writing is the most popular means of communication. In addition, writing is transforming thoughts into

statements. It is a production of spoken language on paper. Mayer believes that “writing is speaking to others on paper –or on a computer screen...writing is also an action-a process of discovering and assembling your ideas, putting them on paper...” (2009, p.2). One of the important reasons that pushes a student to write is communication. The spread of the internet and the subsistence in technological world make connecting with computers desirable. People are exchanging messages faster by sending quick computer messages or by getting in a chat room (Mayer, 2009, p.5).

Writing is not only important in communication, it is also an effective way in many fields of expression, judgment of a person, flexibility and maturity. Mourtaga (2004) said that writing is the vital means of communication within an organization. He also explained that writing is a critical way of communication which is a necessary component of education, livelihood and basic functioning in our society. Writing is how much of the world communicates.

Additionally, writing also prepares the learner for school and employment both of which in most cases require a lot of it. It assists the learner with other language tasks as well. It helps him learn how to form language, how to spell, how to put together a plot. The student learns how to make a logical argument or how to persuade through writing. Tan (2012) added that writing well opens the door to advancement in almost any field you might choose in the future. Chappell (2011) believed that writing is an essential job skill which helps the learner understand how truth is established in a given discipline. It also fosters the writer's ability to explain a complex position to readers clearly.

The importance of writing should be taken into consideration in EFL teaching because it provides different learning styles as an aid to those who find difficulty in learning through oral skills. Writing provides a relaxed atmosphere and decreases the pressure of students by

writing at distance rather than immediate communication via oral practice Writing has always been an effective skill in EFL/ESL teaching and learning. writing in EFL learning is beneficial from two sides: first, pushes students to think, organize ideas, develop their ability to summarize, and to criticize. Second, develops students' learning, thinking, and reflecting on English language (Boudiaf, 2012)..

Aside from simply helping students to write their letters and learn their name, students at this earliest level of Elementary education ought to be learning how to plan their writing by picking ideas, organizing their notes into a logical sequences, and then being able to take that idea and write it down with detail and elaboration so they can convey their concept via written communication. As students age, the outlining of events, the quality of detail, and eventually the strategies that they use to develop a sentence and convey their ideas should also develop, so that by the time they are graduating and entering the workforce students are able to convey their meaning and ideas competently and accurately to potential employers.

Taking the stress off of being able to communicate expands a student's ability to learn and demonstrate their understanding of ideas, and this can help with achievement levels throughout elementary and secondary school and extend well into their professional aptitude. Students who are taught competent writing skills at an early age often reach greater levels of academic success as a result. These benefits pour over into professional skills on a very fundamental level.

Rahul Sethi assumed that, writing is important for education, there are many different aspects of education. Students must learn a myriad of different skills. These skills help them progress through high school and college. Furthermore, they also help children develop into mature and well-rounded individuals. Different skills students learn include speaking, effective communication, teamwork, and math', for example.

One skill that is sometimes overlooked is writing. Writing is a vital skill all students must learn. This skill is hugely important for school work. Furthermore, it is also useful for later professional life.

2.3 Genre of Writing:

Two different style of writing in English are distinguished: formal and informal. The style of writing in academic and scientific regulation differs from the style of writing to someone close like a friend.

Formal writing is written for an audience you do not know on a personal level. It is often the main style in academic writing (unless otherwise noted) and is more complex than informal writing. Formal writing is serious.

Informal writing consists of short sentences and is used in more personal settings, such as writing a letter to a friend or writing a diary entry. It is much more relaxed than formal writing.

In many aspects, the differnces in writing style (vocabulary and grammar) in informal writing is found when using in grammar the contractions like (can't, couldn't....) while in formal writing ,the writer should write the full word, e.g, cannot, could etc .The usage of first, second, or third person in informal style .whereas when writing formally the writer can use only the third person. When writing in informal way, the writer can adress the readers by using second person pronoun (you, your, etc.), but when writing in formal one, the writer avoids adresssing readers by using second person pronoun. One more differnce between the two styles of writing is in informal writing the writer may use imperative voice , active voice , etc. while in formal style , the writer avoids the imperative voice , the passive voice , he sould rely on short and simple sentences . The writer when using vocabulary in informal style , he /she can use the colloquial words in his/her writing , e.g., (kids , guys , a lot ,etc .) but in

formal way it is avoided ; the writer should writ the normal words (children , girl /boy , much , etc .) . Also in informal style the writer may use the abbeviation words like TV ; however, the full form is requiered in formal style (television).

These are some of the differneces between the two styles of writing, formal and informal.

Both styles are in fact correct .Formal English is used in academic writing and business communication, whereas informal English is used when communicating whith friends and other close ones.

2.4. Academic Writing:

2.4.1. Definition of Academic Writing:

Academic writing is a mental and cognitive activity, since it is a product of the mind. The image of an individual working alone in a quiet environment has furthered the view of writing as a mental and cognitive activity. However, as has been pointed out, “writing can be understood only from the perspective of a society rather than a single individual” (Burke, 2010, p.40-41).

According to Hogue academic writing is a comprehensive rhetoric and intermediate structure text book of EFL students, it considered to be one of writing's genres that used in college to submit any kind of assignment. Academic writing is distinguished from other types of writing because it requires specific form, structure, organization, and conventions. All these characteristics should be arranged to present a coherent piece of writing.

Stephen Bailey (2003) thinks that "academic writing is designed for anybody who is studying English medium colleges and universities and has to write essays and other assignments for exam or course book" (p.VI).

Academic writing is clear, concise, focussed, structured and backed up by evidence. Its purpose is to aid the reader's understanding. It has a formal tone and style, but it is not complex and does not require the use of long sentences and complicated vocabulary.

Generally Academic writing used by students in order to fulfill their writing assignments accurately. Gillet, Hammond, and Martala (2009) declared that academic writing is different from other forms of writing in its relationship with its audience. (p.2)

However, Stuart and April (2012) believed that academic writing is a process of defining questions, and developing sound argument. In other words this type of writing gives the students an opportunity to clearly define and investigate an issue, posing questions related to that particular issue and presenting their thoughts based on the evidence of their research.

The fact that academic writing is a unique genre of writing; it has several features that make it differs comparing to other kinds of writing.

2.4.2. Characteristics of Academic Writing:

Most Academic disciplines employ their own unique stylistic conventions. However all Academic writing shares certain characteristics:

Clear and limited focus: The focus of an academic paper the argument or research question is established early by the thesis statement. Every paragraph and sentence of the paper connects back to that primary focus. While the paper may include background or contextual information all content serves the purpose of supporting the thesis statement.

Logical structure: All Academic written work takes after a sensible, direct structure. In its most straightforward shape, scholastic written work incorporates a presentation, body sections and a conclusion.

Evidence-based contentions: Academic written works requires all around educated contentions and Explanations must be upheld by prove.

Impersonal tone: The goal of Academic writing is to convey a logical argument from an objective standpoint. Academic writing avoids emotional, inflammatory, or otherwise biased language.

Unity that gives a start to paragraph comes along the topic sentence. The paragraph has a one gripping idea that the writer reveals in the topic sentence which is technically, the very first sentence of every paragraph. All the sentences in a paragraph are united surrounding the main idea that supports sentences including discussion and details.

Order: Peculiarly, order is referred to how you construct and organize your sentences specially the supporting sentences. No matter what chosen order is, whether it is order of importance, chronological order or a logical presentation of any specified detail, a genuine paragraph always owns an organization. In a Well-organized or well-ordered paragraph, the reader reads smoothly through the lines. This quality in paragraphs is achieved when the paragraph is supported and established accurately aided by the right pattern.

Coherence is the most appreciable quality in a paragraph. The noteworthy factor here is that the sentences should be globalized. Globalizing means that the sentences should be connected to one another and works altogether. Using transition words is considered one of the best ways in reaching coherency. Moreover, while writing a paragraph, it is sincerely recommended to use verb tense frequently and also, point of view which serve as the most important ingredients fulfilling the purpose of coherency.

Completeness The word completeness regarding paragraph writing is self-explanatory. It actually means a well-developed or well-designed paragraph. If the sentences made are vivid and strongly supported by the concerned idea or narrative then the paragraph

iscomplete. Mostly, three supporting sentences are required along with topic and concluding sentence in order to complete the paragraph. The last sentence or concluding sentence of the paragraph should summarize the main central idea by strengthening the topic sentence.

2.4.3. Structure of Academic Writing

The meaning of the word structure in general as it defined in the Longman dictionary of language "structure often refers to a sequence of linguistic units that are in a certain relationship to one another" (p.563). All written assignments follow a common structure that is represented in three parts : introduction, body, and conclusion. The content of each part differs from an academic task to another.

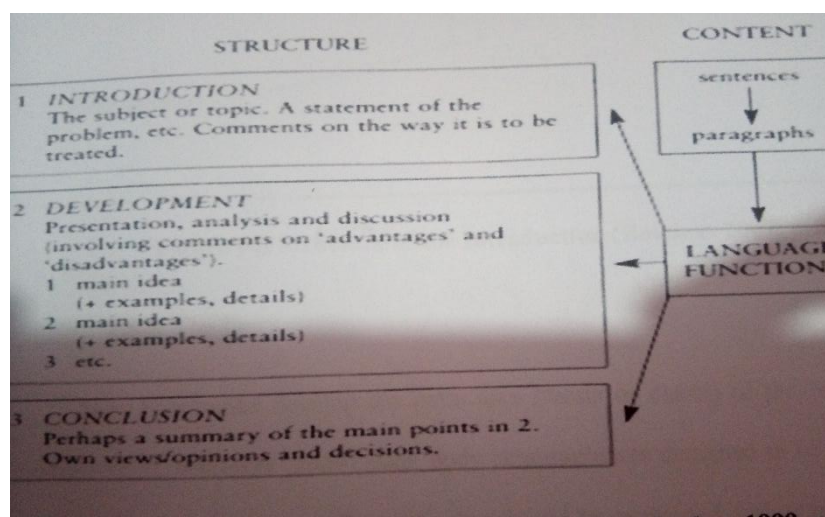


Fig n°01: Structure of writing.

2.4.3.1. Introduction:

Bailey (2003) confirmed that writing an introduction for any piece of writing is an important section; it is like the step door to the house. It tells a lot of things about the writer, the organization of the assignment, and how the ideas are taking the flow. The introduction also described by Bowker (2007) as an inverted triangle, because it starts with a broad statement to a narrowed one which is '*thesis statment*' and he defined it as the back bone of

the whole written work, it is brief but includes the whole idea of the piece of writing. Usually the introduction is between ten to twenty percentage the length of the paper.

2.4.3.2. The body:

Body paragraphs develop the main idea of the written task. Bowker and Whitaker (2007,2009) stated that body paragraphs are designed to support the thesis statement. Generally each idea should be explained and demonstrated in one paragraph . Writing paragraphs graduated by writing the topic sentence which describes the main idea of the paragraph , then support this idea by supporting details which are examples or evidence for extended clarifications. After writing supporting details the writer concludes the paragraph with concluding sentence as a closure statement of the idea.

2.4.3.3. The conclusion:

The conclusion is where the writer reminds the reader of what is done , the main issues that has been addressed and argued. According to Bowker(2007) writing a conclusion is the sum up of whole idea of the paper has been written . It is summarizing and restating the arguments in other words. It is drawing the writer's thoughts briefly and simply. It is not allowed to add new information that was not presented in the previous development. The conclusion is about 5to10% of the paper's length.

2.4.4. Components of Academic Writing:

2.4.4.1. Organization:

In the written work process, association is thought to be the main activity. Thoughts, data and objectives ought to be sorted out first in head before begin writing with a specific end goal to shape a whole arrangement about the objective content or the passage.

2.4.4.2. Clarity :

It is one from the most vital criteria in the written work process ,the reason behind composing a content id to achieve a reaction from the peruses ,along these lines the author ought to be clear should make his data straightforward to pass on his /her message.

2.4.4.3. Coherence:

It is a very crucial skill in writing, Murray& Hughes (2008: 45) agreed that “coherence is perhaps the single most important element in any kind of writing”. Kane (2000) and Crime and Lea (2008) confirmed that coherence has a great role in making a good piece of writing. Coherence makes the ideas linked together so that the reader can understand easily the content of the writing.

2.4.4.4. Word choice:

The essayist is required to pick their mindfully. As per Starkey (2004) the word decision shows the learner’s style of picking the lexical things and structures with a specific end goal to pass on his message. Starkey trusted that there are two angles the student ought to consider while picking his words: meaning and implication. Indication is "exacting importance of the word" Starkey (2004, P.22), it implies that the author ought to make sure about the right significance of the word.

2.4.4.5. .Mechanics:

The term mechanics “alludes to the presence of words, how they are spelled and masterminded on paper”. Kane (2000, p.15). As per Starkey the composition mechanics incorporate syntax, spelling, accentuation, and capitalization. Rivulets and Penn (1970, p.20). Grammar is a basic element in writing , Brooks (1970) said that" ...in writing, we must understand the structure of the language, what the part of speech do how the words relate to one another, what individual words mean ,the rule of grammar and punctuation. "this means

that writing skill requires a good awareness of part of speech, language structure and how students adopt them effectively.

Spelling is the formation of words through the sequential and meaningful arrangement of letters. Spelling makes writing much easier and allows the students focus on the ideas to be conveyed , not the letters needed to put those ideas on paper.

Accurate punctuation and use of capitalisation help the reader to understand exactly what the writer meant. They are significant parts of the writing process. If the writer puts any sign in the wrong place, he will point the reader in the wrong direction.

2.5. Difficulties the Face EFL Students in Academic Writing:

The ability to write top to bottom academic writing is widely viewed as one of the signs of an advanced education. It is basic that university understudies have the capacity to form clearly about points identified with their examination fields. Scholarly papers of the quality and speed most a broad request. Dialect troubles are just piece of the issue , frequently understudies are likewise new to the traditions of English scholastic reports. In this manner, ESP composing projects should look to explain the perceptible highlights of scholarly composition and also the passage level and sentence-level parts of communicating thoughts in an outside dialect.

2.5.1. Appropriate genre:

Many English Foreign Language students fail to understand how academic writing is a distinct genre, too often they write the same way the speak – in a casual tone. One of the first tasks for teachers should be to point out how academic writing differs from other writing forms. One way to achieve this is to show concrete examples of academic essays and contrast them with other types of writing.

2.5.2. Errors of Logic:

If students focus on sentence-level grammar, they often neglect discourse level features such as : cohesion and coherence. Four particularly frequent logical errors in student writing are: (1) overgeneralization, (2) contradiction, (3) errors of causality, (4) unsupported claims.

2.5.3. Lack of balance:

Academic writing should strive for balance, a semblance of objectivity, and fairness. Many student writers have a tendency to present just one perspective and or rely on a single information source. In short their papers lack critical balance To help students gain more balanced perspectives, sometimes it is useful to ask them to add plus and minus signs to their outlines and then make sure they mention at least two sides to any key issue. Onesided writing is acceptable in some genres, but not in academic essays.

2.5.4. Redundancy:

If teachers require compositions to have minimum word lengths, excessive redundancy is apt to occur. Some students repeat information needlessly to fill up space. A related problem concerns superflousity – it is all too easy to inflate essays with trivial details. A way to overcome these problems is to show students poorly written essay passages and ask them to eliminate the non-essential parts. Another way is to have them outline their essays and graphically represent the central themes. Concepts that seem unrelated to those main themes should be deleted.

2.5.5 Time management issues:

Writing semester-length research reports is very much like running a marathon. Many students, however imagine it to be like a 50-meter dash. When working on full-length reports it is essential to maintain a steady pace. I advise students to spend twenty minutes a

day on their research projects rather than attempting to make a frantic dash at the end f the semester. Unfortunately, too many students start writing/researching in earnest only a week or so before the paper is due. This last minute rush syndrome results in incomplete or shoddy papers. Time management, Van Blerkom (1997, pp. 43-47) adds, is a prerequisite to success in many academic endeavors.

2.5.6. Plagiarism:

Some students don't seem to realize how much writing is like a fingerprint. Once a baseline writing pattern is established, it is usually easy to detect passages from other sources. The need to avoid plagiarism has become especially salient since students can easily electronically cut-and-paste passages into their texts. MacGregor (2002, pp.11-14) has provided useful, detailed guidelines concerning what plagiarism is and how to overcome it. In one lesson of the class described in this paper, examples of plagiarized works are shown, and then ways to avoid this form of intellectual theft through directquotes, summaries, and paraphrases are mentioned.

2.5.7. Lack of clear citations:

The custom of keeping detailed citations when writing academic reports is by no means universal. Student writers often omit references entirely or else neglect key details. Teachers need to train students to cite detailed information. For this reason I have students bring printed copies of all materials to class. The citations in their papers often need to be crosschecked. Also, many EFL writers over-rely on direct quotes because they are not confident about being able to summarize or paraphrase.

Conclusion:

From what has been said before, we come to a conclusion that writing is a difficult skill, particularly when it comes to an academic genre. The well comprehension of academic writing characteristics helps EFL students to achieve the goal of producing a well creative, organized, clarified, simple, and concise piece of writing. This chapter has involved an attempt to review the different definitions, characteristics, structure, and components of academic writing as defined and discussed by many linguists.

- The whole world has turned to a “small village” with no doubt. The globe has been unified and changed by the development of technology as the perfect medium to investigate the vast extent of knowledge. Social networking sites although has been reorganized as an important resource for education today, studies however shows that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Stienfield and Lamp 2007). Cited in Tharinee Kamnortsin, 2014.
- Students are more exposed and influenced by social media networks. Social media as a medium of interaction between students have been part of a debate in present day, and which have affected their academic performance; because of their addictiveness and exposure on it.
- This research is specifically interested in EFL students of Algeria. A straight connection occurs between social media and scholar performance of ELT students; hence, social media is negatively combined with their academic accomplishment, because of the use of abbreviations while texting affect directly their formal writing and is more serious than its benefits.

Section Tow: Facebook Chatting

Introduction:

As computer technology increases, social media becomes more and more a widely used source of communication. It has become so popular that it changes completely the way people view and respond to society, and open up new ways for people to interact with each other.

Social media sites are web-based sites used to broadcast information and interact with individuals. However, the term is most often used to describe popular social networking websites, which include the following: Facebook, Twitter, Myspace. These sites are small virtual villages. They operate like a bookstore, or a meeting place for orbiting a set of ideas.. Social media becomes the principle means of communication and interaction between them. Even in learning and teaching process, people use it as a tool of communication and learning. The term social media was defined by Merriam Webster Dictionary as" forms of electronic communication such as websites for social networking and microblogging through which users create online communities to share information, ideas, personal messages and other content as video".

2.6. social media definition:

- "Social media is a group of internet based applications that build on the ideological and technological foundations of web 2.0, and allow the creation and exchange of user generated content" (Kaplan and Haenlein, 2010, p.10) cited in Tharine Kamoetsin (2014).That is to say,
- social media are web sites which allow individuals to create profiles, videos, photos and communicate with them. The following figures clarified the social media sites .

2.7. social media and student's life:

More than half of the world's population uses the internet. This is highlighted by social media users increasing by 21% since 2015, with 2.8 billion users reported globally in 2017.

The primary reason we use social media is to stay connected. The modern world is a place where the connection between individuals is simplified by the various channels and platforms available to us on the internet. The impact of social media on millennials and Generation Z has been more evident as compared to older generations.

In fact, according to a report by the non-profit child advocacy group Common Sense Media, one in five teens said social media makes them feel more confident, compared with 4% who said it makes them feel less so. In the survey of more than 1,000 13 – 17-year-olds, 28% said social networking made them feel more outgoing versus 5% who said it made them feel less so; and 29% said it made them feel less shy versus the 3% who said it made them feel more introverted. When it comes to relationships with friends, more than half (52%) of teens said social media helped to improve relationships versus just 4% who said it had a negative impact.

Students, especially, can now communicate and share thoughts through various social media platforms in real-time, regardless of their geographical locations or distance. This is just one of the positive impacts of social media on student life.

College and university students spend a lot of their time on social media. Why? Maybe it's because there's a huge amount of freedom in these platforms. Students are free to do as they choose and socialise with whoever they like. Through social media networks, they can create new friendships, express their views and opinions, and even create 'new identities'.

Social media also exposes students to a whole new way of learning. Research has shown that students who are frequent users of social media are more innovative and exhibit better memory. It opens up new avenues for researching, encouraging students to get creative and think outside the box - which in an age where innovation is highly prized, can go far! Unsure how well an essay or a project is going? With social media, your friends, family, and lecturers can provide insights throughout the process, hopefully leading to a better, more refined end product.

In summary, social media can be an asset for learning, keeping students connected and engaged with their field, course, and peers. Students even find part-time jobs! The trick is figuring out how to navigate the fine line between productivity and procrastination.

Got a passion for social media? The Juice Academy, the UK's first ever industry-led social media and digital marketing apprenticeship, wants to hear from you!

2.8. Categories of Social Media:

Social media is a broad term and has many categories:

Social networking: is a subset category of social media. It contains very popular sites like Facebook and others which allow it users to comment on profiles, join groups, share video and keep in touch with friends online.

Social news: interact by voting for articles and commenting on them. If articles hit a lot of likes and positive comments and feedbacks, so they are regarded as good. Yahoo news is decided as the most common example because people can voice out their reaction to certain issues.

Social bookmarking: is another category in which websites are tagged and allow searching through websites book marked by others.

Social photo and video sharing: interact by sharing photos and videos and commenting on the user submission.

Wikis: interact by adding articles and editing existing articles (Wikipedia, Wikia).

2.9. social media Types:

2.9.1. MySpace:

Is a popular social networking web site. It started out as a site where musicians and bands share their music and dates. Then, it has grown into a more complex community where users can create profiles, including photographs, educational background, hobbies, etc (Christensson, 2007). In order to create a “MySpace”.

Account, users- who are at least 14 years old- may be asked to provide personal information such as name, email address or home address or to answer questions. Furthermore, they also need to choose a username and password (Conn, 2011 ,p.32).

2.9.2. Instagram:

"Instagram is a social media networking application which allows its users to share pictures and videos with their friends .It started by Kevin Systrom and Mike Krieger in 2010"(Web wise ,2018).

Instagram users can comment on and bookmark others' posts, as well as send private messages to their friends via the Instagram direct feature. Photos can be shared on one or several other social media sites such as Twitter, Facebook.Also the individuals can use Instagram not only for communication, but also for business and jobs.(Margret ,2007).

2.9.3. E-mail:

Margret (2005) defined E-mail short for 'electronic mail' is the exchange of computer-stored messages by telecommunication. It is one of the most widely used features of the internet, along with the web.

E-mail allows you to send and receive messages to anyone with an email address, and anywhere in the world. (Christenson, 2014) . E-mail or Electronic mail is a website that gives the space for users to transfer messages among each other by using computer systems. Some of the email clients are: Gmail, Hotmail, Outlook, Yahoo mail, and Eudora (Crystal, 2004, p.10).

2.9.4. Google+ 1:

"Google+ is a Google social net working platform .It design team sought to replicate the way people interact offline more closely than is the case in other social networking services, such as facebook and twitter. Google+ is integrated with other Google applications such as Gmail, Google Maps. Google Drives ,and Google calendar." (Margret 2016).

Google + is the fourth social product by Google after Google Buzz,Orkut and Google friend connect. In June 2011, it launched a lot of hype as a viable competitor to facebook.

Pronounced Google plus. It is a social networking by which people can interact offline than is the case in other social networking services, such as Facebook and Twitter. (Margret, 2011)

2.9.5. YouTube:

YouTube is a web site that allows members to post, view, upload and share video clips online. It was launched in 2005. In order to watch videos users are not required to register or to have an account (Mathews, p.5)

2.9.6. Twitter:

Twitter is a sort of social media online service where registered users are allowed to post text as well as links, photos, and even videos. It also enables them to send or read short messages called “Tweets”. Many people also use Twitter to share updates with others by answering one simple question: “what are you doing?” (Christensson, 2009, para. 2). The term was fully explained by Oxford dictionary as “Twitter is a social networking service that allows you to send out short regular messages about what you are doing, that people can access on the Internet or on their mobile/ cell phones”(2010, p.1669).

Twitter has become the next preferable social networking site, it is as functional as Facebook or MySpace (Christensson, 2009, para.5).

2.9.7. Wikipedia:

The word Wikipedia derives from the words wiki-a type of collaborative website- and the word encyclopedia. Wikipedia is a multilingual free encyclopedia which is written by different people around the world. However, the majority of its articles can be edited by anyone who can reach the Internet. Accordingly, sometimes its information can not be reliable (Margret, 2010).

2.9.8. LinkedIn:

LinkedIn is a social networking site designed specifically for the business communities and business professionals. The site was launched in May 2003 and cofounded by Reid Hoffman. It enables its users to keep in touch with past and present colleagues. Like Facebook and MySpace, LinkedIn seeks to the allowance of creating a custom profile. However, this profile is business -oriented rather than personal (Christensson, 2010).

2.9.9. Pinterest:

Pinterest was founded by Ben Silbermann, Paul Sciarra and Evan Sharp. Its service launched as a closed beta in March 2010 (Margret, 2016, p.3). This social networking website is used to share and categorize images found online as well as organizing and sharing ideas with others. Pinterest allows its users to create their own “boards” in order to organize their own content. This board that includes different topics such as home decor, quotes, games and so on can be browsed by other Pinterest. Likewise, they can also “like”, or comment on users’ pins (i.e) individual items (Christensson, 2012).

Conn, 2011,p.32).

2.9.10. Facebook:

One of the highly used internet-based forms of communication is Facebook (FB). FB is a web-based, interactive network that was created by Mark Zuckerberg in 2004. It allows users to share information and thoughts over a wide area. In addition, it is an example of a 2.0 social networking sites (SNSs), which operates as an open platform, but within a defined community of users (Collier & Mafid, 2012,p.2).

FB does not only allow its users to upload photos, discuss different subjects, and update their profiles but also leave messages for other Facebookers whether they are their friends or not; being online or offline (Amasha & Alkhalaf, 2014, p.10) Bodomo (2010) describes FB in the following words:

- FB, the new CMC medium, would become one of the most popular websites... its popularity has increased so much so that not only the youth but some prominent members of older generations...use it to get in touch with customers (316).

- In the same stream of thought, Christensson (2008) defines Facebook as “a social networking website that was originally designed for college students, but is now open to anyone 13 years of age or older”.

2.10. Facebook Vocabulary:

FB is currently the leading social networking site with more than 500 million active users as of March 2011. Working within and around FB benefits users to encounter various elements of FB vocabulary. The most known ones are mentioned below:

2.10.1. Profile:

It is where FB’s users share information about themselves, including their interests, work history, education, religion, date of birth, location (past and present), favorite music, movies, etc. These pieces of information shown on the profile can be updated at any time (Margret,2010) .

2.10.2. Wall/ Timeline:

“Timeline” is a new facebook feature where most recent updates are introduced such as photos, events, friends added and comments. Members can click to specific months and years to see FB activity from that time period. “Timeline” has replaced the “Facebook Wall” (Chrinstensson, 2008).

2.10.3. Status:

This space is used by Facebookers to update their friends with recent news. These updates could be short. Eg: “Home sick”, “Stuck in traffic” or long such as a debate of thousands of characters. Status can take numerous forms and be in different posts, for

instance, photos, questions, mentioning what they are doing and so on (Beese, 2015, para 23).

2.10.4. Home Page:

Though an FB newbie may not distinguish between profile and home page. There is a slight difference between these two terms. By definition, page refers to the account of brands and celebrities. eg, a company's page. In home page, any FB's participant has a list of recent updates from the individuals and companies that they have chosen to follow (Facebook Vocabulary, 2011).

2.10.5. Comment:

Users write messages by clicking "comment". These messages occur either as a reply to a status update or to a note on a photograph (Facebook Vocabulary, 2011).

2.10.6. Tag:

Tagging is marking a photo, video, or any post with other Facebook members (Beese, 2015).

2.10.7. Chat:

Chat is a type of instant messaging via FB. Additionally, it is the exchange of typed messages between computer users in real time via the Internet (Beese, 2015, para.21).

2.10.8. Messages:

Similar to emails, they are messages sent from one facebook account to another. You can message more than one person at a time (Beese, 2015).

2.11. Writing and Facebook:

Social Media has an impact on the writing skills. Accordingly, frequent exposure to FB has influenced every aspect of our lives and one of the most noticeable aspects is the way

we write, and use language. Seeing lots of informal written language in FB is inevitable since people are free to post anything in this site. Therefore, frequency in using Facebook in its first stages means adopting its informal language by its users (Tretenfahn, 2011). In the same vein Tretenfahn says, "Some of the ramifications can be seen on the internet, Email, blogs, chatrooms, MySpace and Facebook seem to be treated as "Trash" forms of communication where good spelling and grammar are irrelevant" (2011). Such as spelling errors and poor grammar, particularly the confusion of words such as "fourth" and "forth", "bean" and "been", "principle" and "principal", and "formerly" and "formally". And yet millions of users are still active in FB for the attractive linguistics features that are available on the site.



Fig n°02. Example of a student's writing on Facebook

2.11.1. Facebook Linguistic Features:

Facebook's conversation cannot be free from the use of these three features: abbreviation, acronyms and emoticons. These elements are needed for expressing nuances of meaning (eg. Sarcasm, bemusement, tentativeness, irritation, etc). Thus, the communication between the users is clearly understandable.

2.11.2. Chatting:

Chat is also known as chatting, online chat or internet chat, it is the process of communicating (synchronous communication), interacting and exchanging messages over the internet . between two or more usres via computer .Once a chat has been initiated, either user can enter text by typing on the keyboard and the entred text that will appear on the other user's screen. Chat may be delivered through text, verbal, audio, visual or audio-visual communication via the internet .

According to O' Hagan & Achworth (2002); Purvis & Savarimuthi (2009); chat is an early discovery which is becoming widely spread in the world .Furthermore, Lamy & Hampel states that “chat programs were the first synchhronous CMC tools available forlanguage learning and teaching” (2007 :p115).

Chat can help learners on enhancing their studies, through exchanging information, such as documents, courses, Pdf books or articlcs, and sharing their knowldge with others.

By contrast to the positive aspect of chatting, it has a negative one on learner's formal writing, because of the extensive use of cyber language. Thus, Baron examine how chat language impact on writing and state “Underlying the contemporary handwriting is actually a deeper concern: that the internet language is corrupting the way we craft traditional writing or even speak face-toface” (1984 :176).

2.11.3. Facebook Chatting (FB):

Facebook is a social networking website that facilitates connecting and sharing online conversations whith family and friends .Originallu Facebook is designed for collegue students, it was created in 2004 by Mark Zuckerberg while he was at Harvard University.

Today, Facebook is the world's largest social network, with more than 1billion usres worldwide. Bodomo defines FB as: Facebook, the new CMC medium, would become one of the most popular Websites and now attracts more than a 100 million participants. Its

popularity has increased so much so that not only the youth but some prominent members of older generations, such as businessmen and politicians, even use it to get in touch with customers, constituents and other target groups (2010 :p.316). Moreover. Ashely clarifies: Facebook then may be defined formally as a computer-mediated communication (CMC) tool, an asynchronous (delay) communication tool which enables Communication (one to one, one-to-many) and collaboration over a period of time through a “different time-different place” mode (retrieved from Bodomo, (2010 :p.316). Kelsey & St . Amanat (2012) like the idea of chatting via Facebook , because it involves students-student’s interaction and teachers students exchanging of information and documents, and can publish it on their wall or their online class groups like “Biskra-Mohamed Kheider – English Depertement”.

2.11.4. Emoticons: (also known by smiley)

The first appearance of emoticons was in 1982 by Scott Fahlman. Baron (2000) states that “Fahlman wrote at the time: “I propose...the following character sequence for joke markers: :-) . Read it sideways. Actually, it is probably more economical to mark things that are NOT jokes, given current trends. For this use :- (”. The feature emoticons or smiley are generated from the combination of punctuation marks or numerals on the keyboard. She further argues that the most common emoticons are:



happiness, humor



shocked, amazed



sadness, displeased



crying



winking



sarcastic

:) happy	:-c call me - New!	:> blushing	L-) loser
:(sad	:)) on the phone - New!	:P tongue	:-& sick
:) winking	~X(at wits' end - New!	:* kiss	:-\$ don't tell anyone
:D big grin	:-h wave - New!	=(broken heart	[-(not talking
:;) batting eyelashes	T-(time out - New!	:-O surprise	:-O clown
>:D< big hug	8-> daydreaming - New!	X(angry	8-} silly
:-/ confused	l-) sleepy	:> smug	<:-P party
:x love struck	8- rolling eyes	B-) cool	(-(yawn
:-S worried	=P~ drooling	/-) raised eyebrow	:^o liar
#-S whew!	:-? thinking	=)) rolling on the floor	:-w waiting
>:) devil	#-o d'oh	O:-) angel	:-< sigh
:((crying	=D> applause	:-B nerd	>-P phbbbt
:)) laughing	:-SS nailbiting	=; talk to the hand	<:) cowboy

Fig n°03: below shows examples of Facebook emoticons.

2.11.5. Abbreviations and Acronyms:

Beside emoticons, abbreviations and acronyms have also been prominent in FB"s features. These abbreviations are shorthands for sentences, and phrases such as "BBL" for "Be Back Later", "LOL" "Laugh out Loud", "WG" "Wicked Grin" and "THX"

"Thanks"(Mesthrie, 2001, p.288). Other current abbreviations are listed in the table bellow

Abbreviations	The whole sentence (word)	Abbreviations	The whole sentence (word)
LOL	Laugh out loud	BFF	Best friend forever
OMG	Oh my God	OOTD	Outfit of the day
ILY	I love you	FTW	For the win
LMAO	Laughing my a** off What	TXT	Text
WTF	the f***?	HMU	Hit me up
PPL	People	HBD	Happy birthday
IDK	I don't know	TMI	Too much information
TBH	To be honest	NM	Not much

BTW	By the way	GTFO	Get the f*** out
THX	Thanks	NVM	Never mind
SMH	Shaking my head	DGAF	Don't give a f***
FFS	For f***'s sake	FBF	Flashback Friday
AMA	Ask me anything	DTF	Down to f***
FML	F*** my life	FOMO	Fear of missing out
TBT	Throwback Thursday	SMFH	Shaking my f*** head
JK	Just kidding	OMW	On my way
IMO	In my opinion	POTD	Photo of the day
YOLO	You only live once	LMS	Like my status
ROFL	Rolling on the floor	GTG	Got to go
	laughing	ROFLMAO	Rolling on floor laughing
MCM	Man crush Monday		my a*** of
IKR	I know right?	TTYL	Talk to you later
FYI	For your information	AFAIK	As far as I know
BRB	Be right back	LMK	Let me know
GG	Good game	PTFO	Passed the f*** out
IDC	I don't care	SFW	Safe for work
TGIF	Thank God it's Friday	HMB	Hit me back
NSFW	Not safe for work	TTYS	Talk to you soon
ICYMI	In case you missed it	FBO	Facebook Official
STFU	Shut the f*** up	TTYN	Talk to you never
WCW	Woman crush Wednesday	IRL	In real life

Table n°01: Abbreviations and Acronyms (cited from <http://bing.com>).

2.11.6. Social networking (SNSs):

Social networking is the use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them. Boyd and Ellison, 2007 (cited in Rebecca Sawyer, 2011: 4) define social networking sites as “web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”

William, Boyd, Densten, Chin, Diamond, and Morgenthaler (2003) said that SNSs are online communities of internet users who want to communicate with other users about areas of mutual interest, whether from a personal business or academic perspective. The millions of SNSs have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. (cited in Peter Osharive, 2015).

SNSs make interaction between people easier. As Cain (2009) says social network websites provide ease of connecting people to one another, free of cost and after connecting one can post news, informative material and other things including videos and pictures.(cited in Peter Osharive, 2015).

According to Algeria’s media Landscape (2017), the Internet connectivity (3G mobile) became wide spread only in 2013. So, social networks will likely play a more prominent role in Algerians future media since the Algerian users of social networking sites are increasing day after day, And this is especially observed among youth and students who need social network sites in their studies, and because it became easier to interact with different people all over the world.

2.11.6.1. Examples of SNSs Used by Algerians:

The two following types are the most popular social networking sites which are commonly used by Algerian people.

Facebook: is the most popular social networking in Algeria, especially among university students. It enable it users creating profiles, sharing photos, video, and keeping in touch with friends, family and colleagues. The number of Algerian users of Facebook in June30, 2016, was approximately 150.000.000 users.

Twitter: twitter ranks the second microblogging service in Algeria after facebook with a usage of 1.26%. It enables it users to broadcast short posts called tweets by using multiple platforms devices.

2.11.6.2. Social Media Usage in Algeria:

Rank	Algeria	Social media usage with %
1	Facebook	97.7%
2	twitter	1.26%
3	Google+	0.42%
4	Pinterest	0.25%
5	YouTube	0.21%
6	Tumblr	0.12%
7	TumbleUpon	0.01%
8	Reddit	0.01%
9	Vkontakte	0.01%
10	Others	0.01%

Table n°02: social media usage statistics in Algeria.

The above table shows the rank of networking sites that Algerians use most with percentages, Facebook ranks the first with a percentage of 97.7%; Twitter ranks the second with a percentage of 1.26%; then it comes other networking sites with a small percentage.

2.12. Internet Slang (Facebook Language):

The internet has changed the style people live in numerous things, but the largest is the impact it is getting on the way they interact every day. Most social media are used to transmit one's emotions and ideas, for instance, "Facebook" users may employ the language freely as they want. The languages they feel relaxed using it, rather than the language they use to study on the blackboard, which is full of rules and grammar and syntax. One can observe that people everywhere around the world have developed a new structure of texting while connecting in social networks. They may use informal and less correct language like dialect, a lot of abbreviations, acronyms, spelling mistakes, and also emoticons in their daily interaction.

This research is concerned with EFL students in Algeria. English in Algeria is the second foreign language, it is thought in middle school for four (4) continuous years, then, in the secondary school for three (3) years. At the university level, one may find students of English department using the English language in classes, buses, and everywhere even while texting.

2.12.1. Texting:

Texting sometimes called „text messaging“ are short messages used by youth and adults for personal, family, and social purposes. Short messages like SMS can be sent between cellphones.⁸ Users can also send text messages from a computer to handheld devices and it is becoming more fashionable between young people. Margaret Rouse (n.d.)

One cannot speak about texting without speaking about abbreviations, because they are part of texting, most people use abbreviations while texting especially young people.

2.12.2. Clipping:

Clipping the word formation process which consists of the reduction of a word to one of its parts (Machand, 1969). It is another common linguistic means of word formation found on the computer and telephone-mediated communication (Barsenghyan, 2013). Crystal (2008) defined clipping as the drop of initial or final letters of the word. Hence, the meaning of the word still retaining. Clipping is mostly used to save time, people tend to be economical in writing in order to cope with new fast lifestyle. This is especially true in internet English (Sun Hong-Mei, 2010). Some frequently used examples are: advertisement-ad, examination-exam, telephone-phone, website-site, photograph-photo, statistics-stats, hamburger-burger, graduate-grad, teenager-teen.

According to Sun HONG-Mei (2010), Clipping is of four types:

- Front clipping: Cause (because), copter (helicopter), chute (par chute).
- Back clipping: Hang on a sec (hang on a second), fan (fantastic), disco (discotheque).
- Front and Back clipping: Cuz (because), flu (influenza).
- Phrase clipping: Pub (public house), pop (popular music).

2.12.3. Compounding:

"Compounding has become more and more important internet English word building means, and the serializing of the compound words is one of the main characteristics of word formation of network English. These words are mostly some professional terms related to a computer network. A great part of these terms is neologisms. They are generally developed

from words which have the meaning of "network", such as web, net, computer, internet, online" (Sun Hong-Mei, 2010).

According to Barseghyan (2013), compounding is also employed to form a lot of lexical items. We have been able to identify several words are commonly used in compounds that belong to cyber slang, they are line, name, down, up, dot, net, spam, book and web (for example online, offline, webcam, website, web page, download, downshift, update, upgrade, netbook). When we use derivation in analyzing words, we were capable of determining many prefixes and suffixes that are the most productive in creating internet slang words.

The prefixes are cyber-, de-, en-, giga-, hyper-, inter-, meta-, micro-, multi-, pre-, un-, techno-, ise/iz and -ware. We have identified only two suffixes that are the most productive in the creation of internet slang words:

- cyber-: cyberspace, cyberlife, cyberchat, cybermarket, cyberlove.
- De-: deactivate, decode, delink, deregulate, deauthorise, delist.
- Hyper-: hyperactive, hyperlink, hypermedia, hyperspace, hyperactive.
- -is/size: authorize, popularize, symbolize, computerize, socialize, automate, global-.
- Ware: emailware, bookware, software, SIMware, postcardware.

2.12.4. Punctuation, capitalization and other symbols:

Chatters use those features for emphasis and stress periods or exclamation marks are used repeatedly for emphasis, such as "....." or "!!!!!!". Grammatical punctuation rules tend to be more relaxed on the internet. "E-mail" may simply be written as "email" and apostrophes can be dropped so "jhon's book" becomes "jhon's book" (Wikipedia. n.d).

According to ZHU Ya-dong, ZHU Kui (2013), the omission of capitalization is the first obvious characteristics of chat at from level. In spite of the frequent omission of capitalization, capitalized and bold forms of words are often used to emphasiez the expression

of deep feelings to catch more attention. For example, one may use the sentence "TOO MUCH USE OF CAPITALS IS BAD MANNERS" for expressing his/her strong dissatisfaction by using the capitals. The bold words or phrases in the chatting room are the ones that should give further attention.

Ya-dong, ZHU Kui (2013) also found that the deviant use of punctuation is one of the most prominent characteristics of chatting room. In fact, originally punctuation is used to help readers clearly understand the structure and meaning of a sentence. Generally speaking, the repeated punctuation marks are seldom used in our traditional language. However, this is so popular in chatting room. In some cases, in order to express strong emotions or feelings, the use of repeated marks can give each other a fresh felling and make the communication more interesting.

Here are some examples:

- Example (1) Oh yeah!!! (Feeling of happiness or satisfaction).
- Example (2) No way!!! (Emphasis that you can't).
- Example (3) What??? (Feeling of surprise).

"Meanwhile, punctuation marks are omitted in most cases in online chatting. To seek for efficiency, the sentences of web-chat English are always short and easy for understanding. There fore, the function of punctuation marks for distinguishing sentences to clarify the meaning becomes not so vital in chatting. The omission of punctuation can save a lot time and make communication more convenient". (Ya-dong, ZHU Kui, 2013; p.107).

2.12.5. Abbreviation:

Abbreviation is the act of shortening a form of a word or a phrase. For example, the word abbreviation itself can be represented by the abbreviation (abbr, abbry, or abbrev).

Do not be confused between abbreviation and acronyms as stated abbreviation is the shortened form of a word example: lib for library / approx for approximate. Acronyms are also the act of shortening but, to take only the first letter of words example: USA for United States of America/ UK for United Kingdom.

2.12.5.1. List of Common Abbreviations Used in Texting:

Abbreviations	Their meaning
IDK	I don't care
2morrow	tomorrow
2nte	tonight
AEAP	As early as possible
ASAP	As soon as possible
ASL	Age/sex/location
B3	Blah blahblah
B4YKI	Before you know it
BFF	Best friend forever
BM&Y	Between me and you
BRB	Be right back
BRT	Be right there
BTAM	Be that as it may
C.P	Sleepy
CTN	Cannot talk now
CUS	See you soon
CWOT	Complete waste of time
CYT	See you tomorrow
E123	Easy as 1, 2, 3
EM	Excuse me?
F2F	Face to face
GR	Great

FC	Finger crossed
FOAP	Friend of friend
IDK	I don't know
ILU/ILY	I love you
IMU	I miss you
IRL	In real life
J/K	Just kidding
JC	Just checking
JTLYK	Just to let you know
KFY	Kiss for you
KMN	Kill me now
KPC	Keeping parents clueless
L8R	Later
2MI	Too much information
2N8	Tonight
2MOR	Tomorrow
AAF	AS a friend
ABT	About
AND	Any day now
AFAIK	AS far as I know
AIR	As I remember
AKA	Also known as
ALOL	Actually laughing out loud
B2B	Business - to- business
B4	Before
B4N	Bye for now
B4E	Before anyone else
BAO	BE aware of
BB	Big brother

BB	Be back
BC	Because
BD	Big deal
BN	Bad news
CM	Call me
CLD	Could
CR8	Create
CRZ	Crazy
CTN	Can't talk now
CU	See you
DC	Disconnect
DIKU	Do I know you?
DL	Download
DM	Doesn't matter
E1	Everyone
E4FT	Effort
EZ	Easy
FB	Facebook
G2R	Got to run
GFI	Go for it
GN	Good night
H8	Hate
IDUNNO	I don't know
IK	I know
ILU	I LOVE YOU
IMO	In my opinion
IMS	I am sorry
L8R	Later

Table n°03: The most Common Abbreviations Used while Texting.

2.12.5.2. List of Common Emoticons Used while Texting:

Emonticons	Meanig
	Happy
	Sad
	Confused
	Winking
	Love struck
	Clown
	Tongue
	Kiss
	Cool
	Crying
	Angle
	Waiting
	Thinking
	Worried
	Devil
	Sick
	Party

Table n°04: The most Common Emoticons Used while Texting.

2.13. Negative effect of Facebook chatting on EFL students' academic writing:

Researchers beginning to discover the effects of the use of internet slang via Facebook chatting on students and some of them are finding negative results between the use of internet slang and academic writing tasks by creating bad habits of short forms which lead to grammar mistake (White, 2009; Yunus, Salehi & Chenzi, 2012). Information technology has a profound influence on students' life, especially their writing skills. Digital technology has become a part and parcel of students' life as a mode of communication, however, it also may cause some detrimental effects on students' ability in the writing component.

The easy access in using information technology stimulates students to communicate with each other more frequently. However, when they are communicating via this method, they tend to use most dreed skill out of the other four marci skills of language, the writing skills in an infomal manner using various contractions, loose sentence structure, colloquial abbreviations, trendy acronyms, and emoticons. This new communication chat influence on the living language has caused a major concern among linguists such as susan C. Herring, David Cristal, and Brenda Danet. Some critics have also noticed that the increasing trend of using Facebook chatroom has led a new trend of written language, which seems to be deviant from the natural from. The impaired language used through this method of communication can cause unfavorable effects of students' writing skills, as the influence of internet slang is rather powerful and young students tend to adsorb it faster than the formal language.

"The overuse of chat has become so profound that many have become worried about their effect on the academic writing of students. Some students appear to be addicted to using internet slang during the examination, to the proper use of English grammar" (Ochonogor, Alakapodia, Achungbue, 2010, p.4). In jamie perkins' study, he noticed that students were not using full sentences and were using shorthand approach in their writing. These also associated with grammar problems which are inappropriate for academic writing even though social

media is increasing and promoting small talk communication, it is greatly hearing how students conduct their academic writing. Perkins believes that the short character count is leading to a shorter attention span when it comes to reading and writing affecting the ability to write correct sentences. This also leads to word choice, students tend to use the shorthand of internet slang and abbreviations to keep the text short this had led to some students using this form of writing in their formal writing Lee, (2008), Toyoka Alarmson, (2002), note the presence of chat features such as abbreviations, TO ventional punctuation, and misspelling because of the spontancity, hence leana nd to write brnefly and informally Craig (2003) also found that texting through social networking sites such a Facebook also threatens students literacy, because creates undesirable reading and writing habits due to the common use of abbreviation and unusual jargon, thereby damaging students ability to employ formal literacy skills (Dansich, 2008) stated that the danger extent to classroom, examination and research paper especially in an academic environment. The problem arises when users are not able to differentiate between formal languages from the informal one, students are inclined to use improper formats and sentences that stultify Standard English These practices have grven rise to internet slang, further raising the question of its impact on EFL students as they may lack English proficiency and may be profoundly affected and being a subject to the improper imitation of this particular language slang. "The rise of web-chat English is also a serious threat to the traditional English. The former is flexible and changeable, while the latter Is comparatively regular. Compared with the traditional English, the web- chat English gets closer to life. In our dally communication, people, especially the young, pay more attention to the brevity and creativeness and ignore the language rules. Creativeness are also their excuses of making mistakes. The phenomenon probably leads to the Indulgence of faults. What s worse, it may cause e some old words disappear gradually". (ZIIU Ya-dong, ZHU Kul, 2013, p.119)

Conclusion:

The world is moving at a jet speed as a result of advances in Science and Technology. Social Network is a pervasive phenomenon among today's University Students and such network can cause academic writing to worsen. This chapter defines he notion of social media and social networking sites including the most important one "Facebook", It also reports the most common features of the language used in chatrooms. Internet slang used on Facebook chatting is considered by many researches as an undesirable form of writing. It affects EFL students and their academic writing productivity.

Chapter Three: Research Methodology



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graph TD; A[Chapter Three: Research Methodology] --> B[3.1. Research design and methodology]; A --> C[3.2. Population and sampling]; A --> D[3.3. Data gathering tools];
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3.1. Research design and methodology

3.2. Population and sampling

3.3. Data gathering tools

3.1. Method of Investigation:

As we attempt in our work to lay ground for the assumption that Facebook chatting has very negative effects on EFL students' academic writing, we think that the descriptive design would fit best the outlined objectives. The descriptive method is believed to suit our research since it permits a close examination of the negative effects that Facebook chatting might have on EFL students' academic writing achievements. This method could be one best tool to establish and verify the cause-effect relationship between the dependent variable and the independence one.

3.2. Population and Sampling:

The problem of EFL student's low achievements in academic writing is widely remarkable among first year students. Therefore we choose to work with first year students at English department working with the whole population of first year, is difficult and complicated task. It requires more efforts, materials, resources and time. For this reason it will be preferable to work with a 20% especially in pandemic covid 19 and see whether we can generalize the findings on the rest of the population of first year students, we believe that random sampling would be the most adequate sampling technique to use in our work.

3.3. Data gathering tools:

To answer the research questions set for this investigation, we will employ the following research tools:

3.3.1. Student's questionnaire:

The questionnaire will be designed for the purpose of gaining insights into the situation of academic writing standards among first year EFL students. It is the only instrument that can serve as a means of collecting a considerable amount of data with

minimum efforts when dealing a large bulk of people , questionnaire allow the gathering of reliable data in a short time. Both open question and close ones will be included so as to get as valid information as possible.

3.3.2. Procedures:

We will randomly administer our questionnaire to first year students (sample = 5% of the population) to know about their views and attitudes about the issue. The questionnaire will be concerned with the identification of students' problems in writing English. They will be asked to identify their aims in learning English; their needs and attitudes towards the written expression course and its teachers .

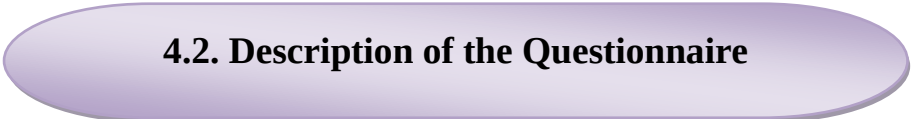
Chapter Four: Analysis and Interpretation



4.1. The sample



4.2. Description of the Questionnaire



4.3. Analysis of the Results



4.1. The sample:

This chapter aims at presenting and analyzing how EFL academic writing is affected by the excessive use of Facebook chatting. The sample consists of fourty (40) students of English department from the level; first year LMD CHADLI BEN DJDID University.

Because we could not work with the whole population (100 Lmd students) we selected a sample from a large population consisting of a hundred (4) students. The sample was selected from about 40 students. First year EFL learners at EL TAREF University during the academic year 2019/2020 are (4) four groups. Each group contains about (25) students. We chose (40) students from different groups.

We administrated this questionnaire in October 2020, online to make it easy to get it and answer.

4.2. Description of the Questionnaire:

The questionnaire consists of seventeen (30) yes /no and multiple choice questions divided into two sections as follows.

Section One: (Q1-Q3):

This section is structured to obtain general information about the learner's gender , and why he/she choose to study English .

Section Two: (Q4-Q9)

This section focuses on writing , academic writing , and the difficulties that the learner faces in academic writing , and the performance of the learner in writing expression.

Section Three: (Q10-Q16)

This section focuses on the use of the internet and how students access it. And the use of social media, in addition to most used social network sites . One of them,the famous and most used site which is Facebook .

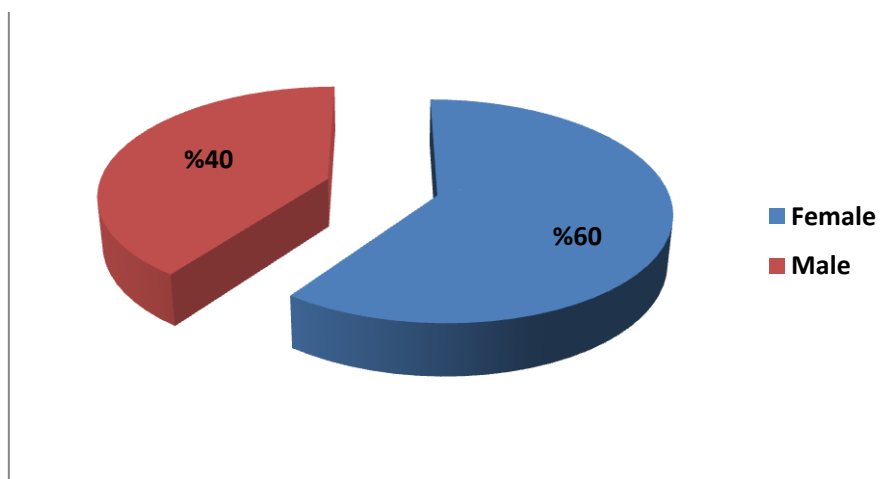
Section Four : (Q17-Q31)

This section focuses on the use of Facebook to chatting , learning, times spend on, and the language used in writing on FB wich is abbreviation.

The positive and negative effects of FB on EFL students academic writing on grammar, spelling, mechanism, and structure. Also if the FB motivates learners to write and if the learners' writing can improved via FB.

4.3. Analysis of the Results:**Section one: Background information:****Q1: Gender Distribution:**

Gender	N	Percentages
Female	24	60%
Male	16	40%
Total	40	100%

Table n°05: Participants' Gender.**Fig n°04: Participants' Gender.**

As it is shown in Table 01, more than half of the questioned students are females (60%) whereas the rest (40%) are males.

Q2 : Why choose to study English ?

Gender	Administrative choice	Parents choice	Prsonal choice
Female	10	6	8
Male	7	5	4
Total	17	11	12
Percentage	42.5%	27.5%	30%

Table n°06 : Participants' choice.

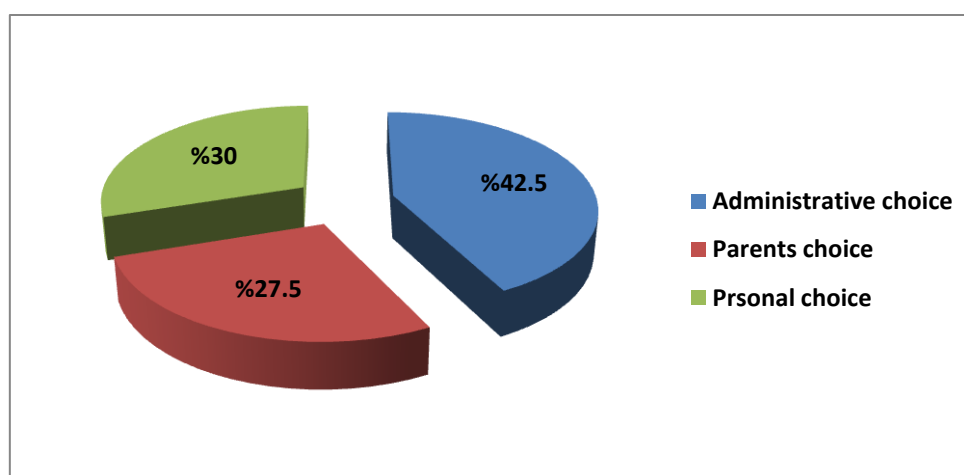


Fig n°05: Participants' choice.

In the second table more then half of students (42.5%) say that the study of English is administrative choice , and the other students (30%) who choose English by themselves, whenever the last tell that the study of English is their parents' choice.

Q3: How long have you been learning English?

Years	Total	Percentage
8-9	19	47.5%
10-11	10	25%
12-13	8	20%
NA	3	7.5%
Total	40	100%

Table n°07: Years of Studying English.

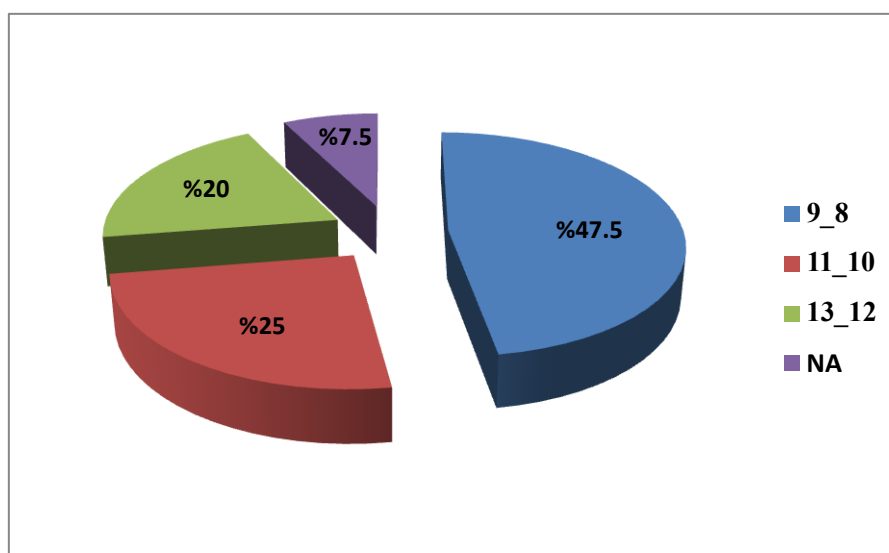
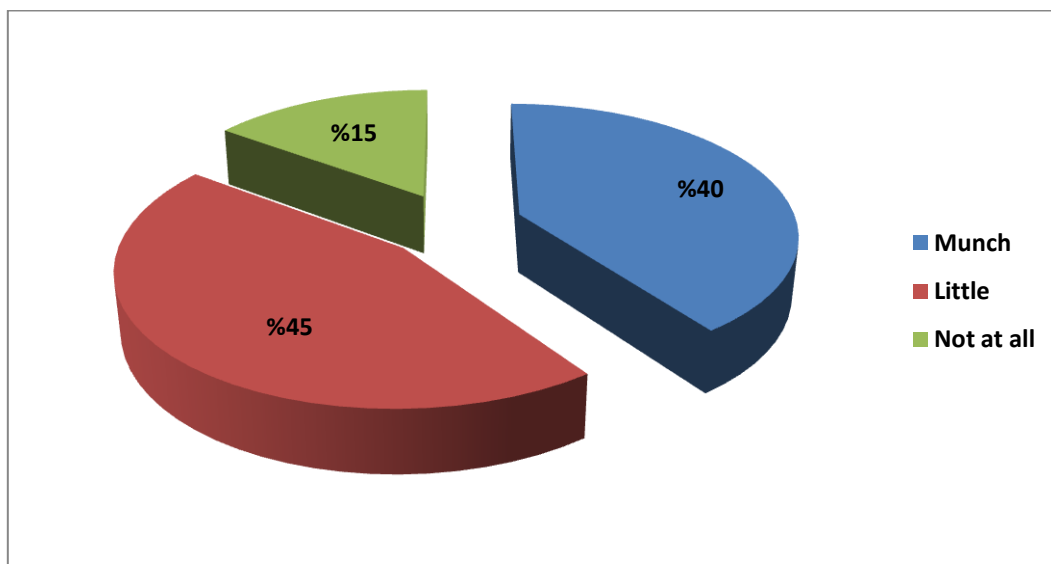


Fig n°06: Years of Studying English

From the Table 03, we can see that 47.5% of the students have been learning English for 8 to 9 years. 25% of them spend 10 to 11 years studying English. While 20% of them have learnt English for 12 to 13 and 7.5% of the students do not answer the question.

Section Two: Students attitude towards written expression course:**Q4: How much do you enjoy the written expression course?**

Options	participants	(%)
Much	16	40%
Little	18	45%
Not at all	6	15%
Total	40	100%

Table n°08: students' appreciation of the written expression course.**Fig n°07: students' appreciation of the written expression course.**

As shown in the table, 45% students believe that written expression course is little interesting, 40% students argue that it is much interesting module, whereas only 15% students said that it is not at all interesting. This implies that written expression course is not enjoyable. The ones who put "much" mentioned that writing is a necessity and an opportunity to express ideas. The ones who put "a little" argued that it was due to unsuitable teaching aids and strategies and the ones who put "not at all" say it for the reason that, they hate writing, because they have not enough background in the language itself.

Q5: What do you feel while using academic writing in class?

Options	Exting	Obliged
Female	9	15
Male	3	13
Total	12	28
Percentage	30%	70%

Table n°09: feeling while using academic writing in class.

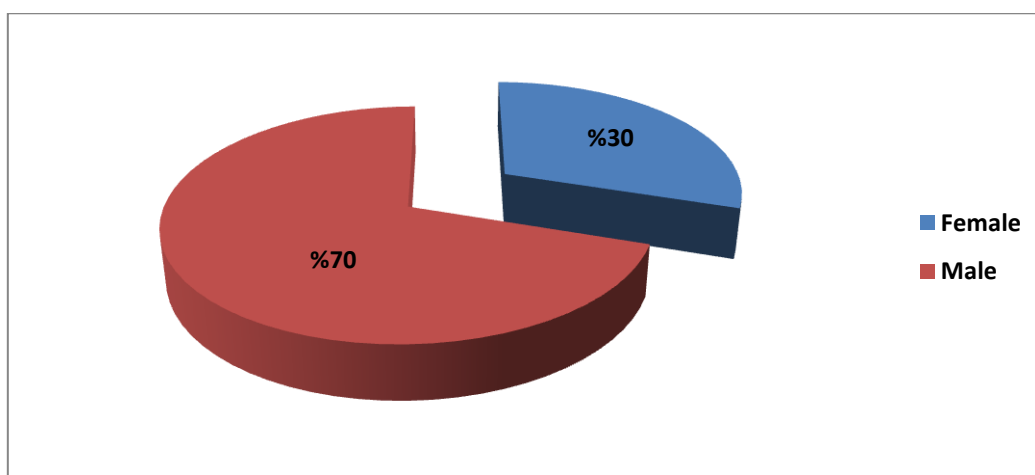


Fig n°08: feeling while using academic writing in class.

As it is show in this table more than half students fell obliged while using academic writing in class because it seems difficult to write in academic every word should be academic , the grammar also should be correct , and the ponctuation , however the last which are 30% fell exiting when write in academic in class may be to practise the new learned words and the new grammar.

Q6: Do you find any difficulties while writing academically?

Options	participants	Percentage
Yes	29	72.5%
No	11	27.5%
Total	40	100%

Table n°10: students' opinions about towards academic writing difficulties.

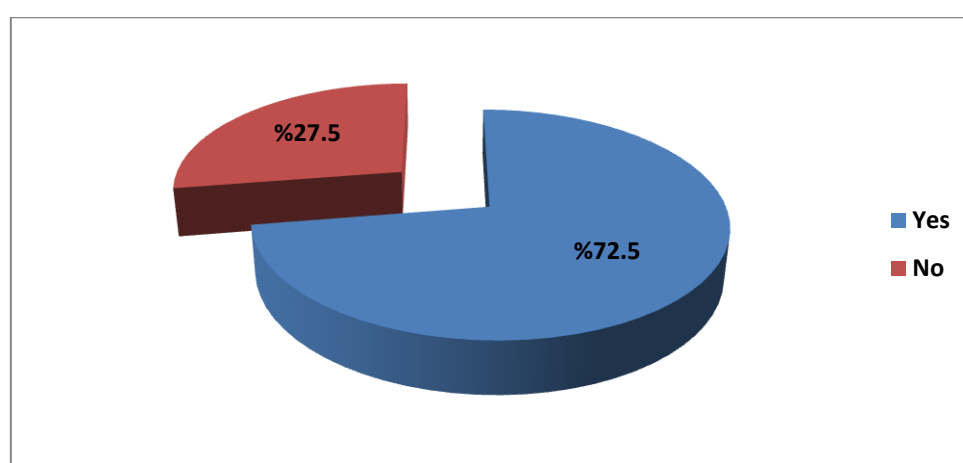


Fig n°09: students' opinions about towards academic writing difficulties.

As it is mentioned before, and from the data collected from students answers, students face a serious problem in academic writing. Most of students (72.5%), affirmed that they have difficulties while writing academically, simultaneously, only 27,5% stated that they have no problems with academic writing. This leads us to understand that students have difficulties in academic writing almost of the time and find it a challenging skill to learn.

Q7: In the written expression course does your teacher focus on his / her comment on.

Options	Vocabulary	Grammar	Mechanics
Female	6	11	7
Male	4	7	5
Total	10	18	12
Percentage	25%	45%	30%

Table n°11: teacher focus in written expression course.

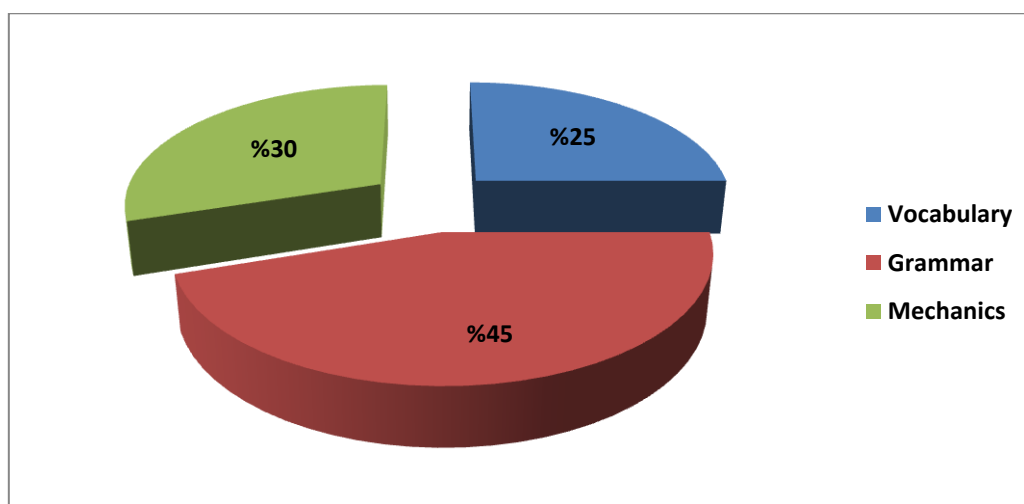


Fig n°10: teacher focus in written expression course.

In this table most of students agree on teacher's most focus on grammar (45%), however the mechanics comes the second focus after grammar by 30% , vocabulary comes the last focus one 25%.

Q8: How would you evaluate your performance in written English?

Options	participants	Percentage
Good	7	17.5%
Average	19	47.5%
Poor	14	35%
Total	40	100%

Table n°12: students performance evaluation in written English.

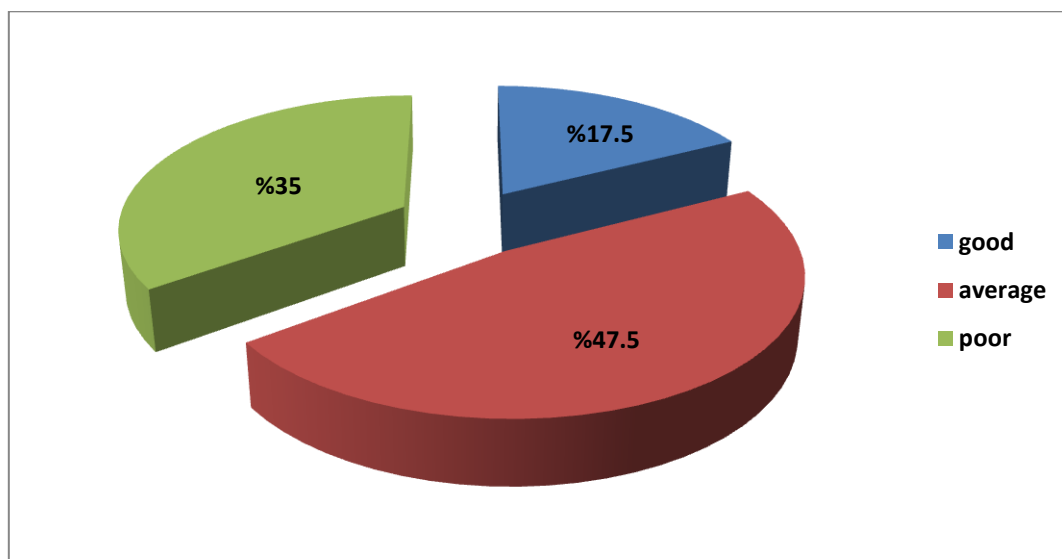


Fig n°11: students performance evaluation in written English.

The scores obtained clearly show that the best part, 47,5% of the students evaluated their level in writing as "average", 35% students as "poor", while 17,5% of them think that they have a "good" level. This means that they are not sufficiently satisfied with their level in written English.

Q9: If it is poor, do you think that the problem is due to:

Options	Vocabulary	Grammar	Quality of expression
Female	7	10	7
Male	5	7	4
Total	12	17	11
Percentage	30%	42.5%	27.5%

Table n°13: problem of pour language.

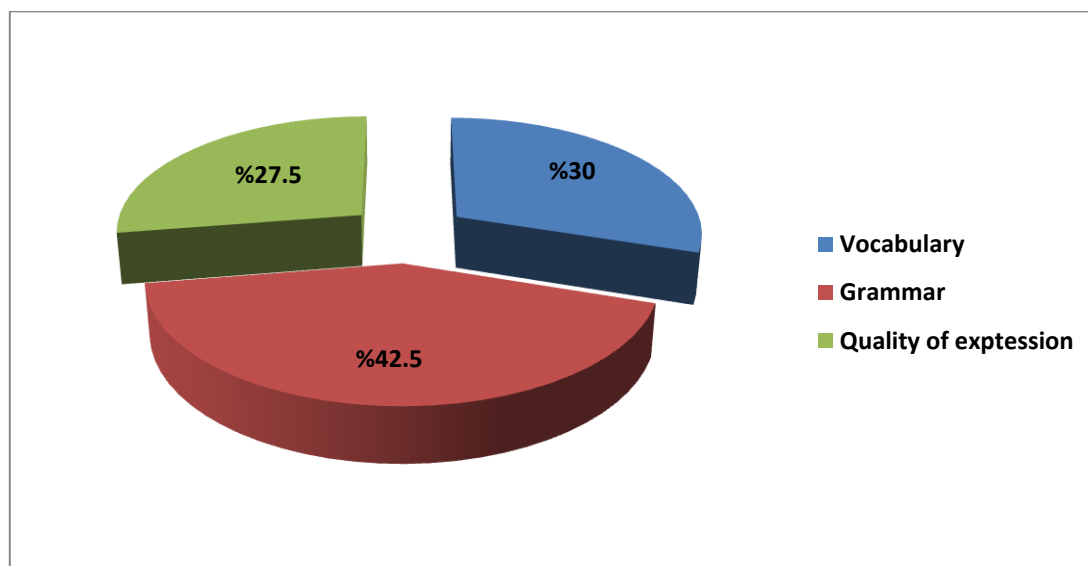
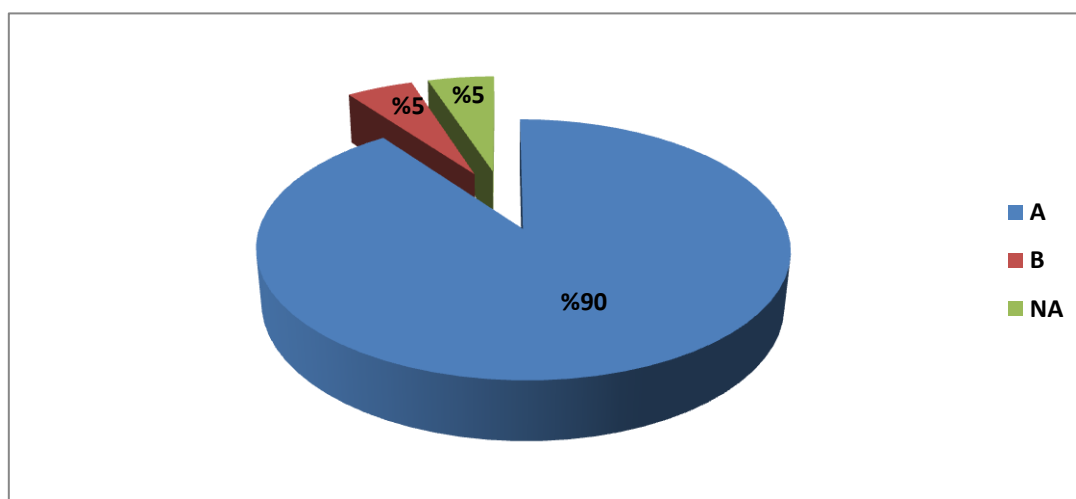


Fig n°12: problem of pour language.

As it is shown in this table students most answer results the problem of poor academic writing is due to grammar 42.5%, then vocabulary 30%, and the last one which is mechanics 27.5%.

Section Three: Students attitude towards Facebook chatting:**Q10: Do you use the Internet?****A- Yes****B- No**

Option	N	Percentages
A	36	90%
B	2	5%
NA	2	5%
Total	40	100%

Table n°14: Students' Opinion about the Use of the Internet**Fig n°13: Students' Opinion about the Use of Internet**

Nowadays the use of the Internet spreads among the university students and becomes as an important reference in learning and checking courses. From Table 04 we notice that 90% of the students use the internet. 5% of them do not access internet at all. While 5% of the students do not answer.

Q11: How much time?

a-often

b-sometimes

c- rarely

Time	N	Percentages
Often	8	20%
Sometimes	28	70%
Rarely	3	7.5%
NA	1	2,5%
Total	40	100%

Table n°15: Frequency of Using the Internet.

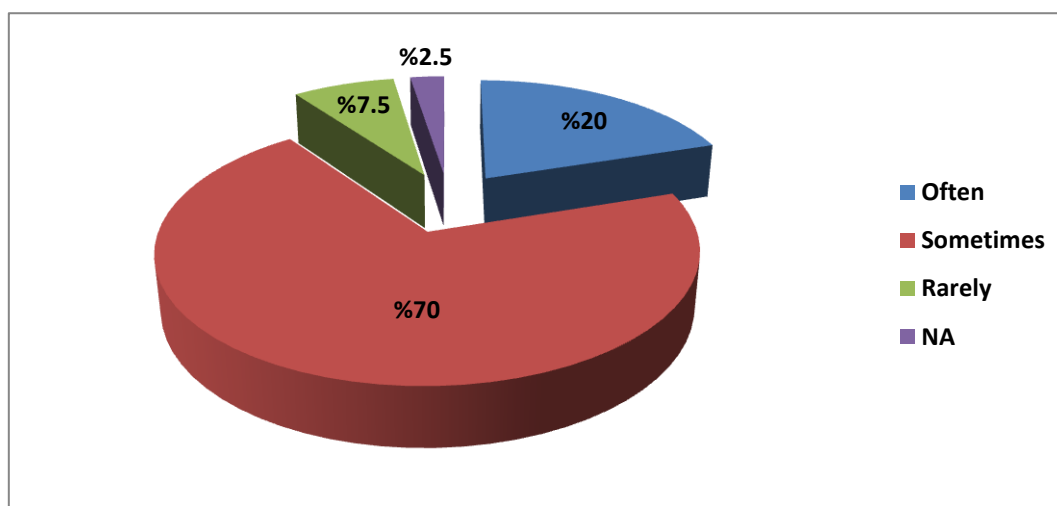


Fig n°14: Frequency of Using the Internet.

70% of the learners claim that they often use the internet, while 20% of them admit using it sometimes. Only 7.5% of the learners said that they rarely access the net. 2.5% do not reply.

Q12: On what device?

a- Smartphone

b- Tablet

c- Laptop

d- Others

Options	a	b	c	d	NA
Percentages	44%	6%	47%	0%	3%

Table n°16: Kinds of Devices Used for Accessing the Internet.

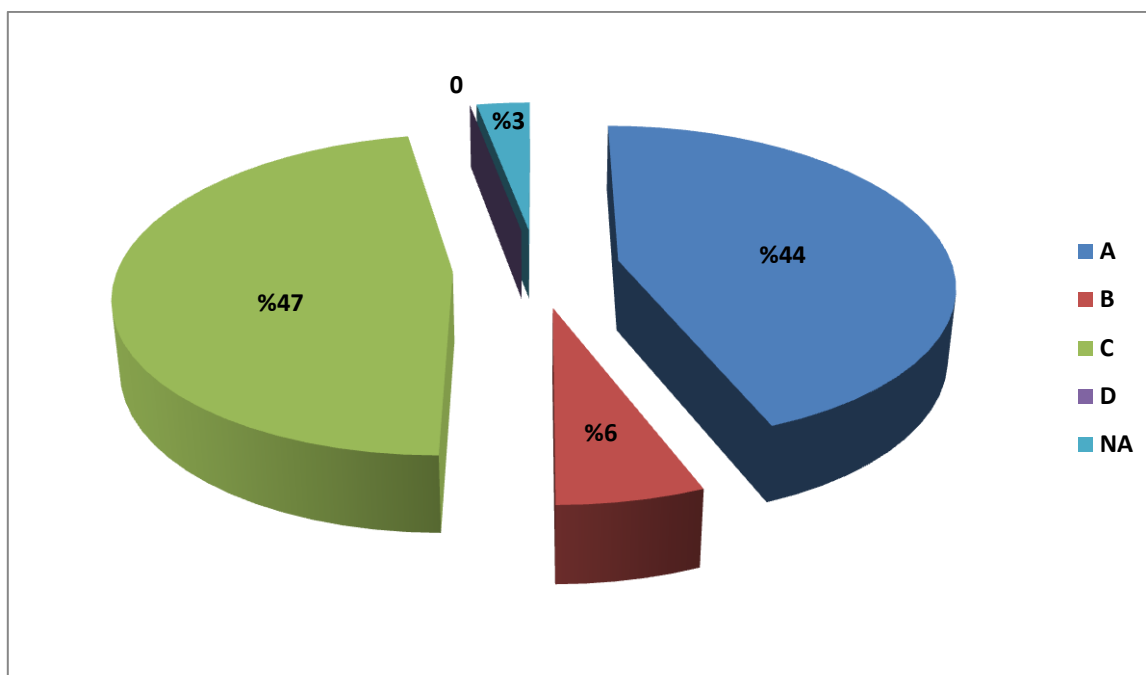


Fig n°15: kinds of Devices Used for Accessing the Internet.

figure 06 shows clearly that 44% of the students utilize smart phones to access the net. In comparison, 47 % stated that a laptop is their preferable device for using the internet. While 6 % said that they use the tablet and about 3 % do not say anything.

Q13: Are you interested in using social media?

a-Yes

b-No

Options	N	Percentages
Yes	36	90%
No	3	7.5%
NA	1	2.5%
Total	40	100%

Table n°16: Students' Interests about the Use of Social Media.

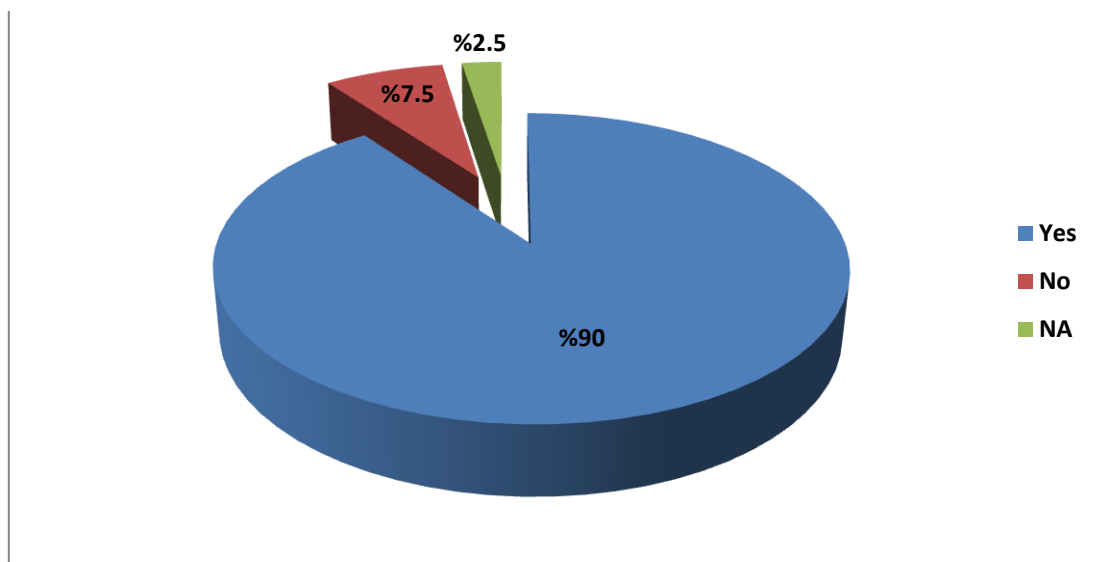


Fig n°16: Students' Interests About the Use of Social Media

The data indicated above show that 90% say “Yes” they are interested in using social media. However, 7.5% of the students respond by “No” they have no interest in social media. 2.5% did not answer.

Q14: How often do you visit social media networking sites? (Multiple choice were allowed)

Students were asked about how often they visit social networking sites. They were given the choice to say if they use SNSs everyday, occasionally, or sometimes. 16 females said that they use SNSs everyday, 03 said they use it occasionally while one female said that she uses it sometimes. Concerning males, 12 of them said that they use SNSs everyday, 02 males choose occasionally as an answer, while 06 of them said that they use it sometimes.

	Everyday	Occasionally	Sometimes
Females	16	3	1
Percentages	40%	7%	2%
Males	12	2	6
Percentages	30%	5%	15%

Table n°18: Students' Timing on Social Networking Sites.

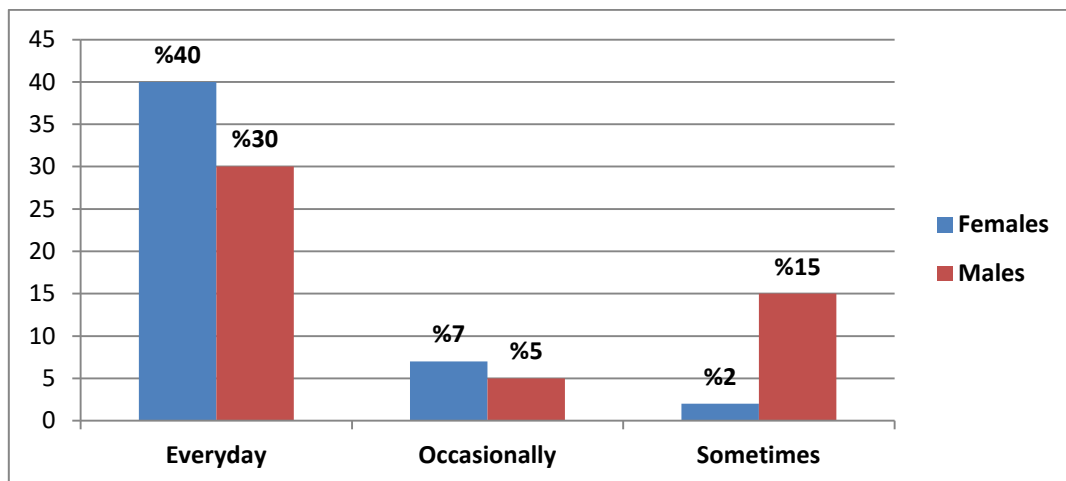


Fig n°17: Students' Timing on Social Networking Sites.

The results revealed that 40% of females and 30% of males use SNSs everyday, while the rest of them were divided between using SNSs occasionally and sometimes. These results show that the majority of students which represent a total of 70% uses SNSs everyday which means that the latest is very important in their daily life and cannot stand without it.

Q15: which social networking sites do you prefer most? (Multiple choices were allowed)

	Instagram	Snapchat	Twiter	Viber	Others
Females	10	4	00	6	4
Males	3	2	2	5	4
Percentages	32.5%	15%	5%	27.5%	20%

Table n°19: Student' Favorite Social Networking Sites.

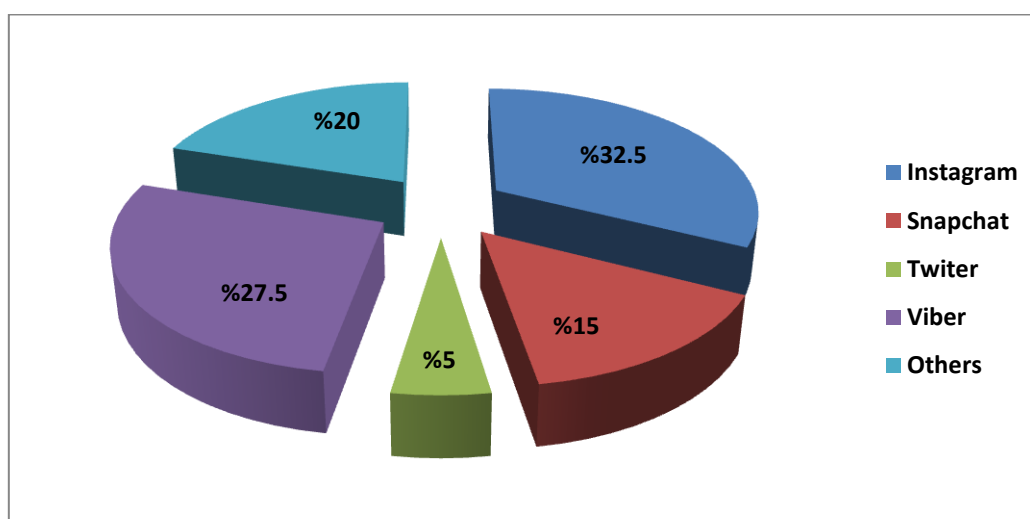


Fig n°18: Student' Favorite Social Networking Sites.

According to the analysis of data the majority of students gave more than one choice. Concerning females' answers, 25% use Instagram, 10% use Snapchat, 00% for Twitter, 17% use Viber and 04 females suggested other SNSs that they use like: YouTube and Whatapp. When it comes to males' answers, 17% use Instagram, 12% use Snapchat, 07% use twitter, 20% use Viber. They also mentioned other SNSs that they use like: Youtube, VK, Forums and Paltalk. Multiple choice answers were allowed.

Q16: Is Facebook one of them?

a-Yes

b-No

Options	N	Percentages
A	38	95%
B	00	00%
NA	2	5%
Total	40	100%

Table n°20: Students' Point of View Towards FB

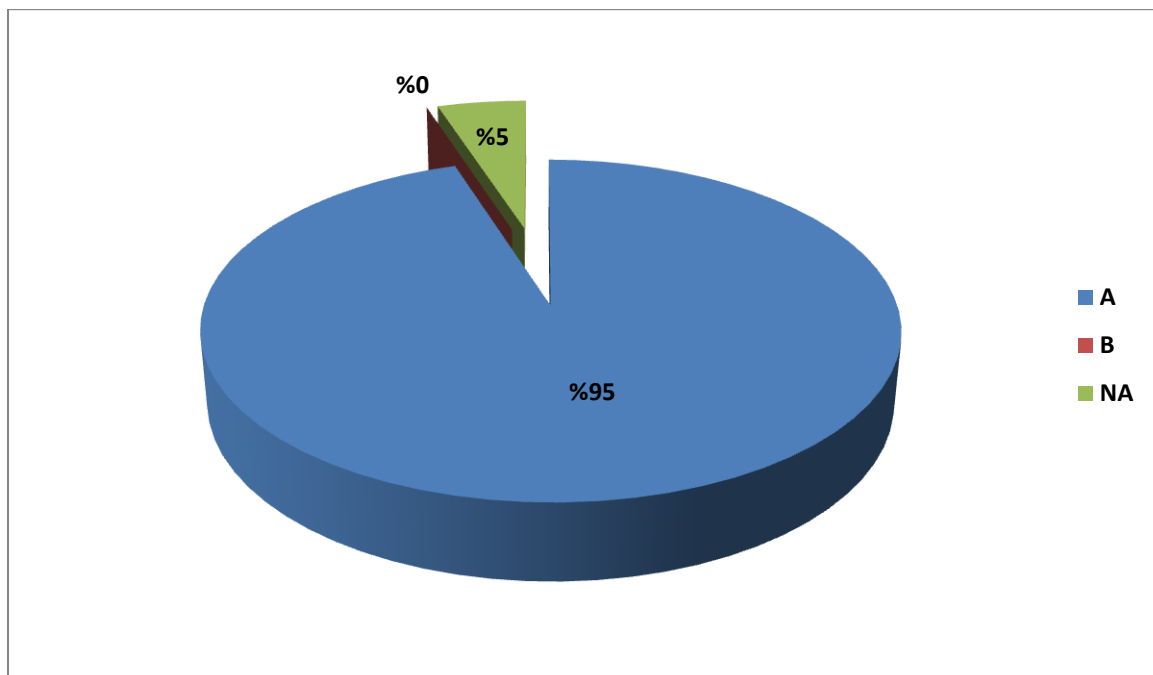


Fig n°19: Students' Point of View Towards FB

This item of information sheds light on subjects' viewpoint toward FB. Most students 95% said that they have an Facebook account. While 5% did not answer.

Q17: Since when did you create first Facebook account?

	Under 5 years	5 years	more	Total
Participants	5	15	20	40
Percentages	12.5%	37.5%	50%	100%

Table n°21 :students years of Facebook experience.

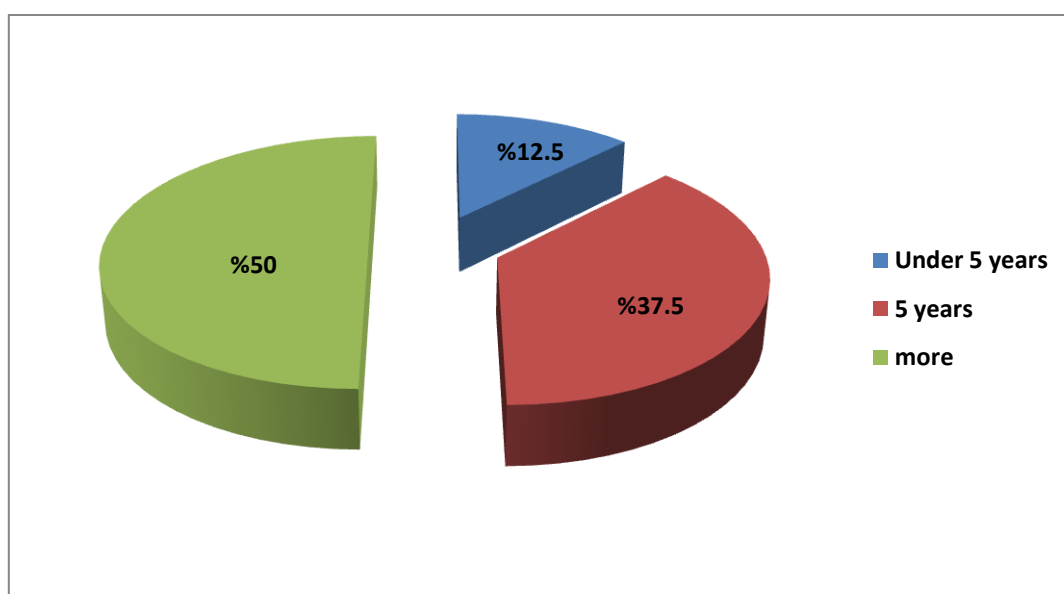


Fig n°20 :students years of Facebook experience.

The table demonstrates that (50%) of our respondents reported having a Facebook account for more than 5 years, while (37.50%) are Facebook users since exactly 5 years, nearly similar proportion (12.50%) use the utility since less than 5 years. This elucidates that Facebook is highly used among college students; it becomes one of the most frequently accessed website at the moment. Presumably, as the students' experience more periods on using Facebook, its slang jargon and other features may appear on their academic writing tasks.

Q18: What do you prefer when communicating with Facebook? (Multiple choices were allowed):

	Speaking	Writing	Both
Female	6	9	9
Percentages	15%	22.5%	22.5%
Male	2	4	10
Percentages	5%	10%	25%

Table n°22: Students' Way of Communication.

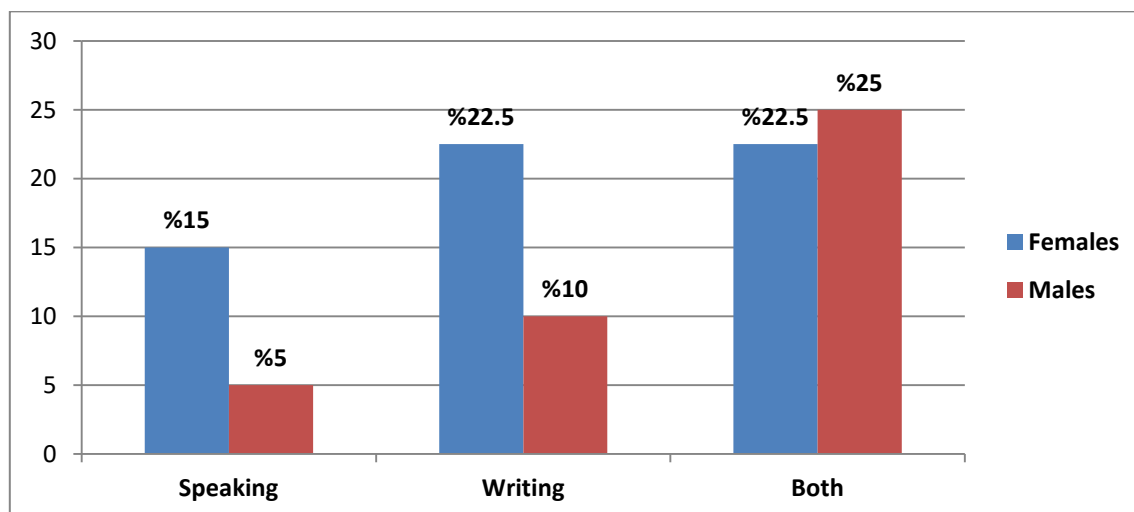


Fig n°21: Students' Way of Communication.

Findings show that 06 females prefer speaking while communicating in SNSs, 09 of them prefer writing and 09 prefer both writing and speaking, however, 02 males prefer speaking, 04 prefer writing and 10 of them prefer both speaking and writing when communicating with others.

Q19: what do you mainly use Facebook for?

	Sharing posts	Playing game	chatting	all	Total
Participants	10	5	19	6	40
Percentages	25%	12.5%	47.5%	15%	100%

Table n°23: students preferable online Facebook activities.

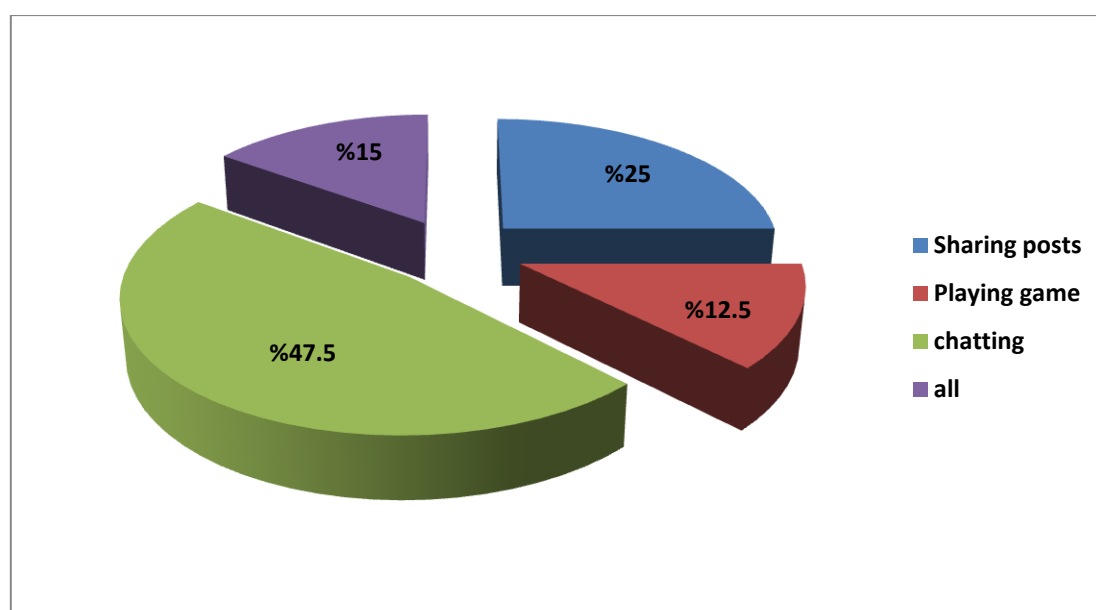


Fig n°22: students preferable online Facebook activities.

Facebook is used by students for chatting with this category outstanding at 47.5%. This large proportion presents Facebook as a huge potential market of virtual social life. Posting comes after with (25%) which is also a sign of sociability as it involves a sense of sharing. Playing games come down the list recording (12.5%) and (15%) of our respondents use it for all activities. Overall, we can affirm that students' preferences vis à vis Facebook activities are more social (chatting and posting) than non - social (playing games).

Q 20: Do you use abbreviation while texting, like (lol: laughing out loud/ omg: oh my God)?

In this question, 33 students' answers were positive whereas, the rest answers representing 07 were negative. The following graph and table give an idea about these answers:

	Yes	No
Number of students	33	7
Percentages	82.5%	17.5%

Table n°24: Students' use of Abbreviations

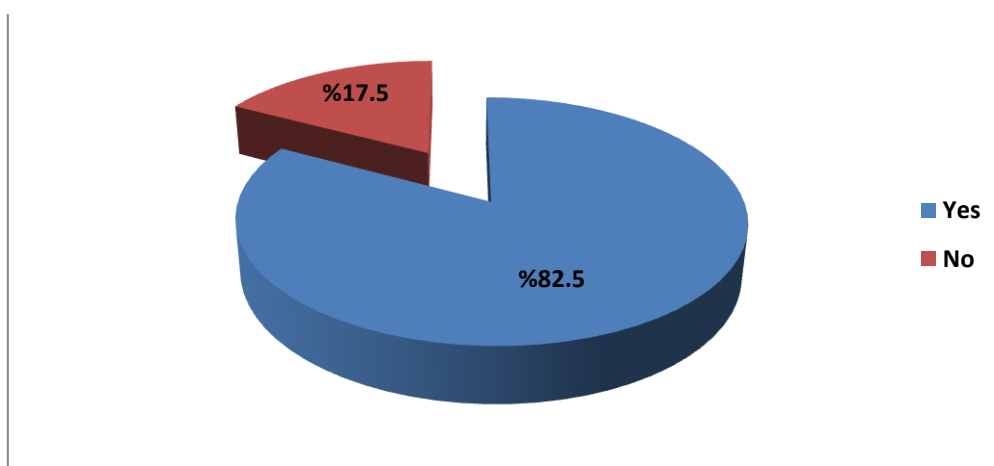


Fig n°23: Students' use of Abbreviations.

The table above indicates the following facts: The greater majority of students opt abbreviation in written communication accounting for 82.5% whereas 17.5% use full words. This overwhelming difference needs more explanation which is to be achieved through the question when asked about the reasons why to use texting slang, students pointed out most notably to the aspect of time. Given the instant nature of messaging, it requires shorter forms

to be used and others to be invented. In line with this , necessity of being rapid is the ultimate reason for this trend . Multitasking as well is on the spot line as chatting most often occurs simultaneously with revising , eating , shopping and the like of day to day living tasks and this once again calls for shortcutting to be heavily integrated . A tiny percentage have hinted to the sense of feeling fashionable and solo fit in socially with the people of the same age as it has become trendy to write the way one speaks to make the conversation seems the whole mindset of textism is laziness of the chatter both as a typer (digital or manual) and as a formal writer.

The following table illustrates some examples of abbreviations and acronyms given by students in their daily texting along with explanations:

Symbols	Explanations
LOL	Laughing out loud
OMG	Oh my god
GM	Good morning
GE	Good evening
Dunno	Dont' know
IRL	In real life
TBH	To be honest
HRU	How are you
THX	Thanks
BTW	By the way
IDK	I don't know
ATM	At the moment
NP	No problem
Sth	Something
U2	You too
GTG	Got to go
FYI	For your information

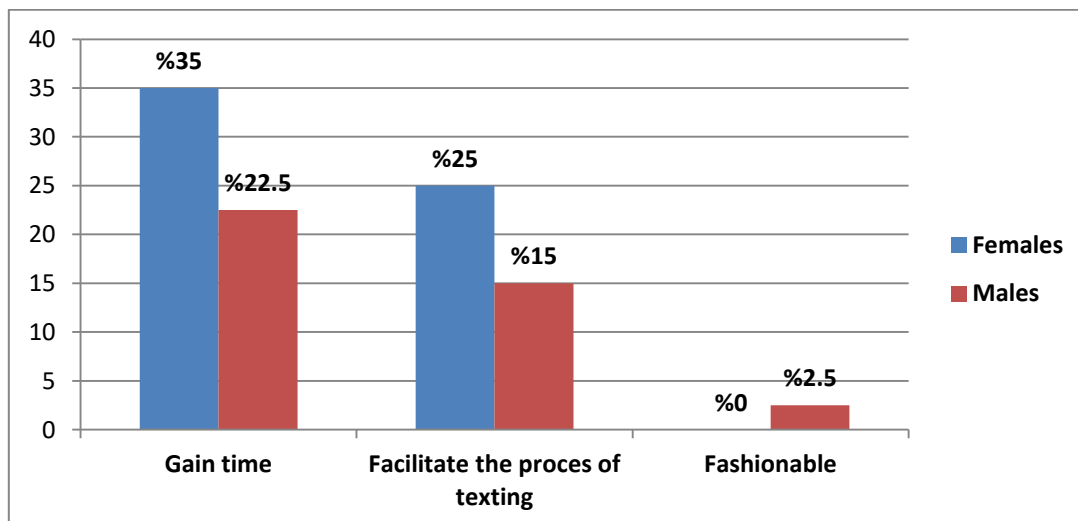
BRB	Be right back
IDC	I don't care
ASAP	As soon as possible
CU	See you
SMH	Shake my head
Defo	Definitely
Probs	Probably
2day	Today
PLZ	Please
2n8	Tonight
CUZ	Because
U R	You are
Bro	Brother
Mb	May be
Exac	Exactly
BFF	Best friend for ever
AMA	Ask me any thing
Nd	And
IIS	Internet is slow
IMY	I miss you
BM	Believe me
GBY	God be with you
B4	Before

Table n°25 :Most used Abbreviations in English.

Q21: Why do you use abbreviations, for what?

Participants were integrated about the reasons that push them to use abbreviations while texting. Their answers were as follows: 8 females and 14 males use abbreviations to gain time, 22 participants (8 females and 14 males) use abbreviations to facilitate the process of texting, and only one male use abbreviation because it is fashionable. Multiple choices were allowed.

	Gain time	Facilitate the process of texting	Fashionable
Females	14	10	00
Percentages	35%	25%	00%
Males	9	6	1
Percentages	22.5%	15%	2.5%

Table n°26: Raisons in which Students Use Abbreviations**Fig n°24: Raisons in which Students Use Abbreviations**

Findings show that the use of abbreviations is not related to fashion but students use it only to gain time and to facilitate the process of texting. So they prefer texting to communicate faster because it is easier.

Section Four: Chatting and Facebook language and their impact on writing skill?

Question 22: How often do you use academic English when chatting on Facebook?

	often	occasionally	never	Total
Participants	7	14	19	40
Percentages	17.5%	35%	47.5%	100%

Table n°27 :the frequency of using academic English in chatting

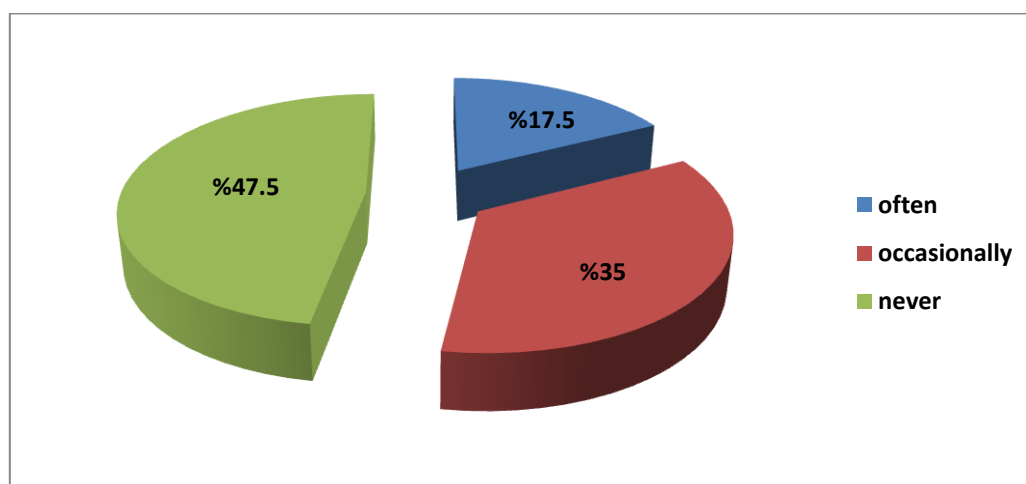


Fig n°25 :the frequency of using academic English in chatting

Looking at the graph, it can be clearly academic seen that around (47.5%) of Facebook college chatters never use academic formal writing. While (35%) of them write academically only occasionally when chatting in English, and (17.5%) of them do so often. These results confirm that students neglect formal language as it requires more and longer time, consequently they are highly influenced by internet slang whenever chatting.

Q23: Do you think that FB motivates you to write?

a-Yes

b-No

Options	N	Percentages
A	17	42.5%
B	20	50%
NA	3	7.5%
Total	40	100%

Table n°28: Students' Viewpoint about FB's Motivation to Writing

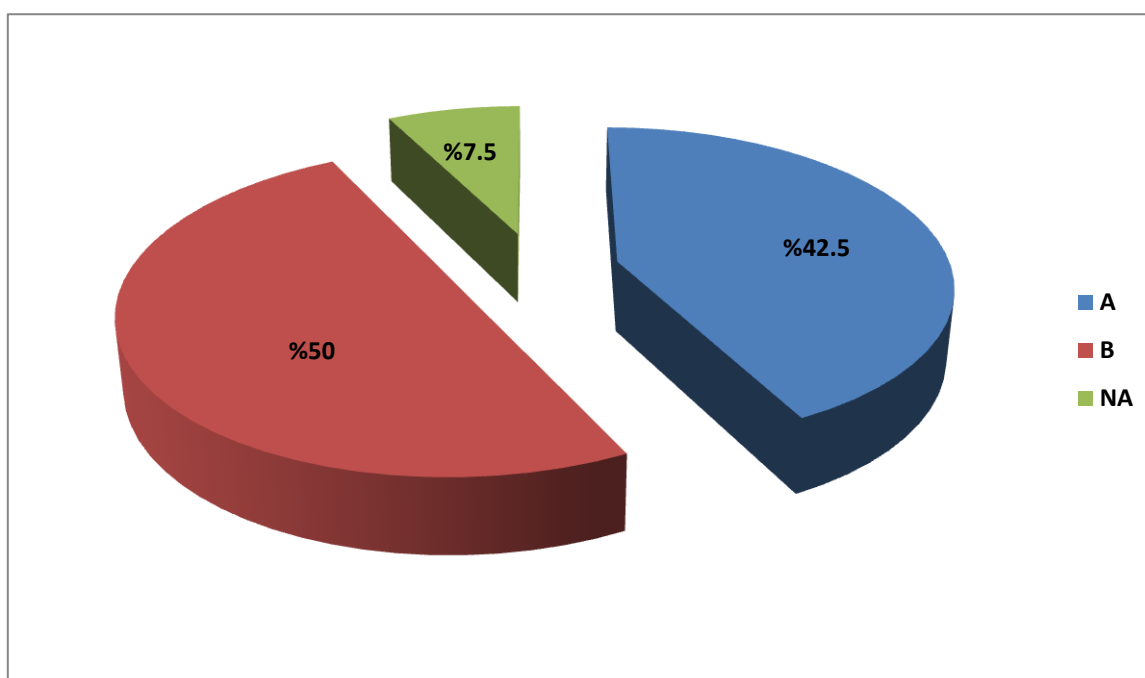


Fig n°26: Students' Viewpoint about FB's Motivation to Writing

Turning now to motivation, two aspects will be discussed here. The first point is whether or not FB is motivating students to write. More than half (59%) of the students have indicated that FB motivates them to write, while (36%) of them said that FB does not motivate them. 5 % do not answer.

Q24: Do you think your writing skills will be better improved via FB?

a-Yes

b-No

Options	N	Percentages
A	17	42.5%
B	20	50%
NA	3	7.5%
Total	40	100%

Table n°29: Students' Point of View about the Writing Skill and its Improvement via FB

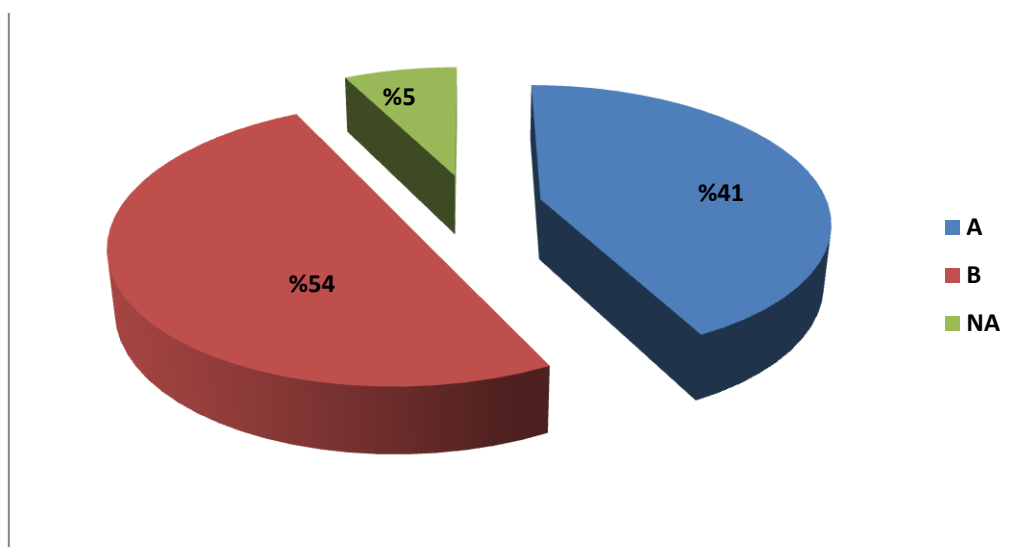


Fig n°27: Students' Point of View about the Writing Skills and its Improvement via FB

This question aims at determining students' viewpoint about their writing proficiency and whether FB improves it or not. 41% of the subjects answer with "Yes", that FB helps them improve their writing proficiency. 54% of the students have opted for the reverse situation that their writing skill is not improved via FB. While 5 % do not answer.

Q25: How does FB impact on your academic writing? Why?

In this question two options were named, positively and negatively, and the students were asked to justify their answer.

Options	N	Percentages
Positively	14	35%
Negatively	22	55%
NA	4	10%
Total	40	100%

Table n°30: The Impact of FB on Students' Academic Writing

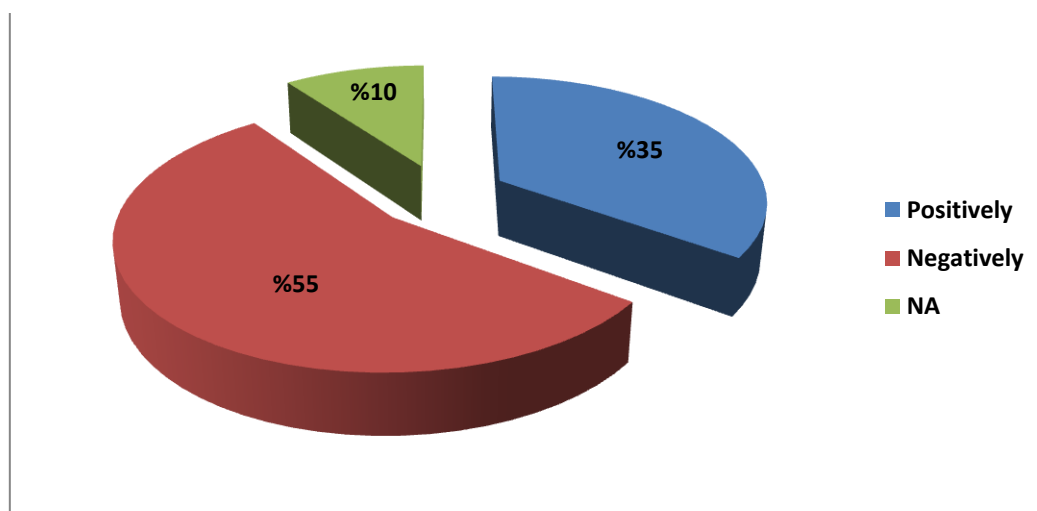


Fig n°28: The Impact of FB on Students' Academic Writing

As Table 14 shows, more than half (56%) of the students believe that FB has a negative outcome on their academic writing. Whilst, 33% claim that FB affects their skills in a positive way. 10% do not answer this question.

Because:

The students who said that FB impacts on their writing negatively justify their answers as follows:

- Guessing that FB is just a waste of time.
- They do not respect rules of writing like punctuation, conjugation in the right form, and the like.
- The increasing use of acronyms and abbreviations.
- Using the informal language and the artificial one.

Those who agreed that their writing proficiency progressed on FB justify their answers as follows:

- FB gives them the chance to learn new words
- FB makes them avoid committing the same mistakes that they have already fallen in.
- It gives them the chance to be corrected by others particularly their peers that are English native speakers.

Q26: Are you ready to convert into academic English chat messaging?

	Yes	No	Total
Number of students	13	27	40
Percentages	32.5%	67.5%	100%

Table n°31: students readiness to convert into academic English while chatting.

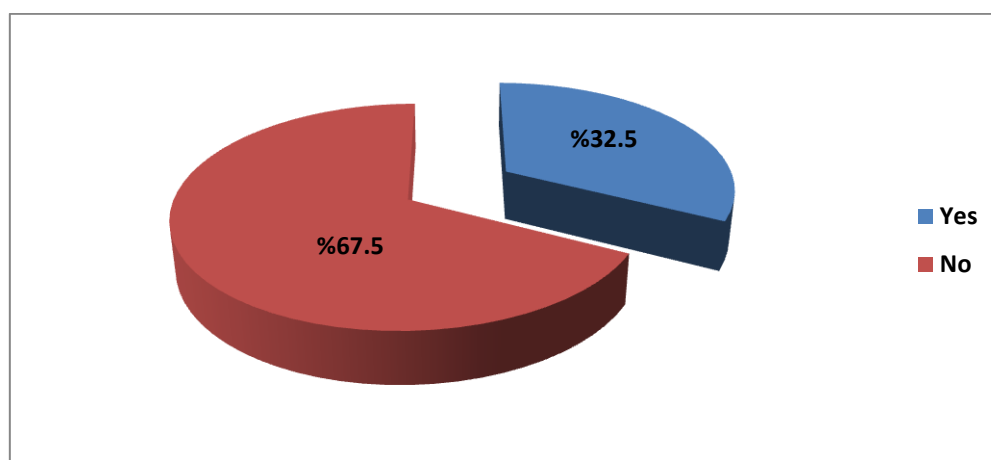


Fig n°29: students readiness to convert into academic English while chatting.

This question is both investigative and remedial as it seeks to both investigate students' readiness to convert into writing academically while chatting in English and thus to encourage this practice. Generally speaking, responses to this question are balanced, (32.5%) of them ticking 'Yes' they would convert and (67.5%) ticking 'No' they would not.

Q27: To what extent do you agree that Facebook chatting language has negative effects on your academic writing?

	strongly agree	agree	neutral	disagree	strongly disagree	Total
participants	14	8	10	4	4	40
Percentages	35%	20%	25%	10%	10%	100%

Table n°32 :students' opinions about the effect of internet slang on their academic writing.

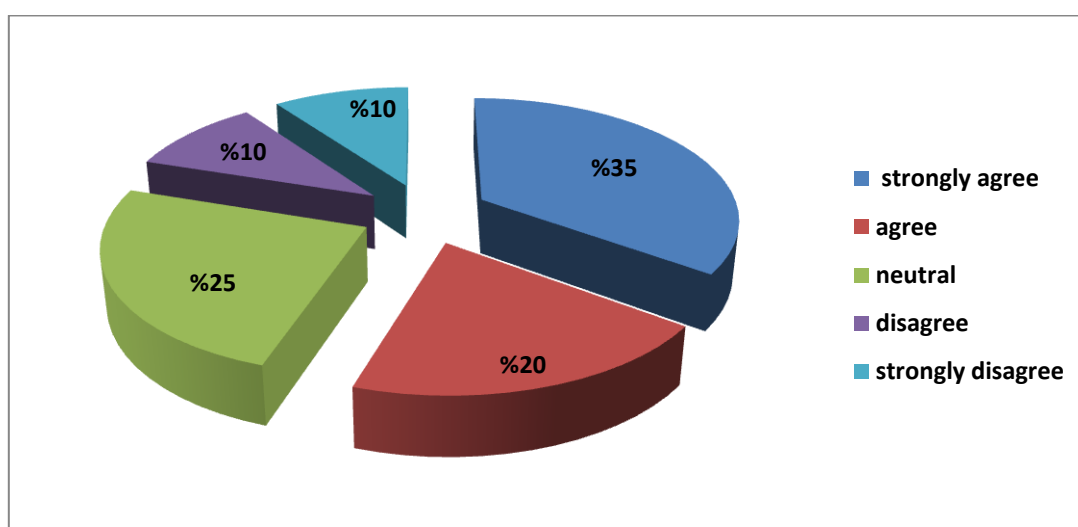


Fig n°30 :students' opinions about the effect of internet slang on their academic writing

This question is seen as a mean to assess the students previous answers, as it asks them to reflect on their own academic writing with regards to the degree of the negative impact they think Internet lingo would have on it. This will help us confirm or reject our preset hypothesis. Most importantly, what is reassuring is that a significant majority are conscious of the deteriorating effect of slang on formal writing though they vary between those who strongly agree (35%) and those who only agree (20%). While 25% have chosen to be neutral, a considerable proportion disagreed 10% for 'disagree' and 10% for 'strongly disagree'). This, unfortunately, shows the unconsciousness of some students of the decreasing quality of their own academic writing performance because of Facebook chatting.

Q28: What aspects of academic writing are affected by the use of internet slang?

	spelling	mechanics	structure	grammar	punctuation	all	Total
participants	10	6	4	6	5	9	40
Percentages	25%	15%	10%	15%	12.5%	22.5%	100%

Table n°33 : academic writing aspects affected by the use of internet slang

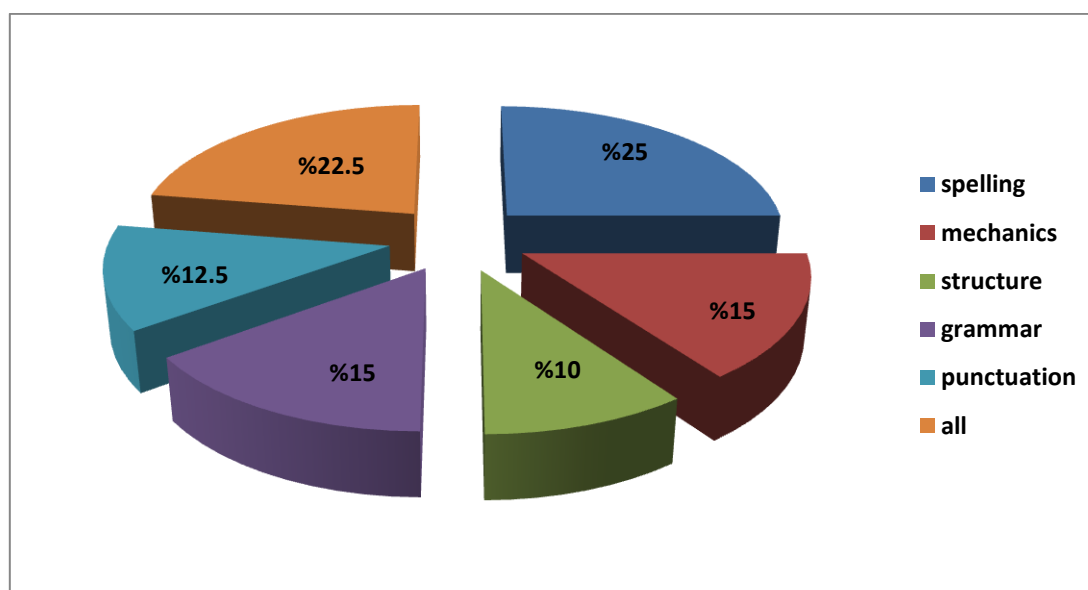


Fig n°31 : academic writing aspects affected by the use of internet slang

Table shows that (22.5%) of the respondents believe that cyber jargon. affects all aspects of language. A closer look into details uncovers the paramount negative influence of internet slang on grammar, spelling and structure standing a 25%, 15% and 10% respectively as opposed to punctuation (12%) and mechanism (15%). The non adherence to rules that is characteristic of internet chatting doubled with forgetfulness that generates from the repetition and persistence of this practice lead to all these aspects, though relatively, being harmed by internet chatting.

Q29: Do you think that FB can be used as a tool for formal teaching?

a-Yes

b-No

Options	N	Percentages
Yes	17	35%
No	20	55%
NA	3	10%
Total	40	100%

Table n°34: Students' Opinion about Using FB for Formal Teaching.

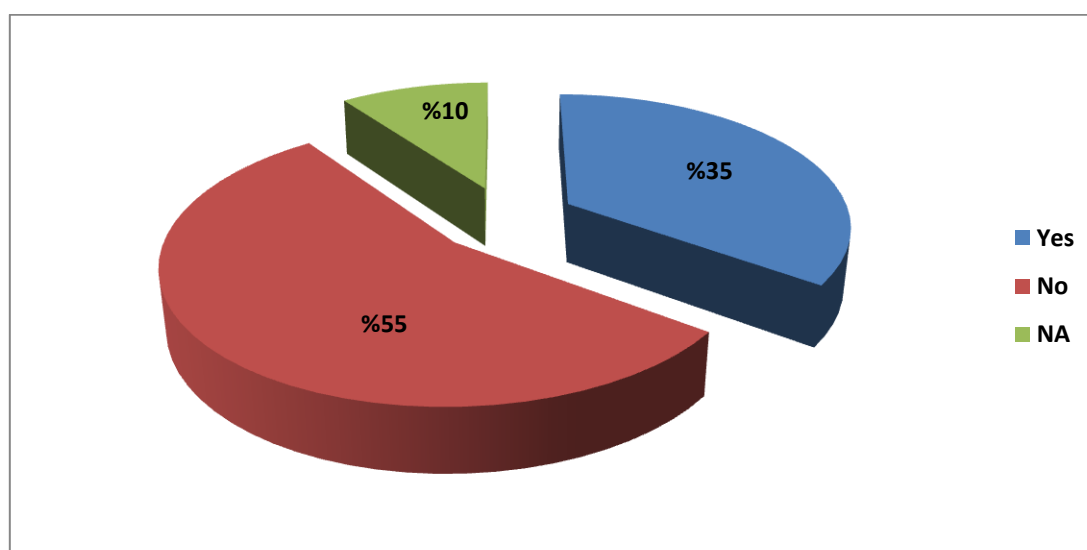


Fig n°32: Students' Opinion about Using FB for Formal Teaching.

To answer the above question, 44% of the EFL learners agreed on using FB as one of the formal teaching tools. In comparison, 51% opted for “No”. They do not consider FB as a tool for this kind of teaching. While, 5% do not give their opinion.

Q30: What are the causes that make you use these abbreviations in formal writing?

(Multiple choices were allowed).

	females	Percentages	males	Percentages
Forget the forms of words	4	10%	2	5%
To gain time while writing formal essays	6	15%	4	10%
use these forms unconsciously	6	15%	5	12.5%
It easier to use abbreviations	8	20%	5	12.5%
Others	24	60%	16	40%

Table n°35: Causes in which Students use Abbreviations while Writing Formally.

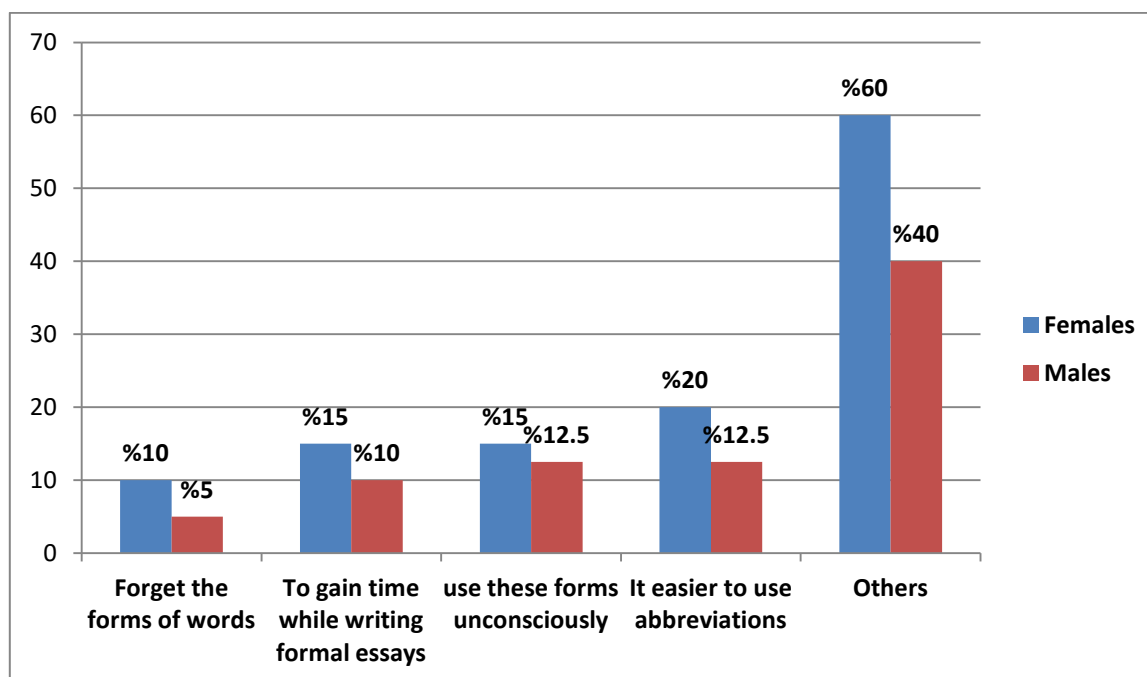


Fig n°33: Causes in which Students use Abbreviations while Writing Formally.

Informants were asked about the causes that make them use those forms in formal writing. results showed that 06 of the participants (04 females and 02 males) said they forget the form of the word, 10informants (06 females and 04 males) said they use abbreviations to gain time when writing academic essays, while 18 informants (06 females and 05 males) said they use them unconsciously and the rest said that abbreviations are easier to be used. Only one male added that using these forms became a habit for him and because he is too lazy to write the whole word

Q31: Mistakes do you when writing in Facebook?

which texting can affect their academic writing. Their answers were as follows:
(Multiple choices were allowed).

	females	Percentages	males	Percentages
Capitalization	26	22%	10	10%
Punctuation	25	21%	11	11%
Spelling	24	20%	16	15%
Verb tenses	14	12%	23	23%
Plurals	8	7%	28	27%
Writing as when speaking	21	18%	15	14%

Table n°36: Ways in which Students' Academic Writing can be Affected.

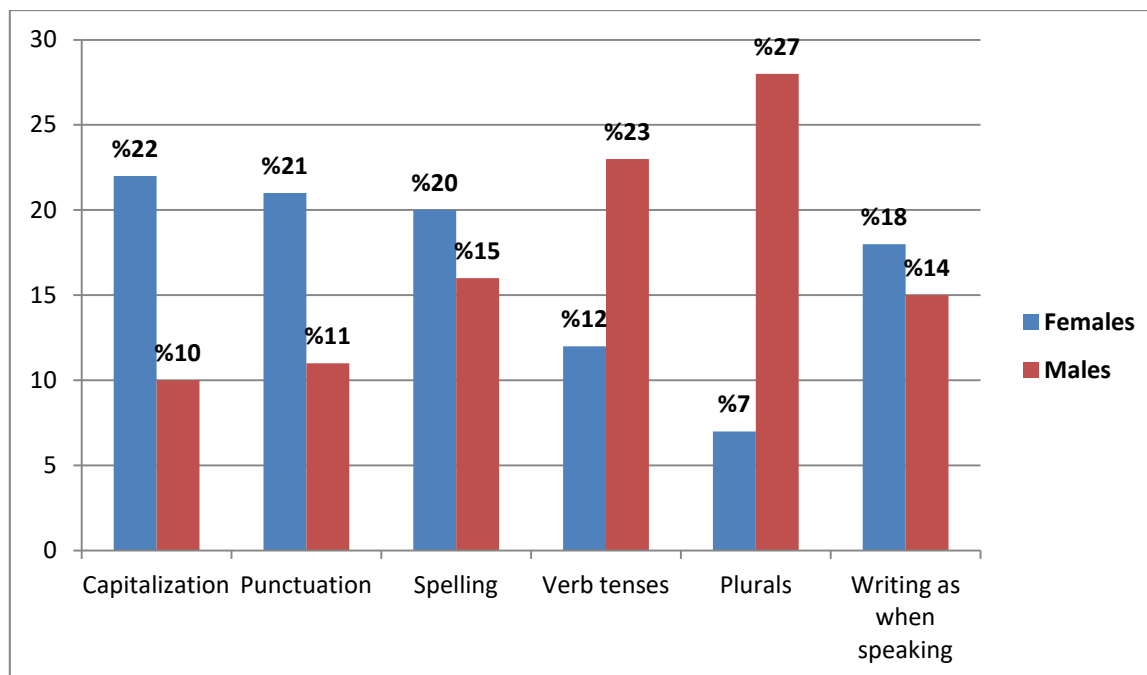


Fig n°34: Ways in which Students' Academic Writing can be Affected.

Results show that academic writing can be affected by texting in many ways. Some students agree that it can affect their (capitalization, punctuation, spelling, verb tense, plural, and writing as when speaking), others do not think so.

Chapter Five: Discussion and Recommendations



5.1. Suggestions and recommendations



5.2. Limitation of the study



5.3. DISCUSSION



5.1. Suggestions and recommendations:

Several suggestions and recommendations can be drawn on the basis of the findings of the study:

- 1) Students should not worry about their mistakes in writing, mistakes are inevitable. Error making is common and natural.
- 2) Reading is considered a vital key for good writing. Thus, students should read more, they could get the benefits of others' good writing or mistakes in an enthusiastic way.
- 3) More emphasis should be given to teaching writing, written expression teachers should encourage and motivate their learners to write academic language. Academic writing is an essential skill that all students must develop.
- 4) Both teachers and students should be conscious of the negative effects Facebook chatting has on academic writing.
- 5) Students should learn to distinguish between Internet slang and academic language.
- 6) Teachers should be severe when correcting students' mistakes (short forms, abbreviated words, improper punctuation and capitalization, slang jargon) which resulted from the overuse of Facebook chatting.
- 7) It is important for students to learn how to manage the time spent on Facebook because the amount of cyber jargon they are exposed to has a profound influence on their ability to use proper language.
- 8) Students should avoid all distracting aspects of this social networking site and try to make the maximum profit out of it.

9) students have to be mindful in the way they write, when it comes to digital conversation, it is recommended to type in full English with correct grammar. Chatting using academic language will prevent internet slang from infiltrating to their formal writing setting.

5.2. Limitation of the study:

Although the research has reached its aims, there were some potential limitations and the results of this study must be considered within the limits of its sample and method, Because of the time limits, this research was conducted only to a particular group who were first year students at the department of English. To generalize the results for larger groups, the research should have involved students from other levels, faculties and departments of the university. An additional limitation to this study is that it interviewed only written expression teachers. If the study was opened to teachers of all modules the data analysis could have opened other ideas via the additional opinions. Lastly, the current research would have more accurate results if it required Experiments to assess the language participant's use on chatting via Facebook and true writing in a classroom environment in a real situation.

5.3. DISCUSSION:

Section I: Students' background information:

Information obtained from this section demonstrated the following:

- ✓ The age varies from 18 to 23.
- ✓ There is an overrepresentation of the literary stream.
- ✓ The majority of students chose English as a personal destre.

Section II: Students' attitudes towards writing expression course:

Information obtained from this section demonstrated the following:

- ✓ Students appreciation to listening and speaking more than reading and Aunum

- ✓ Students do not enjoy a lot the written expression course
- ✓ Students have unsatisfactory English written proficiency
- ✓ The majority of students do not write academic English
- ✓ Students' poor writing achievement in academic English is mainly due to the poor level in English
- ✓ Students have unsatisfactory level in academic writing
- ✓ The students academic writing difficulties are mainly due to the very limited amount of their vocabulary store
- ✓ The lack of motivation affects students' academic writing • Students' aim is to achieve proficiency in speaking rather than writslang

Section III: Students' attitudes towards Facebook chatting:

information obtained from this section demonstrated the following:

- ✓ .Students are frequent users of Facebook.
- ✓ Around half of students use Facebook for chatting . Abbreviated words are widely used by students in Facebook chatting.
- ✓ Abbreviated words are used by students for saving time and to fit social trends with their friends.
- ✓ Around half of students do not use academic English in Facebook chatting.
- ✓ Students are not ready to convert into academic English chat messaging.
- ✓ The majonity of students are aware of the negative effects of Facebook chatting language on their academic writing.
- ✓ Internet slang greatly affects all aspects of the language.

Conclusion:

Based on the analysis of students questionnaires and teachers' interview results, first year students have difficulties when completing written tasks it shows that academic writing is a challenging and complex task, because, they suffer from many weaknesses in different aspects of the language. The results also reveal that the main reason of these difficulties is the overuse of Facebook chatting. This confirms that EFL student's academic writing is greatly affected by the internet slang.

General Conclusion

The idea of internet slang becoming an entirely new language in the future may be quite dreadful for those certain students who believe that proper English usage should thrive in all areas, particularly academic ones, so it may be inevitable that internet slang is the language of tomorrow. In this context, our study shed light on students' writing behaviors on Facebook and it addressed whether Facebook chatting influenced EFL students' academic writing skills. It aimed to have a better understanding of the student's use of online communication, mainly Facebook chatting and to find out the impact of its overuse on EFL students' writing skill.

In the literature review, several scholars and linguists offered a solid base to our study. The research highlights, on one hand, the significance of academic writing to university students. On the other hand, it reports chat language and the most common features of such language.

The analysis was by two groups, mainly first year students at the English department and secondary their teachers of Written Expression using a questionnaire for students and an interview for the teachers. The findings revealed that first year students used different chat features in their writing which are different from what they are supposed to write in an academic formal writing. especially wrong spelling, the misuse of punctuation marks, and the overuse of abbreviations and shortcutting words. This reported to be due to the overuse of Facebook chatting.

This research has led us to conclude and assert that our hypotheses are accomplished and reached, the results support that first year students has a poor quality of writing performance, because of the frequent use of Facebook chatting, thus Facebook chatting has negative effects on the English academic writing.

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Appendix

Students Questionnaire

Dear students:

This questionnaire is a part of an investigation about the impact of Facebook on your writing skill. It aims at gaining further insights about how much negative the Facebook chatting syber-slang is on your English writing skill .This is part of scientific research in foreign language teaching and learning conducted at the department of English university of CHADELI BN JDID EL-taref. We can assure you of a total confidentiality. Thanks for collaboration.

- Please, tick in the right box or make full answers wherever necessary.

Section one : Background information:

1-Gender

male	female

2- Why did you choose to study English?

personal choice	parents choice	administrative choice

- If personal, please give two major reasons

.....

3- How long have you been learning English? - years

Section Two: Students attitude towards written expression course:

4- How much do you enjoy the written expression course?

Much ☐ Little ☐ Not at all ☐

- Justify?!

.....

5- What do you feel while using academic writing in class?

Exiting ☐ Obligated ☐

6- Do you find any difficulties while writing academically?

Yes ☐ No ☐

-If yes, mention some of them.

.....

7- In the written expression course does your teacher focus on his / her comment on

vocabulary ☐ grammar ☐ mechanics ☐

8- How do you evaluate your performance in written expression?

Good ☐ Average ☐ Poor ☐

9- If it is poor ,do you think that the problem is due to :

vocabulary ☐ grammar ☐ quality of expression ☐

Section Three: Students attitude towards Facebook chatting

10- Do you use the Internet?

Yes ☐ No ☐

11-How much time?

Often ☐ sometimes ☐ rarely ☐

12- On what device?

Smartphone ☐ Tablet ☐ Laptop ☐ Other

If you use other devices, precise

13 -Are you interested in using social media?

Yes ☐ No ☐

14- If yes ,how often do you visit social media networking sites?

Everyday ☐ occasionally ☐ Sometimes ☐

15- Which social networking sites do you prefer most?

Instagram ☐ Snapchat ☐ Twitter ☐

Viber ☐ Other ☐

16- Is Facebook one of them?

Yes ☐ No ☐

17- Since when did you first creat a Facebook account?

.....

18- What do you prefer when communicating with Facebook ?

Speaking ☐ writing ☐ both ☐

19- What do mainly use Facebook for ?

Sharing posts ☐ playing games ☐ chatting ☐ learning ☐

20- Do you use abbreviation while texting, like (lol: laughing out loud/ omg: oh my God)?

Yes ☐ No ☐

21- If abbreviated words , for what?

Gain time ☐ Facilitate the process of texting ☐ It is fashionable ☐

Section Four : Chatting and Facebook language and their impact on writing skill

22- How often do you use academic English when chatting on Facebook ?

Often ☐ Occasionally ☐ Never ☐

23- Do you think that FB motivates you to write?

Yes ☐ No ☐

24- Do you think your writing skills will be better improved via FB?

Yes ☐ No ☐

25-How does FB impact on your academic writing?

Positively ☐ negatively ☐

Why?

26- Are you ready to convert into academic English chat messaging ?

Yes ☐ No ☐

27- To what extent do you agree that Facebook chatting language or what calls cyber-slang has negative effect on your academic writing ?

Agree ☐ strongly agree ☐ neutral ☐ disagree ☐ Strongly disagree

28- What aspects of academic writing are affected by the use of internet slang ?

Spelling ☐ mechanism ☐ structure ☐

Grammar ☐ punctuation ☐

29-At the end, do you think that FB can be used as a tool for formal teaching?

Yes ☐ No ☐

30- What are the causes that make you use these forms in formal writing?

You forget the form of the word To gain time while writing your essay

You use them unconsciously ☐ It is easier to use abbreviation ☐

Others:

31- Mistakes you do when writing:

Options	Mistakes you do when writing
Capitalization	
Punctuation	
Spelling	
Verb tenses	
Plurals	
Writing as when speaking	