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THE EFFECT OF SOCIAL MEDIA SYMBOLS ON ACADEMIC WRITING SKILL .

**Case Study: Second Year Studends of English at
Elchadli BENDJEDID University**

A research paper submitted in partial fulfillment for the requirements of
Master Degree in Didactique del'Aglais

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Dedication

I dedicate this work to my parents for always loving and supporting me, May ALLAH
bless and protect them .

To my dearest sisters and brothers : Malika , Nawal ,Wahida , Lina, Chamso and Sofiane

To my lovely nieces : Hiba ,Meriem,Farah and nephews :Amir and Mido

To all my best friends : sofia ,meriem ,hadia ,nabila ,zayneb

To my Teachers of English .

To everyone who helped me to carry out This research .

Wafa



Dedication

I would like to dedicate this modest work to

My lovely daughter: Serine

My parents who gave me the encouragement to follow my dreams.

My husband who has shown a great understanding in hard times : Salah.

A special dedication to my sister Kaouther .

My dear brothers : Yacine and Kais

My niece : Selia

My brother's kids: Isra and Yaakoub

My friends Wafa , Zaineb, Manel, Imen, Houria

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List of Abbreviations

EFL: English Foreign Language.

L2: Second Language .

L1: First Language.

SNS: Social Networking Sites.

FB: Facebook.

ESP: English For Specific Purpose.

URL: Uniform Resource Locator.

G+: Google Plus.

HTTP: Hyper Text Transfer Protocol.

IN: Linkdin.

WWW: World Wide Web.

Lge : Language.

USA: United States of America.

UK: United Kingdom.

SM: Social Media.

ELL: English Language Learners.

LMD: Licence Master Doctorat.

Abstract

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 social media such as facebook , Instagram , Twitter applied the symbols and texting of those application in their formal writing in classroom. The target of this study is to highlight the negative impact of using social media symbols on academic writing. The researchers hypothesized that using the symbols while texting that lead students to decrease their formal writing .This dissertation incorporated mixed tool that included teachers and students questionnaire .The result obtained were analyzed and revealed that the majority of student view that texting impact their writing according to some reasons which are gaining time and forgetting the form of the concept also the simplicity and unconsciously during writing

ملخص بالعربي

في سياق تعليم اللغة الإنجليزية كلغة أجنبية و دخيلة تعتبر الكتابة من أهم وأصعب المهارات أثناء عملية التعليم بينما تعتبر الكتابة الأكاديمية الأداء الحاسم و المسيطر أثناء عملية التدريس. مع تقدم وسائل التواصل بمختلف أشكاله و ظهور العولمة، تأثر العديد من طلاب اللغة الإنجليزية بوسائل التواصل الاجتماعية على سبيل المثال :الفيس بوك , التويتر ، وتطبيق لغة هذه البرمجيات علي كتاباتهم الأكاديمية. الهدف من هذه الدراسة تسليط الضوء على الأثر السلبي لاستخدام رموز وسائل الإعلام الاجتماعية على الكتابة الرسمية .افترض معظم الباحثين أن استخدام الرموز أثناء الرسائل النصية السبب الذي يدفع الطلاب إلى تقليل في قدراتهم أثناء عملية الكتابة الرسمية. تم اعتماد استبيانين في جمع المعلومات الأول موجه للطلبة و الثاني موجه إلي اساتذة اللغة الانجليزية بالطارف . وقد تم تحليل النتائج التي تم الحصول عليها ، واكتشاف أن أغلبية الطلاب يعتقدون أن الرسائل النصية تؤثر على كتابتهم تبعاً لبعض الأسباب . يتكون البحث إلى ثلاث فصول الفصل الأول من معلومات حول الكتابة الأكاديمية و الفصل الثاني يتناول رموز وسائل التواصل الاجتماعي و يتضمن الفصل الثالث الجزء التطبيقي يحتوي علي النتائج المتوصل إليها

إلى جانب الاقتراحات و النصائح.

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Chapter One : Academic Writing

General Introduction

Along our experience in English as a foreign language (EFL) students we noticed that the process of writing is more complex than we thought. EFL learners usually feel happy and motivated when using social media symbols in academic writing as a tool to gain time and facilitate writing. However, English as a foreign language (EFL) teachers did not advocate this kind of writing because it has a negative impact on the students' writing skill and allow language learners to be unsuccessful writers.

1.Statement of the Problem

Writing is a medium of human communication that represents languages and emotions with signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not language, but a tool used to make language to be read. Nowadays, Algerians became more and more open to English since it is considered as the language of the world. A lot of students choose English as a branch of study at the university, but they face a lot of problems while writing. So, students neglected the academic writing and the essential rules of writing, because of their use of language in communicating through social media.

2.The aim of the study

Writing is considered as an important component in studying English as foreign language and a very complex and uneasy process. This study conducted to raise EFL students awareness about the importance of writing and avoid the use of social media symbols while texting. Furthermore, it sought to involve the teachers to advise and motivate their learners to use academic writing performance, as well as to draw their attention to the impact of social media symbols on their student's formal writing.

3.Research Questions

On the basis of what have been mentioned before:

-Can students' use of acronyms and symbols affect negatively their writing?

4.Hypotheses

For these research questions the following hypotheses have been formulated:

-When students apply social media symbols during writing, they will decrease their writing skill.

-If the teachers motivate students to use academic writing , they will succeed and develop Their writing skill .

5. Research Methodology

5.1Method:

This study is based on descriptive method which is a study in which a treatment procedure is intentionally introduced and a result or outcome is observed. In this research this method is used to test the hypothesis.

5.2Instruments:

The study will include students and teachers questionnaires. The questionnaires of this research are aiming to test the hypotheses and to attain information from the participants. Those questionnaires will help to clarify the effect of social media symbols on academic writing skill. The outcomes will be described and analyzed.

5.3Participants:

the participants of this research is a sample of forty second year students from the department of EFL at Chadli BENDJEDID University will be picked randomly because they have studied EFL for one year, they have the sufficient experience compared with secondary

school pupils to answer the questions . In addition, there are a sample of five (5) EFL teachers who will participate in this investigation.

6. Structure of The Dissertation:

This research is divided into three main chapters. The first chapter contains a background information about academic writing(definitions, examples ,structures, components and characteristics of academic writing) ,also it contains information about how to improve academic writing and a discussion of the difficulties that the EFL students face during learning academic writing .The second chapter is about social media symbols (definition and examples, advantage and disadvantage of social media) and we mention the Social Networking Sites and the impact of social media on academic performance on EFL students and we discuss the language of the internet like :abbreviations , acronyms , symbols and the addictiveness of learners on these symbols and their negative impact . The last chapter is devoted to the case study .It is segmented into two main sections: the first section contains the analysis of the students questionnaire and the second section constitutes the analysis of the teachers questionnaire .This chapter ends by the suggestions and the recommendations followed by a general conclusion of the study.

Introduction

Writing is not just about transmitting content, but also it is about the representation of ideas and feelings. One of the reasons that make writing complicated for learners is that they do not feel agreeable in their writing. Academic writing in particular often poses a fight of identity for students at university because the self which is inscribed in academic discourse feels alien to them. This chapter attempts to shed light on the academic writing, and focuses on the relationship between social media and academic writing.

1. Definition of academic writing

According to a hogne book, academic writing is a comprehensive rhetoric and intermediate structure text book college or college bound international and English as a foreign language. When most students think of Academic writing they think of thesis papers, compose by graduate students and research articles writing by professional scholars.

According to Stphen Bailey(2003) :” *Academic writing is designed for anybody who studying at English medium colleges and universities*” . Indeed, it is done in a few arrangements of structures and classes, ordinarily in a generic and impartial tone, directed for a basic and educated crowd. In view of intently assessed learning and purposed to strengthen or challenge ideas or contentions. It more often than not flows inside the scholastic world . Students, teachers utilize academic writing to transmit thoughts, make contentions and participate in academic discussion. Academic written work is perceived by prove based contentions, exact word decision, legitimate association and an unoriginal tone. In spite of the fact that occasionally thought of as unavailable strong academic writing is an incredible inverse it educates, breaks down and convinces in a clear way and empowers the perused to connect with basically in an insightful discourse. However as Harwood and Hadley (2004) and Hyland (2004) have called attention to the measure of variety that exists between various

controls may imply that we can't allude to a solitary scholarly literacy.[While scholastic written work comprises of various content composes and classifications what they have in like manner the traditions that scholarly authors customarily take after has been a subject of verbal confrontation. Numerous essayists have called for traditions to be tested, for instance Penny cook (1997) and Ivanic (1998).

2.Examples of Academic Writing

Academic writing is any formal written work produced in academic setting. While academic writing comes in many forms the following are some of the most common:

2.1 . Literary analysis: An abstract examination exposition inspects, assesses, and makes a contention about a scholarly work. As its name proposes, an artistic investigation paper goes past minor rundown. It requires cautious close perusing of one or numerous writings and frequently centers around a particular trademark topic

2.2 . Research Paper : An exploration paper uses outside data to help a postulation or make a contention. Research papers are composed in all orders and might be evaluative, logical or basic in nature.

Dissertation: A paper (or postulation) is a record submitted at the decision of program.

3.Characteristics of Academic Writing

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

3.1. 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.

3.2 . 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.

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

3.4. 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.

4. Structure of Academic writing

4.1. Introduction: The introduction (opening paragraph) basically accomplishes two goals:

A. Gains the reader's attention

B. Identifies the focus or thesis, that is developed in the main part (body) of the essay

4.2. Body: Developmental paragraphs (body paragraphs) are the heart of an essay.

- They must clearly and logically support the thesis.
- They must be arranged in the best possible way, e.g. chronologically order

4.3. Conclusion: summarizes the main points .

5. Component of Academic writing skill:

5.1 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

5.2Clarity :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.

1.5.3.Coherence 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.

1.5.4 .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: 22), it implies that the author ought to make sure about the right significance of the word.

1.5.5.Mechanics: The term mechanics“ alludes to the presence of words, how they are spelled and masterminded on paper". Kane (2000 : 15). As per Starkey the composition mechanics incorporate syntax, spelling, accentuation, and capitalization. Rivulets and Penn (1970: 20)

1.6.How to Improve Academic Writing Skill

Building up students' composition abilities in FL has been of worry for quite a while in tertiary education (Belcher and Braine, 1995; Jordan, 1997). The understudies contemplating in institutions of higher learning in the medium of English, which may not be their local

dialect, have been found to confront issues primarily in composing, making them unfit to adapt to the establishment's education desires. Be that as it may, these 'hundered' understudies might have the capacity to create composing abilities essentially with positive instructional attitudes towards the mistakes they make and awareness on the educators' part of student issues (Grabe and Kaplan, 1996; Shaughnessy, 1977; Zamel, 1983). The exploration writing in L2 composing contains an extraordinary scope of various steady strategies (e.g. Belcher and Braine, 1995; Grabe and Kaplan, 1996; Jordan, 1989, 1997; Kroll, 1990; Reid, 1993; Silva, 1993; Zamel, 1983, 1992). Similar examines on L1 Arabic non-local speakers of English have additionally been found and despite the fact that their composition issues may in some cases be extraordinary (Kaplan, 1966 Khalil, 2000; Khar mama and Ha jjaj, 1989), late discoveries suggest that , with appropriate direction, these students can and do enhance in their written work aptitudes (Bader 1992; Connor, 1996; Grabe and Kaplan, 1996).

In fact academic writing is an essential skill set that all students must develop. In order to achieve in the competitive world of academic, you must be able to communicate your ideas with grace, clarity and power. .the student must follow these tips:

1. Build on the past.
2. Get to the point.
3. Take a stand.
4. Provide supporting evidence.
5. Inform the audience.
6. Avoid literary clichés.
7. Show a little style. .
8. Edit
9. Proofreading leads to perfect papers. .

1.7.The difference between Academic writing and others kinds of writing

In some ways writing at university (i.e. academic writing) is similar to other styles of writing. For example: academic writing is generally quite formal and *impersonal*. It is formal by avoiding casual or ‘conversational’ language such as contractions or informal vocabulary. It is impersonal and objective by avoiding direct reference to people or feelings and instead emphasizing objects, facts and ideas. For example:

- "do not" is more formal than "don't"
- "very large" is more formal than "huge"
- "This study will investigate whether..." is more objective than "I want to prove to you that..."

Be that as it may, regardless of whether you as of now have great aptitudes for writing in a formal and target style that won't not be sufficient for good scholarly written work. This is some reasons: In the first place you likewise need to compose in fact. This means you have to build up an expansive vocabulary for the ideas and articles which are particular to your field e.g. semantics, material science, book keeping. Additionally you must continue building up your specialized vocabulary for the particular zones inside each teach.

For instance :inside the train of phonetics there are distinctive specialized vocabularies for the fields of phonology, pragmatics and sociolinguistics.

Besides, for each unique train there are contrasts in vocabulary as well as in style. For instance a few controls e.g. (a portion of the Arts and Humanities disciplines) expect longer sections, which incorporate point sentences to demonstrate how your contention is organized. Conversely a few orders (e.g. Sciences) expect short passages with no theme sentences, which are denser in accurate data. As another case a few controls will acknowledge greater subjectivity (e.g. "My view is that... ") while different orders dodge any utilization of

individual pronouns (e.g. I, my, you, we).

1.8.The Relationship between The Social Media and Academic Writing

The relationship between digital writing (the use of social media) and students' academic writing has been studied by some researchers but the results are also mixed (Burnett, Dickinson, Merchant, & Myers, 2004; Luke, 2003; Merchant,2003; Miners, 2008), from which definite pedagogical implications were hard to be derived. It is difficult to identify any trend that offers clear pedagogical direction for students or instructors on how to utilize online writing to improve students' academic writing. the process of writing on social networking is in its nature a process of social.

interaction only the interaction between people is not always done on a face-to-face basis. The current research seeks to investigate the relationship between this form of social interaction and its influence on its users' academic writing, which is a significant part of the learning that is supposed to happen in educational settings. At the core of this theoretical framework, learning is described as a social process and the origination of human intelligence in society or culture (Vygotsky, 1978; UNESCO, 2013). Vygotsky concludes that all human learning happens on two levels (UNESCO, 2013). At the first level, learning occurs through the interaction with others at the second level, learning becomes part of the individual's cognitive structure. Based on Vygotsky's theory, students' social interaction using social networking technology could be an important source of learning that should not be neglected, on the other hand, Vygotsky's theory could also explain the possible link between students' use of social networking technology and their learning of academic writing. With this being said the application of Vygotsky's socio cultural theory of human learning in the current educational environment would provide educators with inspirations and insights during the integration of social networking technology into the writing classrooms.

While various educators and researchers have identified an increasing separation between

everyday meaning making by the new technology and the current literacy practices in classrooms (Gee, 2003; Lankshear & Knobel, 2003), many scholars have recognized that students have been writing blogs, emails, and text messages long before they go to college classrooms students then bring these experiences with them into the college writing classroom (Gee, 2008; Lindemann, 2001; Takayoshi & Selfe, 2007). Although the new literacy experience can transform students' writing into unique expressions of their ideas, thoughts, critiques, and responses to literature and other curricular subjects (Sweeny, 2010), most students do not consider this type of communication as writing for academic purposes. In fact, they tend to see it as entirely different from the "academic" writing they do at university. Nevertheless, research suggested that they do recognize writing as an important communication skill and wish that technology were integrated into more of their writing instruction (Lenhart et al., 2008). There is also research evidence that suggested that students cherish opportunities to use social networking for academic purposes (Birch & Volkov, 2007; Moore & Iida, 2010) and the use of social networking as Facebook brings educational benefits (Reid, 2011). The relationship between literacy skills and new technology continues to provide a rich context for educational discrepancies and debate (Dixon, 2012). Therefore, this study aims to reduce the discrepancies in the existing literature by focusing on the influence of students' use of social networking upon their academic writing and aiming to identify specific trends of the influence, thus clarifying the academic and pedagogical significance for students as well as instructors.

1.10. The Difficulties Which Faced The EFL Student During Acquiring 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.

9.1 .In Appropriate genre

Many English Foreign Language students fail to understand how academic writing is a distinct genre, too often they write the same way they 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.

9.2. 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 .

9.3. 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. One-sided writing is acceptable in some genres, but not in academic essays.

9.4. 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 superfluousness – 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.

9.5. 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 of 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.

9.6. 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 direct quotes, summaries, and paraphrases are mentioned.

9.7. 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

This chapter gave a general view about writing academically and the skills which are necessarily required writing, it explains how academic texts and essays should be written and what are the mistakes that are often used by writers students especially when writing in an academic way in order to make a distinction between what should be written on papers and what is really written by them. Writing is a very difficult process especially for second language writers; therefore it should be taken seriously in order not to fall into situations which will be mentioned in chapter two.

Introduction

With the development in technology, the communication has grown. It is now easier and inexpensive to communicate and connect with people around the worlds so The issue of distance it is not an excuse for lack of communication.

Communication systems have flourished from wired devices to wireless devices. The internet has also brought changes in the forms of communications that are available and currently being used. It has led the rise of social media which consider as a concept that everyone knows , even the most away areas of human have heard at least of face book (Fb) and twitter and are probably using them on a regular basis.

As Any Jo Martin wrote " social media is the ultimate equalizer it gives a voice and platform to anyone willing to engage "so researchers explained that social networking provides to everyone the opportunity to use it .

1.Definition of Social Media

Social Media is the collective of on line communication which facilitate interactive on certain interests, and it's a key to promoting the Editorial posts on the websites .

Social Media consists of Thousands of social Networking platforms all serving the same but slightly different purpose. some of social media are more popular than others.

Kaplan and Haenlein (2010.p61) define social media as “a group of internet based applications that build on the ideological and technological foundations of web and allow the creations and exchange of user generated content” cited in Tharinee Kamnortsin .

Social media generally have attracted millions of users, many of whom have integrated these sites into their daily practices, and allowed users to connect based on shared interests.

Duffy (2011) Identified Five Common Features of Social Media a user can:

-create a profile. -find peers online. - publicly erect or confirm peer - collaborate to share content- form online communities” which means here that Social media sites are communication tools that include profile pages for users who can be able join groups, chat blogs, and discussion forums.

So The main purpose of social media is to give access to its guest and users. They can have discussion with individuals and build social relations on the web. They can also share their information and their own data on social media including everyday happenings, pictures recordings and we blinks, In addition individuals can enhance their business and aptitudes. 2.

2.Types of Social Media

2.1.Facebook: is number one of social media that allows to create profiles, express your thoughts and ideas ,up load photos and videos, Exchange information with others Send message and communicate with Friends and Family

It was launched by Mark Zuckerberg in 2004. It was initially released specifically for students Belonging To Harvard University.

Today face book it currently boasts over a billion users. is used in over 35 different languages and 170 countries .URL. www.facebook.com

2.2.Twitter : is a free micro blogging service where users posts and interact with messages know as tweets URL www.twitter.com.

twitter is a second social media website which was created by Jack Dorset,

Biz Stone, Noah Glass and Evan Williams . Twitter has more than 500 million subscribers.

2.3.Google + (Google plus) : is a real life sharing through the web including messages and videos conferencing and photos <https://plus.google.com>

2.4.You Tube : a video-sharing web sites www.youtube.com

2.5.Linkdin : a Social Network For Business related and professional networking.
www.linkedin.com

2.6.Word press : an open source blogging platform . www.wordpress.org

2.7.Slide share : a presentation sharing websites URL www.slideshare.net

2.8.Wikipedia : an on line encyclopedia that anyone can edit URL www.wikipedia.org

3.Classification of Social Media

The Various Forms of Social Media that exist on the Internet are: Magazines and Internet Forums, Weblogs, Social Blogs, Micro-Blogging, Wikis, Podcasts, Photographs, Videos, Rating and Social Bookmarking.

Kaplan and Heinlein classified the social media into six different Types based on their media research and published it in an article in Business Horizons (2010). They classified the social media as:

- 1-Collaborative projects (e.g. Wikipedia)
- 2-Blogs and Micro blogs (e.g. twitter)
- 3-Content Communities (e.g. YouTube)
- 4-Social Networking Sites (e.g. face book)
- 5-Virtual Game Worlds (e.g. World of War craft)
- 6-Virtual Social Worlds (e.g. Second Life)

Social media is still a work in progress and evolving on a daily basis. The scope of the social media is very vast and its Usage extends into various fields, regions, demographics etc.

4.Social Networking Sites SNS

A Social Networking Site is an online platform that lets users to create a public profile and interact with other users on the website. A Social Networking Site is also called as a Social Networking Website.

Social Networking Sites becoming more popular attracting The attention of millions of users. These Sites are web based services that allow individuals to make a public/private profile on one or more sites. Users once registered can input their personal data including photos and videos. This then permits them to interact with other users with whom they want to share a common interest or view point. Currently There are Thousands of different Social Networking Sites operating worldwide that offer a variety of features aimed at an assortment of different subject groups.

William, Boyd, Dens ten, Chin, Diamond, and Mergenthaler (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 where by billions of people communicate through social networking sites. (cited in Peter Shrive , 2015). SNSs make interaction between people easier.

As Cain (2009) says social Network website 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 O shrive, 2015).

Aside from the ability to present ones Another unique function of social Networking sites is the ability to post comments on a Friend's profile. Generally a particular section of a user's profile is dedicated to posting comments. On Face book another popular social networking site this is referred to as a user's "Wall." Much of a user's time on social networking sites is spent reading, writing, and responding to comments. Such browsing of other's people's profile/walls helps users keep track of their friends, the events in their lives, as well as their friend's interactions with others (Subrahmanyam et al., 2008).

5.The Difference Between Social Media And Social Networking Sites Media:

As Cited in Tharinee Kamnoetsin (2014).There is Confusion between The Terms Social Media and Social Networking sites

In this table we present the main difference between The Social Media and Social Networking Sites Media.

Social Media	Social Networking Sites
In The Communication Style. You are distributing content-pictures, recordings, eBooks, info graphics , white papers, and that's only the tip of the iceberg and attempting to create with your fans and devotes and at least trusting that they cooperate with your image or make a more.	There needs be a mix of both talking and listening. In case you are joining gathering and system based Networking Media and doing all of the talking-posting about your image and tooting your own horn-you're not going to get the sort of regard that you probably deserve, and you're likely going to miss out on some great opportunities because you're not listening. To be incredible at interpersonal interaction, you need to site aside the opportunity to time and engage with others.
Objectives while you're certainly endeavoring to produce buzz and interaction. You also need to build your primary concern that means data acquisition for lead generation and deals for Commerce.	Your objectives goal is to build your system of fans/supporters and cultivate those connections. Whether or not those relationships lead to new business is an obscure, However it's not the ultimate goal.
In The content On The Social Media side of things, you're attempting to drive engagement, and you can't do that with 250 word Face book posts. No, you should post and sharing pictures, recording info	In Social Networking, it's a lot of rich discussions and inquiries. With individuals with expectations of starting an association and picking up another fan devote while developing your referral organize.

graphics, and other meaningful pieces of substance to keep your audience engaged and interested in your brand. It's not to state that this sort of content can't overlap. But how you use the content should be different.	
Time and Effort on Social Media, you're probably using a tool like Hoot suite or Sprout Social to help save time and measure the analytics behind your efforts. You can create your posts and schedule them out days ahead, and then sit back and watch the engagement that takes place.	Social Networking is like dating-it's time consuming, and it takes a lot of time and effort to really make it work, but it's all worth it in the end.

If the confusion still exists between the Two Terms the person can think social media as fruits and The Social Networking as bananas, apples, oranges.

These are all categories of fruits this is the case of Social Networking, social news ,wikis..etc All are categories of social media (Daniel Nations, 2017).

That is to say that all Social Networking Sites are regarded as subcategories of Social Media which are adopted as a communication tools among students and professors.

Social Media and Social Networking Sites have increasingly become a new means of communication. there by the rising use of SNSs among students has Become a global phenomenon (Eteokleous et al., 2012; Madge al., 2009).

6. The Disadvantage of social media

1- Cyber bullying

2 – Hacking.

3- Addiction.

4- Security Issues.

5- Reputation.

6- Cheating and Relationship Issues.

7- Health Issues .

8- Social Media causes death.

7. Advantage of Social Media

1- Connectivity.

2 – Education .

3- Help.

4- Information and Updates.

5- Promotion .

6-awareness .

7-Improves Business Reputation

8.The Impact of Social Media on Academic Performance of Students

social media usage by students is thus rank recently do to rapid access to devices like: smart phones, i-phones, black berry, tablets, i-pad and laptops that square measure connected to the internet.

Addiction to the usage of social media has extremely distended in recent times. The perils of its effects on the educational performance of the over-involved students are disturbing. Academic performance that is pictured by the grades of students . May be a nice concern student that spends excessive time on social networks . Become dependent on it, and it is believed that their academic performance diminishes proportionately. It is perceived that grades will suffer when spending too much time on social sites such as Face book, twitter and 2go as valuable study time is lost.(Kubey, 2001). These therefore necessitate the study of the impact of social network usage on academic performance on EFL English foreign language students.

Social media has exploded as a category of online discourse where learners create content share it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Asur and Huberman, 2010). In the last ten years, the online world has changed dramatically, thanks to the invention of social media, young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate. Seventy-three percent of wired American teens now use social media websites (Oberst, 2010). Martin (2008), and Lusk, (2010) share the same concept of social media. To them, social media is the use of Face book, blogs, twitter, my space and linked in for the purpose of communication, sharing photos as well as videos.

9.The Language Of The Net

With development of technology the Internet has revolutionized all aspects of life. Such a huge revolution has affected education process.

Whereas this substantial use of technology has without unbelief enriched our life and resulted in many important advances within the social and educational domains, it appears to own genuinely affected our use of language both positively and negatively. Because of the significant use of the net in Texting , E-mailing Chatting and Social Networking users tend to create their own language norms like:

Acronyms , Abbreviations, Contractions, Reductions. Such innovative uses of language are motivated by various reasons including speed and simplicity.

The impact of the Internet on language use has raised clashing viewpoints.

Whereas pundits of e-technology and cyber space credit the Internet with the massive global communication highway leading to the dissemination of knowledge (cf. Crystal 2009 and Baron 2008).

9.1.Texting: texting are short messages utilized by youth and adults for private, family, and social functions. Has become the most popular means of communication worldwide , witnessing awfully fast increase.

Texting statistics show that on a world level about 90% of people practice texting at least once daily, with the messages .

Sent Monthly exceeding 350 billion . So texting is a social communicative resource in people's daily lives.

We cannot talk about texting without speaking about abbreviations and acronyms and symbols because they are parts of texting.

9.2.Abbreviations

Abbreviation is the process of representing a word or cluster of words. We can say Additionally that abbreviation could be a shortened style of word and are often used to save time and space.

Linguist David crystal notes that Abbreviations are a major component of the English writing system. Not a marginal feature, the largest dictionaries of abbreviations contain well over half a million entries ,and their number is increasing all the time (spell out 2014).

9.3.Acronyms

Acronyms are also the act of shortening however take only the primary letter of words examples: USA for United States of America.

UK for United King dom.

9.4.The Difference between an Abbreviation and Acronym

Both the abbreviation and acronym are used to refer to a shortened form but acronym is usually created from the initial letters of the phrase but the abbreviation not necessarily made up the first letters.

Abbreviation and acronym are often interchanged but the two are quite distinct. The most purpose of reference is that the abbreviation are merely a series of letters while acronyms form new words each one permits writers to form massive blocks of text easier to read. Beware that both abbreviation and acronym are typically considered informal and will be carefully considered before including them in more formal writing.

Abbreviation	Their meaning
AEAS	As early as possible
ASL	Age/sex/location
BFF	Best friend forever
BRB	Be right back
IMU	I miss you
IRL	In real life
JC	Just checking
GM	Good morning
BTW	By the way
N P	No problem
H R U	How are you
2 Day	To day
T B H	To be honest

A **symbol** could be a sign or word that indicates. As representing an idea, object. some examples of symbols using in social media while texting.

Stated that using short forms and abbreviations is not a positive learning experience because students may get used to the habit and then use it in the formal writing tasks in classroom.

Selwyn (2009) pointed out that Face book failed to improve students writing because student use informal writing structures instead of formal writing designs.

Research by Rosen et al. (2009)

Found that those young adults who used more language based text

(Short cuts such as LOL, 2nite, etc.)

in daily writing produce impotency worse formal writing than those young adults who used fewer linguistic text in daily writing.

(Cited in Tharinee Kamnoetsin,2014).

The common features of informal writing thought of inappropriate during a writing category that are wide used on online chats or social networks sites are as follows :

1- phonetic spelling used for transcription of standard pr onunciation such as:

“nite” for „night“, „guyz“ for „guys“, „luv“ for „love“, „wanna“ for „want to“, (Danet and Herring, 2007,p 97).

2-emoticons and smiles used for conveying a feeling are: such as facing a hard situations .

3-Being happy, being sad

4-multiple punctuation marks or letters used for a prosodic effect are such as:

No more!!!!, yes!!!!, aaaaahhhhh , sooooo . (Crystal, 2001, p. 34)

5-capitalization use: all capitals for „shouting“ such as „I SAID NO“

asterisks for emphasis such as „the*real*answer (Crystal, 2001, p. 35).

6-special abbreviations or acronyms used for saving time and making it convenient,

such as b4/B4 (before) LOL (laughing out loud) OIC (oh I see).

Common shortenings used for easy use and convenience are „u“ (you). „i“ (I), „r“

(are), „thx“ (thanks), pls“ (please), tmr “ (tomorrow). These features were cited in(Tharinee

Kamnoestsin , 2014)

11.The Negative Effect of Social Media on EFL Students

Attention has been moved from visible to invisible friends, whereas vital Ventures like study and writing are affected in the process

Student's addictiveness on social media can cause several disadvantages in some way:

a- It is not a suitable setting or it is inappropriate for formal teaching and learning activities (Kabilan et al. 2010. Shih, 2011).

b-might have an effect on student learning outcomes and physical and mental state as a result of they spend too much using it.

C- It creates students' distractions (Yunus and Salehi, 2012).

d- It creates students habit of using short forms too much or informal

Writing which leads to grammar mistakes (white, 2009).

E - Can result miscommunication because the writing can be lacking in the opportunities for expression , explanation and clarification that are found in face to face interaction (Zaidieh , 2012). (Cited in Tharine ekamnoetsin ,2014).

A negative effect of social media in terms of learning English is that it should

Not give a suitable linear unit environment for formal teaching and learning (Kabilan

create a habit of mistreatment too several short forms in writing (White, 2009, Yunus, et al, 2012).

Moreover Mana et al(2012) pointed out that engaging with social Media

May also increase the usage of English poor quality because students tend to use

Non Standard English when interacting with each other online . Thus, the evidence

Regarding the effectiveness of social media Face book on EFL learners' writing has been inconclusive. (Cited in Tharinee Kamnoetsin, 2014) .

- misusing of grammar

- (Andy Bloxhan in 2010) teachers blame face book and twitter for students poor grades which means here that students spend too much time online makes it harder for them to concentrate in class .

Conclusion

This chapter has presented what is social media and social networking sites mean and the main difference between both .we discuss some advantage and disadvantage of social media, in addition the impact of social media on academic performanceand how students became more addictive to those social networking sites because they took the habit of interacting with other people all over the world in their daily life.

They became addicted unconsciously, it was mentioned that social media has many negative impact on EFL students and how does texting and using a lot of abbreviations affect their academic performance.

Chapter Three : Data Analysis and Recommendations

Introduction

This chapter deals with the practical part of this investigation. It includes the methodological approach, the research design, the sample population. Besides, the analysis of the gathered data is presented alongside the results and the findings. Finally, some suggestions and recommendations are, thus, provided.

3.1 Research Designs and Methodology

In order to conduct any scientific research, investigators have to select an adequate research method for obtaining reliable results.

In this research work, the questionnaire was the tool which was used.

3.2 population and sampling

EFL teachers and second year students university at Chadli BENDJEDID University are the sample population of this study. The investigation involves five teachers working in Chadli BENDJEDID University. The study deals with 40 students who are enrolled in the academic year 2017/2018.

3.3.1. The students Questionnaire

Questionnaires are defined by Seliger and Shohamy (1989) as “Printed forms for data collection, which include questions or statements to which a subject is expected to respond anonymously”.

1.2. Description of the questionnaire:

Section One : Background Information (Question 1 to 4)

This section is concerned with much information about the participants' his/ her gender and student choice.

Section Two :An Overview in Teaching and student's using social media while writing (Question 5 to 11).

this section is about students views concerning the effect of social media symbols on academic writing , and which method the teacher used in the written expression and if the teacher supports to use his/her student the social media symbols while writing.

3.4. Data Analysis and Interpretation

Students' Questionnaire:

Student gender

Response	Participation	percentage
Male	12	30%
female	28	70%

Table01 :distribution of student's gender

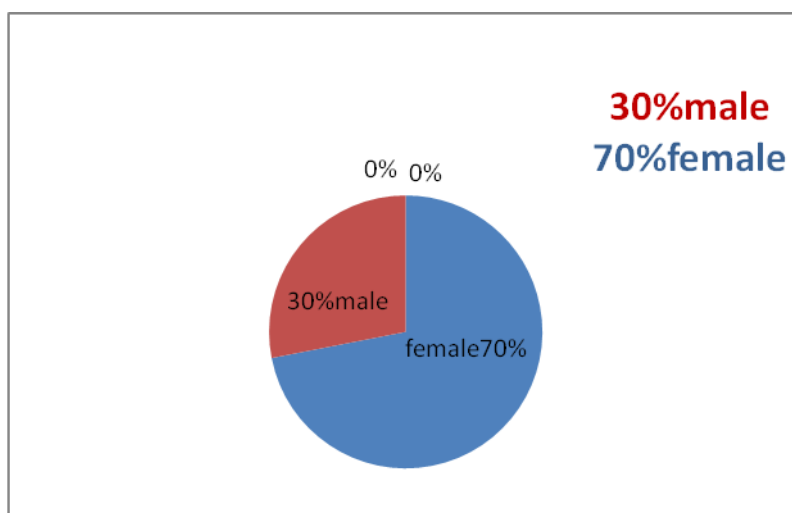


Figure 01: distribution of students' gender

The table show that participation female is 70 where as male participation is 30

This indicates that females were more motivated to answer the questionnaire than males.

Why did you choose to study English?

Response	Participation	Percentage
Personal choice	31	77.5%
Parents choice	00	00%
Administrative choice	09	22.5%

Table 2: student's opinion about their choice of English

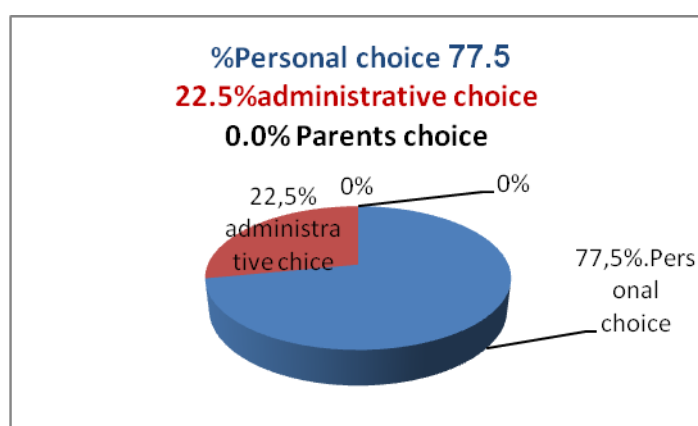


Figure 02: student's choice

The gathered information reveals that 77.5 of students are chose English personally and 22.5 of them are studying English because administrative decisions.

Section Two

Question 01

How many hours do you spend on social networking?

Response	Participation	Percentage
1-2	09	22.5%
2-5	12	30%
4-8	19	47.5%

Table 03: Timing in social Networking

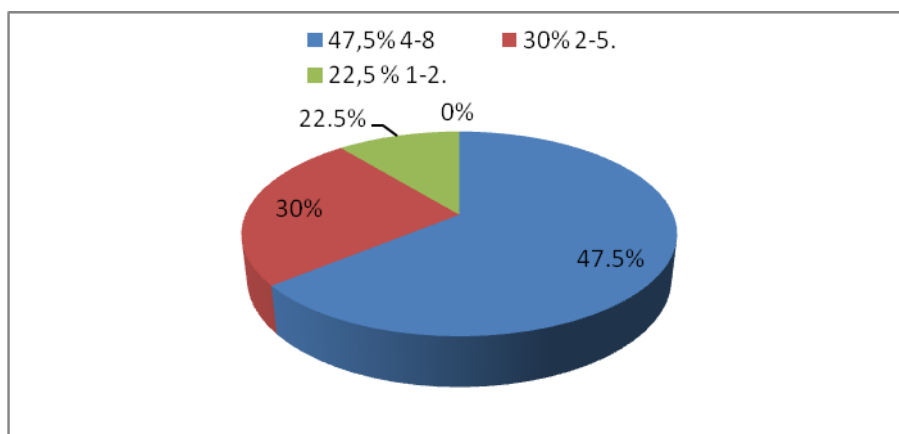


Figure 03: Timing in social Networking

Nine students spend from 1 to 2 hours on Social Networking, twelve students chatting from 2 to 5 hours and the others spend their time from 4 to 8 hours in front of their computers

Question 02

Do you use social Media in your daily life?

Response	Participation	Percentage
Always	32	80%
Sometimes	08	20%
Never	00	00%

Table 04: Students view about using social Media

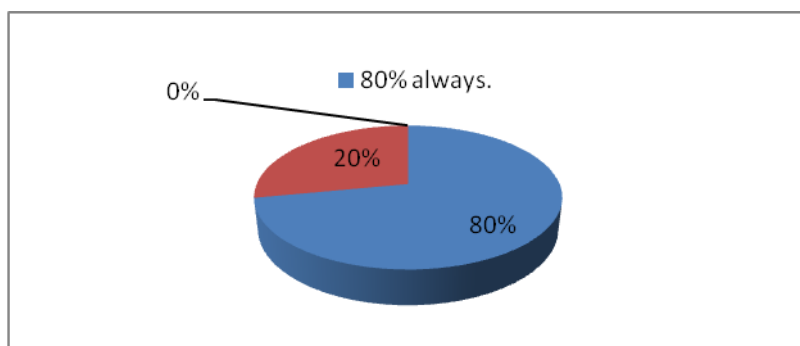


Figure 04 : Students view about using social Media

The majority of the students are responding that they are always using social networking where as only 20 are some times chatting.

Question 03

What do you feel while using academic writing in class?

Response	Participation	percentage
Exiting	29	72.5%
Obligatory	11	27.5%

Table 05: Students view about the use of English in class

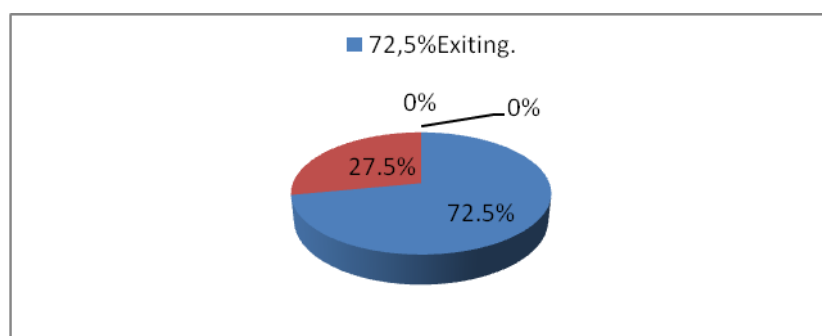


Figure 05: Students view about the use of English in class

The result show that 29 students are satisfied from using academic English in class

Eleven of the respondents feel that are obligated to use formal English in class

Question 04

Which social networking sites do you prefer most?

Response	Participation	Percentage
Facebook	28	70%
Twitter	08	20%
Instagram	04	10%

Table 06: The most used Networking sites

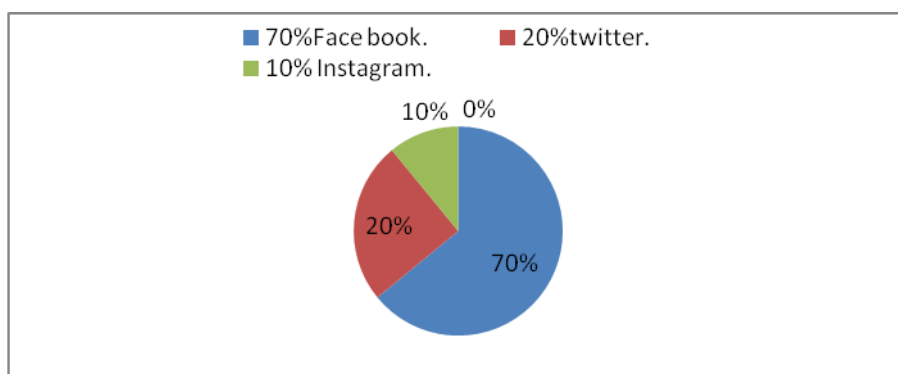


Figure 06 : The most used Networking Sites

The result confirm that the facebook is the king of the social networking sites.

Section Two:An Overview On Teaching and Using Social media while Writing:

Question 05:

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

Response	Participation	percentage
Mechanics	06	15%
Grammar	12	30%
Vocabulary	15	37.5%
Coherence	07	17.5%

Table 07: Teachers opinion in written expression

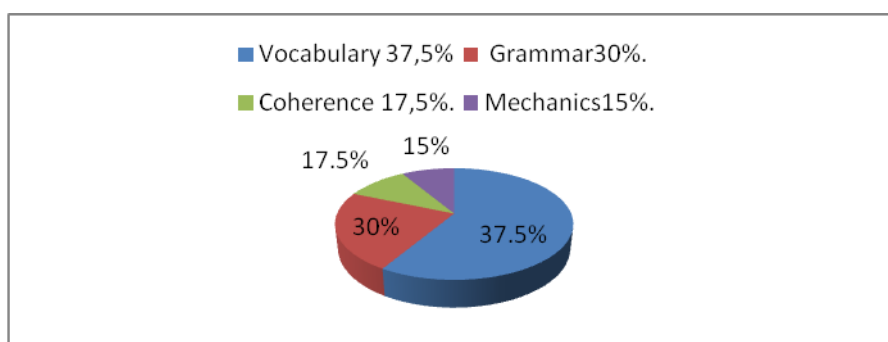


Figure 07: Teachers opinion in written expression

The table shows that only one student responded that teachers focus on mechanics and he precises that the major concentrate is on punctuation .

Students who chose grammar said that grammar is the most important criteria in evaluating written expression.

The majority of the students claimed that vocabulary is the focus in written expression evaluation since it is the one component that rich their writing .

The others confirm that is difficult for a reader to understand a paragraph lacks coherence .

Question 06

Do you use abbreviations and acronyms while writing?

Response	Participation	percentage
Yes	33	82.5%
No	07	17.5%

Table 08 : The use of Abbreviations and Acronyms in writing

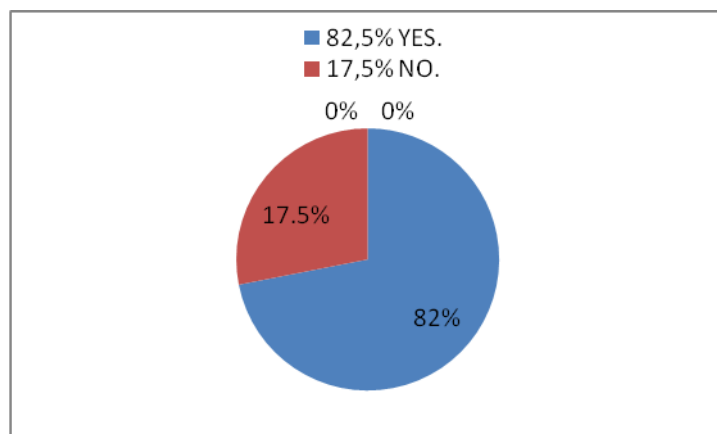


Figure 08: The use of Abbreviations and Acronyms in writing

The result show that the most of the students use abbreviations and acronyms while texting Justifying that this helps them to gain time .

Question 07

To what extent does your teacher support you to use social media symbols while writing?

Response	Participation	percentage
sometimes	03	7.5%
Never	37	92.5%
Always	00	00%

Table 09 : Supporting social media symbols in writing by teachers

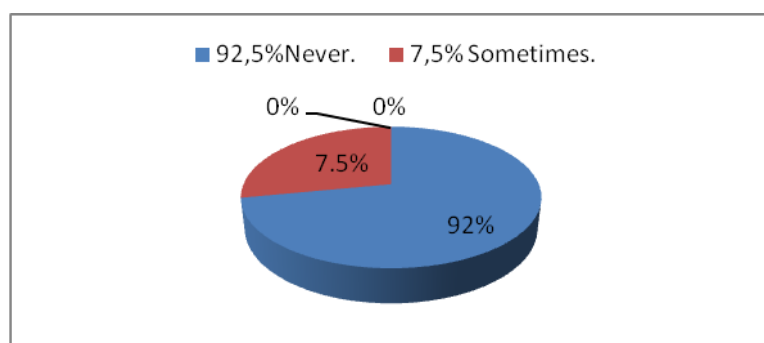


Figure 09: Supporting social media symbols in writing by teachers

The statistics show that 92.5 of students confirm that their teachers do not accept the use of abbreviations and acronyms in writing

Question 08

What is your attitude behind social media symbols?

Response	Participation	Percentage
Positive	35	87.5%
Negative	05	12.5%

Table 10 : student's attitude behind social media symbols

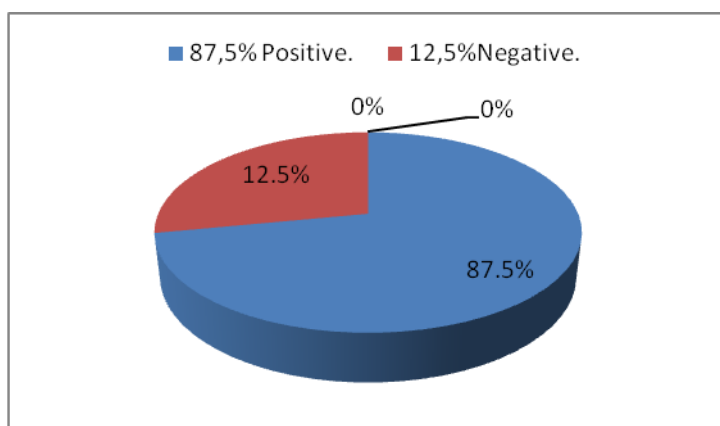


Figure 10 : student's attitude behind social media symbols

The majority of students confirm that the use of social media symbols is helpful .

Question 09

Do you use abbreviations while texting?

Response	Participation	percentage
Yes	33	82%
No	07	17%

Table 11 : students use abbreviations while texting

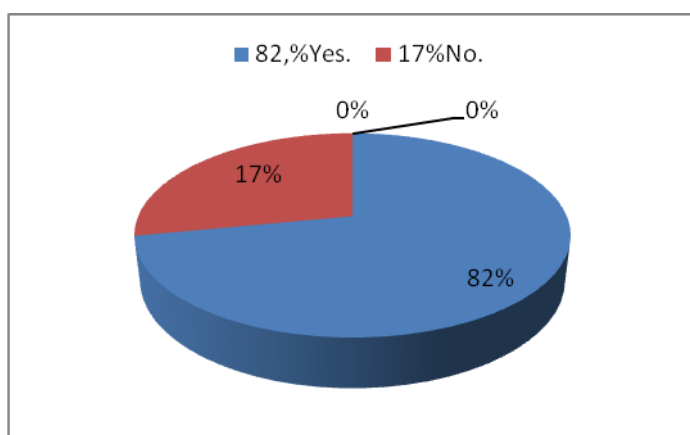


Figure 11: students use abbreviations while texting

The result present that 82 of students use abbreviations during texting

Question 10

Do social media symbols affect your formal writing in class?

Response	Participation	Percentage
Yes	34	85%
No	06	15%

Table 12 : The effect of social media symbols an students formal writing

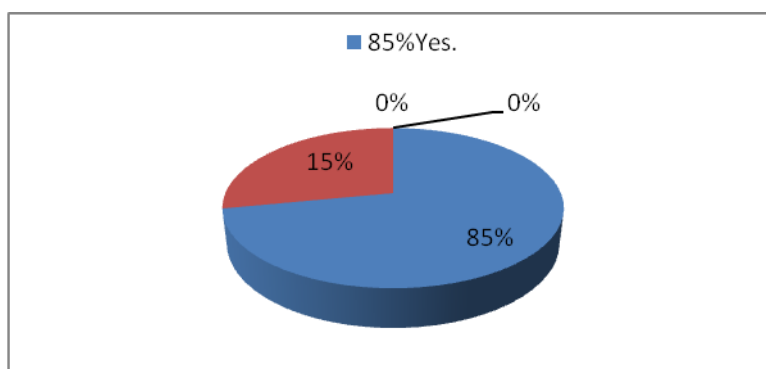


Figure 12 : The effect of social media symbols on students formal writing

The statistics show that 34 of students are influenced by social media symbol in their formal writing

Some students confirm that this phenomena can affect especially their spelling

The others do not think so

Question 11

What are your reasons behind using abbreviations and symbols in your formal writing?

Response	Participation	Percentage
To gain time	15	37.5%
Use these forms unconsciously	13	32.5%
It is easy way	12	30%

Table 13: Reasons Behind Using Abbreviations and Symbols while Writing

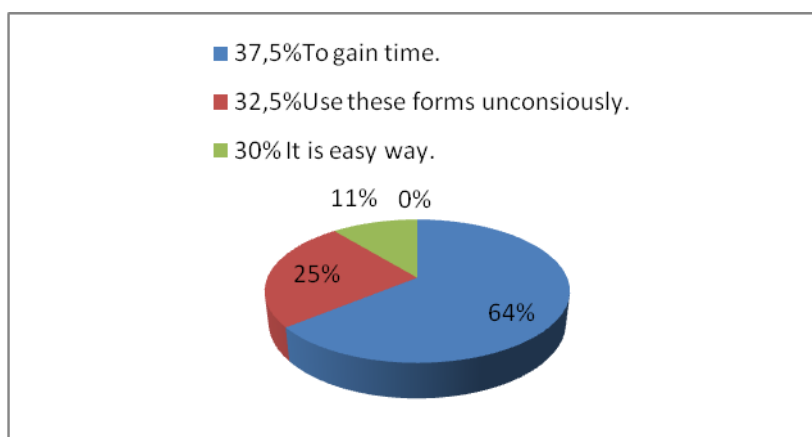


Figure 13: Reasons Behind Using Abbreviations and Symbols while Writing

Some students justified that they use abbreviations unconsciously however the others use them because it is easier way to gain time .

Part Two

2.The Teachers Questionnaire

Introduction

This chapter is devoted to the analysis of Teachers questionnaire . The analysis of data and the results obtained from the respondents will allow us to build up our view point about the effect of social media symbols on academic writing.

2.1.The sample

Most of teachers who participated in this study are females (4out5) however one male contributed n answering the questionnaire all of them are teachers of English at el taref university.

The participation of the teachers is very important because they are aware about the student disability in academic writing.

2.2.Description of the Teachers Questionnaire

This questionnaire consists of different questions divided into sections:

Section one

The teachers are asked to state their gender (male or female) and their experience in teaching English language

Section Two

Teachers are asked to answer questions , some of them need justification

2.3.Analysis of The Result

Section one

Teachers gender

Gender	Teachers Number	Percentage
male	1	20%
Female	4	80%
total	5	100%

Table 14 : Teachers Gender

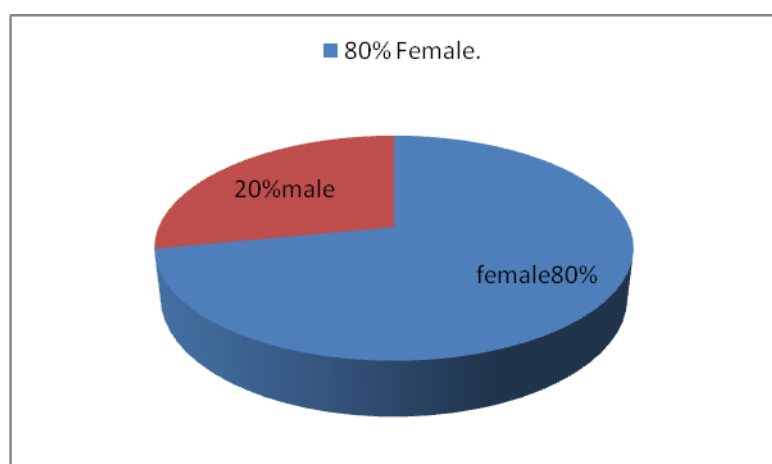


Figure 14 : Teacher gender

The analysis of the first question in the section one about teachers gender present that the number of females 80% span the number of males 20%.

Teaching Career

Years	Number of Teachers	Percentage
3-10 years	05	100%
10-17 years	00	00%
17- 25 years	00	00%

Table 15: Teachers Experience

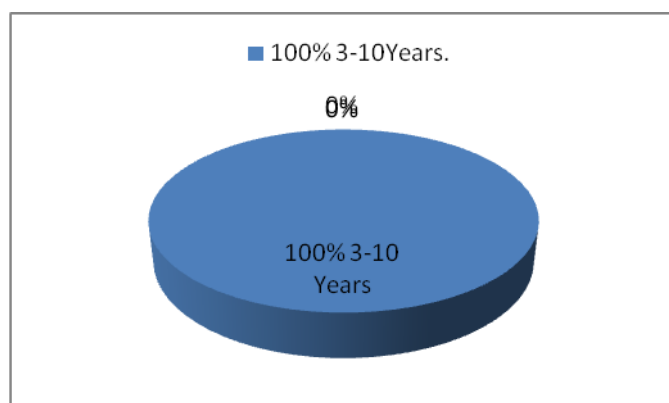


Figure 15:Teachers experience

All the teachers of English foreign language 100% have 3 to 10 years experiences in the university of el taref. The most of the teachers teach written expression and teach also different module.

Section Two

Question 01

Do you use academic writing during teaching?

Option	Teachers Number	Percentage
Yes	05	100%
No	00	00%

Table 16:Teachers view about Academic writing

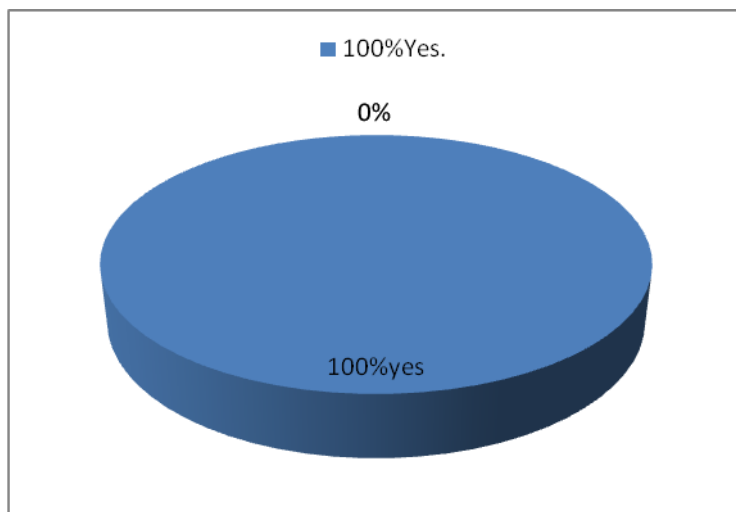


Figure 16: Teachers view about Academic writing

The result of the analysis of this question indicate that the whole of the teachers 100% use academic writing while learning

Claiming that academic writing is any writing done to fulfill a requirement of university .

Question 02

What is the skill do you focus on while teaching written expression?

skills	Number of teachers	Percentage
Reading	0	00%
Speaking	0	00%
Listenning	0	00%
Writing	5	100%

Table 17: Teachers View about skills

The analysis of this question shows that the most teachers focus on writing while teaching written expression because written classes require more concentration and interest. In addition it is considered the most important skill.

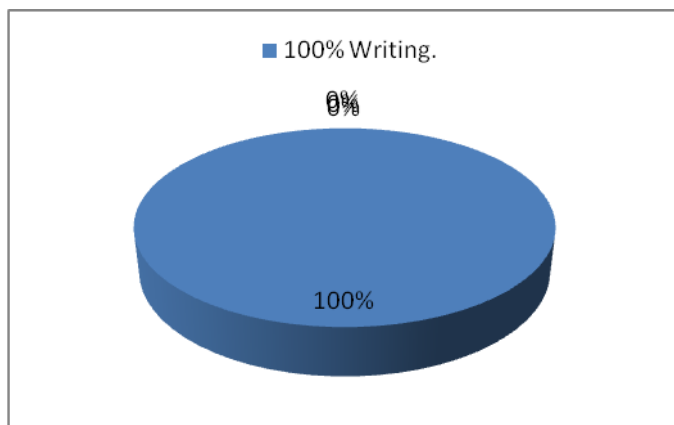


Figure 17: Teachers View about skills

Question 03

What criterion do you rely on to choose appropriate writing?

critierion	Number of teachers	Percentage
Language level	1	20%
Students needs and interests	3	60%
Course objective	1	20%

Table 18: Teachers selected criterion for choosing appropriate writing

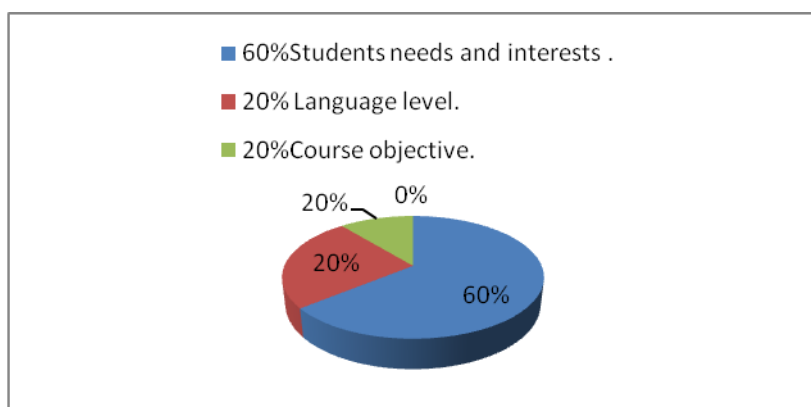


Figure 18: Teachers selected criterion for choosing the appropriate writing

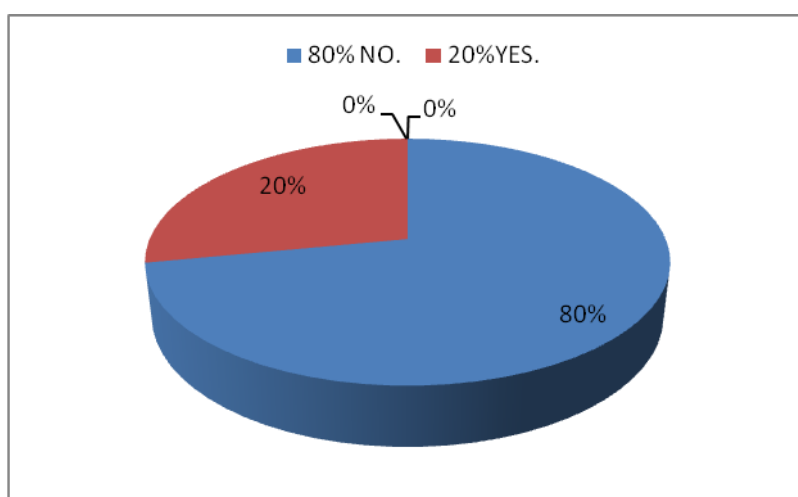
The result of this question show that the majority of teachers 60% prioritize students need and interests in choosing the appropriate writing which indicates that it s an important criterion,20% of the teachers see that course objective is an essential element for choosing the best writing. on the hand 20% of the teachers see that language level is a crucial part of writing.

Question 04

you support your students to use social media symbols as a means to enhance their writing in class?

Option	Number of Teachers	Percentage
Yes	1	20%
No	4	80%

Table 19 : supporting students to use symbols to enhance their writing.



According to the table above 80% of teachers does not support to use social media symbols as a tool to enhance their writing because social media have a negative impact to the student writing performance such as: grammar and spelling errors and writing too fast ,using the text language. where as 20% of teachers indicates that social media have a positive part such as: encouraging creativity and thoughts.

Figure19: supporting students to use symbols to enhance their writing.

The result show that the majority of teachers 80% refused to support students using social media symbols in their writing in class because decrease student ability and level of writing and start to face problems while learning

However there are 20% of teachers support and accept to use social media symbols as a means to enhance students writing skill justified his/ her opinion social media symbols used to facilitate and gain time during writing

Question 05

Do you think that the Abbreviations and Acronyms can help learners in their writing?

Option	Number of Teachers	Percentage
Agree	2	40%
Disagree	3	60 %

Table 20: The Abbreviations And Acronyms Can Help Learners In Their Texting

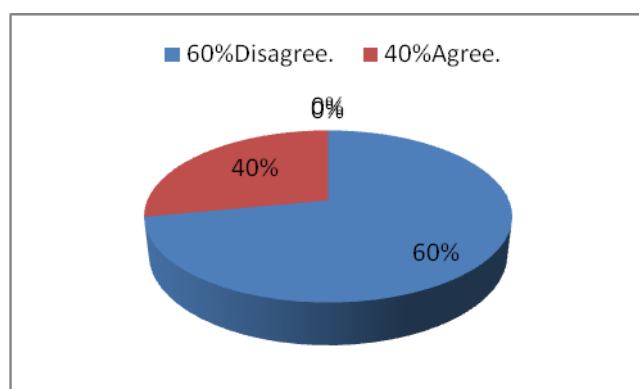


Figure 20: The Abbreviations And Acronyms Can Help Learners In Their Texting

The result present that 60% of teachers disagree that the abbreviations and acronyms can aid learners justifying his /her point of view that abbreviations and acronyms can damage students performance while writing. Whereas 40% of teachers agree that abbreviations and acronyms can help the learners to know the meaning of smaller words and motivate students to write.

Question 06

Which writing do you prefer most?

Option	Numbers of Teachers	Percentage
Academic writing	05	100%
Informal writing	00	00%

Table 21: preferring writing

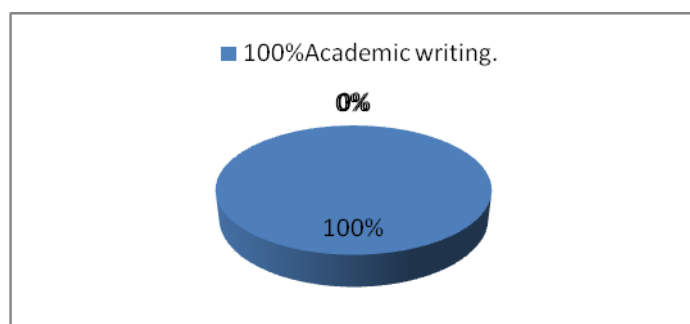


Figure 21: preferring writing

According to the result the whole teachers prefer to use academic writing in class because the academic writing consider the main important performance in the university.

Question 07

What is the reaction of the students when they use social media symbols in their writing?

Option	Number of Teachers	Percentage
Boring	1	20%
Motivating	3	60%
Exiting	1	20%

Table 22: The Reaction of Students When They Use Social Media Symbols in

Their writing

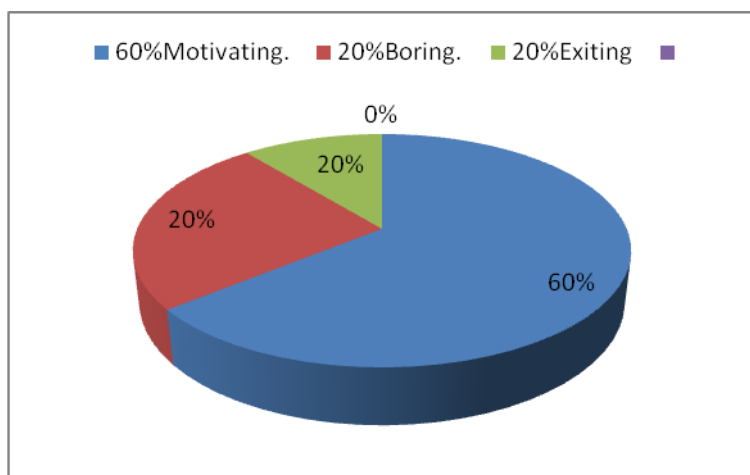


Figure 22: The Reaction of Students When They Use Social Media Symbols in their writing.

According to the result the 60% of students motivate to use social Networking symbols in their writing because student enjoy and feel happy and relax when using symbols .but 20% of students bore to utilize social media symbols in their texting cause of forget formal writing

The others teachers 20% claimed that the students exit when start to use social media symbols while writing because students feel anxiety and cannot carry on writing

Question 08

Do you support teaching writing lessons by using internet?

Option	Number of teachers	Percentage
Yes	3	60%
No	2	40%

Table 23: Support Teaching Writing By Using Internet

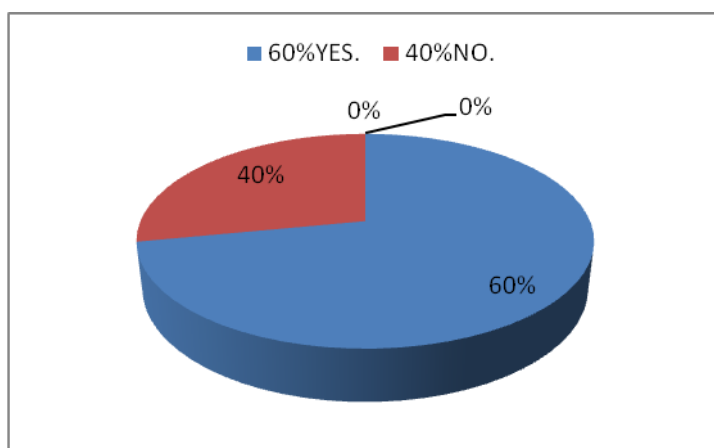


Figure 23 : Teaching Writing By Using Internet

Some of teachers 60% Support and enhance to teach writing by using internet because the internet provides a lot of information and data about writing

But there are another teachers 40% refused to teach writing lessons by internet justify there opinion that the internet can kink students while learning

Question 09

Are you satisfied with your student's level in writing?

Option	Number of teachers	percentage
Yes	2	40%
No	3	60%

Table 24: Students Level in Writing

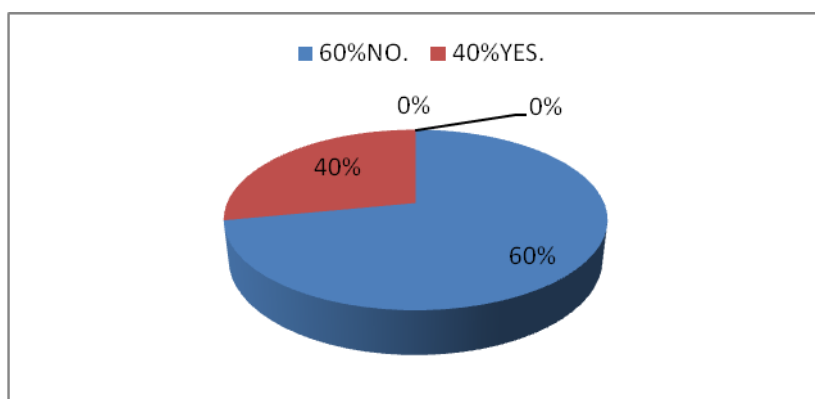


Figure 24: Students Level in Writing.

Question 10

In your opinion why your students use Abbreviations and Acronyms?

Option	Number of Teachers	Percentage
To gain time	4	80%
Facilitate writing	1	20%
Fashinnable	0	00%

Table 25: Teachers opinion about student using abbreviations and acronyms

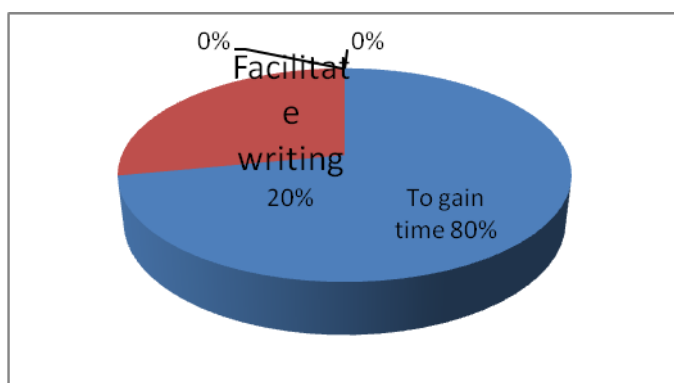


Figure 25: Teachers opinion about student using abbreviations and acronyms

According to the table that mentioned above 80% of teachers claimed that students use abbreviations and acronyms to gain time justifying .There point of view saying that the

student often use abbreviations and acronyms because it is not time consuming and can facilitate the learning acquisition especially when it comes to writing .

Question 11

How often Do you Implement Social Media Symbols in Academic writing?

Option	Number of Teachers	Percentage
Always	00	00 %
Never	00	00%
Rarely	00	00%
Some times	05	100%

Table 26 :Teachers views about using social media symbols as implement in academic writing

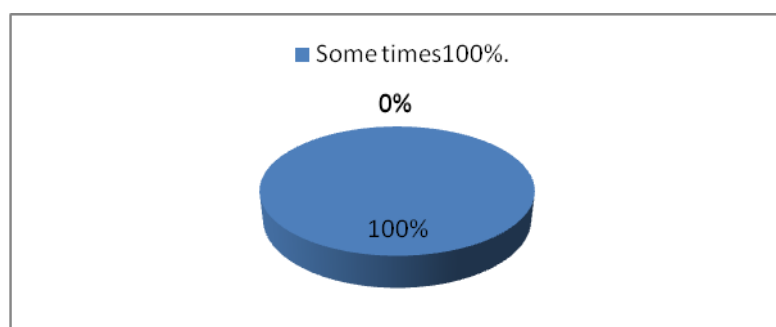


Figure 26: Teachers view about using social media symbols as implement in Academic writing

According to the table above the teachers implement social media symbols some times to gain time and because students are familiar with those symbols .

It would be beneficial if English department at el taref university expand written classes for many hours to permit time for students to use academic writing

It would be more practical if English department gives competition to the students to explore their writing abilities.

3.5. Research Finding

In the light of the data obtained from different tools used in this study, the research finding showed the use of social media become a necessity in student's daily life. Among (47,5%) spend 4 to 8 hours in social networking. Most of students want to attract others by using abbreviations while writing because they feel positive when they use social media ,in other hand they feel obligated when they use academic writing in class just (27.5%) are satisfied when they use academic writing.

The majority of the students claimed that vocabulary is the focus on written expression .so ,it confirms that the teacher do not supported the use of social media while writing .

Most of the students agree that acronyms and abbreviations affects negatively their academic writing as it is illustrated in the table 12 (the effect of social media symbols on students formal writing). Students aware that using social media symbols during writing ,leads to decrease their writing skill.

According to teachers'view point ,they all use academic while writing in the classe.they also focus on writing while teaching written expression .Moreover , teachers affirm that social media is not a means to enhance students'writing (80%) of teachers shared this idea because social media have a negative impact on student's writing performance such as ; grammar,spelling errors and writing too fast.

According to the teachers ,the motivating student to use academic writing is the best way to enhance their writing skill.

3.6 Recommendations and suggestions

As a recommendation:

For EFL teachers;

It is recommended that English teachers use academic writing while learning.

It would be better if English teachers choose academic writing that suite students level need and interests.

It is recommended that English teachers forbidden to use social media symbols while texting.

It is recommended that English teachers control students level of writing.

It would be better to support and motivate learning writing.

For EFL students;

It would be worse to use social media symbols on academic writing.

It is recommended that EFL students develop their writing in class.

It is recommended that EFL students neglect to use abbreviations and acronyms and write the word as it is.

It could be fruitful if learners use academic writing out side classroom.

Don't use the language of Face book and other kind of social media in their writing.

For the English department of el taref university.

It would be beneficial if English department at el taref university expand written classes for many hours to permit time for students to use academic writing.

It would be more practical if English department gives competition to the students to explore their writing abilities.

Suggestions

This research is conducted only from one side thus if there is any research which is investigating academic writing it s recommended that future researchers do the following suggestions:

To clarify more the importance of academic writing in teaching and learning process

Search more about using social media symbols in formal writing and resulting consequences

To indentify more theories and studies concerning the effect of social media symbols on academic writing in classroom.

General conclusion

After going through the related literature and dealing with social media symbols and academic writing skill it is clear that the use of social media symbols in academic writing is not supported by many teachers ,they regard the use of this symbols as a harmful tool to unsucessed students and lost their capacity while writing

And they are vital for students to use academic writing and practice it in classroom and out side as well. they help students to develop their writing this later confirmed by the results obtained from the analysis of data gathered from students and teachers questionnaire, the main of this study is to show the negative impact of social media symbols on academic writing skill, the result present fall students abilities in addition provides the learners a lot of problems and misunderstanding, Moreover the result of teachers and students analysis questionnaire indicate That EFL students have opportunity to develop their academic writing without social media symbols and this later remain technological invention away from academic writing.

At the end we can say that this study open many doors for the researchers to explore about this field.

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