Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research



University of Tlemcen

Faculty of Letters and Languages

Department of English

The Impact of Social Media on

Students' Academic Writing in the Department of English at Tlemcen University

Extended Essay Submitted to the Department of English as a Partial Fulfillment of the Requirements for the Master's Degree in Language Studies

Presented by:

Ms. Bouchikhi Marwa

Ms. Bouanani Dounyazed Ahlem Sabrina

Supervised by:

Dr. Negadi M. Nassim

Board of Examiners

Dr.**Kherbach Fatma** Dr.**Negadi M. Nassim** Mrs.**Adder Fatima Zohra** (MCB) (MCA) (MAA) President Supervisor Examiner University of Tlemcen University of Tlemcen University of Tlemcen

2016/2017

Acknowledgements

First and foremost, thanks to "ALLAH" the most high for helping us realizing this research work

We would like to express our deeper and sincere gratitude to our respected supervisor **Dr. NEGADI M. Nassim** for his invaluable assistance, support and guidance. Without his priceless advice, it would be difficult to finish this work in such period.

Deepest gratitude is also expressed to the members of the jury, who accepted to devote some of their precious time to read, evaluate and comment on this work.

Finally, special thanks should be expressed to all participant teachers and students in this study for providing the necessary data which helped in the realization of this work.

DEDICATION

I dedicate this work to those whom most I love in my life, those who supported me and believed on me since my childhood, my parents who gave me strength and confidence. May ALLAH bless and protect them.

- To my lovely sisters and soul mates Houda and Imene who stood beside me in every moment in my life and supported me to become who I am now.
- To my lovely nephew and friend Iyed who always draws the smile on my face and to my cute niece Mayess, the little angel of the family.

To my brothers in law CHENAFI Mohammed and KHOUATIR Kamel.

To all my family members: grandparents, uncles, aunts, cousins and uncles' wives.

To all my best and craziest friends: Dounya, Khadidja, Ikram, Wahiba, Sara, and Wassila who supported and encouraged me along all these five years.

Finally, this work is dedicated especially to my beloved grandfather "Menouar" who passed away in January 2016 and left a huge emptiness in my life. May he rest in peace.

Marwa

DEDICATION

I dedicate this work to the most precious people in my life: to my parents for their emotional support, love and prayers.

To my dear sisters: Nesrine, Meryem and their husbands Reda and Nabil, without forgetting my little sister Hanane who gave me help and encouragement during the five years.

To my fiancé, Bedro who stood by my side all the way, and pushed me towards success.

All love to the cutest nieces ever ,Nourhene&Feriel who enter the joy to my life, and draw the smile on my face all the time.

To all my extended family, grandmother, uncles, aunts, mother in law, sister in law, brother in law and cousins.

Finally, I dedicate this work to my lovely friends: Marwa, Khadidja, Ikram, Wahiba, Souad and wassila who supported and helped me all the time.

Dounya

ABSTRACT

Within the globalization, new trends of using social media or social networking sites have been recently highlighted. Social media influence peoples' lives in many aspects including education and English language learning. 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 among them students of foreign languages of Tlemcen. The present dissertation aims at studying the phenomenon of texting and its negative impact on students' academic writing. The researchers hypothesized that the reasons that lead students to use the form of texting in writing are the lack of concentration, forgetting the form of some words, and unconsciousness. To valid these hypotheses, 40 questionnaires were given to 20 males and 20 females of Master1 and LMD1 English students. Additionally, English students' exam papers of LMD1 and Master1were observed. The results obtained were analyzed quantitatively and qualitatively, and revealed that most students view that texting impact their writing according to some major reasons which are gaining time, forgetting the form of the words, using it unconsciously, and simplicity.

TABLEOFCONTENT

Acknowledgements	I
Dedication1	11
Dedication2	III
Abstract	IV
Table of contents	V
List of tables	VIII
List of graphs	IX
List of acronyms	Х
General introduction	1
Chapter One: Writing	

1.1.	Intro	oduction	5
1.2.	Natı	ure of writing	5
1.3.	Dev	elopment of writing	7
1.	.3.1.	Writing system	7
1.	.3.2.	Script	7
1.	.3.3.	Orthography	8
1.4.	Тур	es of Writing System	9
1.	.4.1.	Logography	9
1.	.4.2.	Syllabic	10
1.	.4.3.	Alphabetic	.10
1.5.	Con	nponent of the Writing Skill	10
1.5.1	.Org	anization	.11

1.5.2. Clarity	11
1.5.3. Coherence	12
1.5.4.Word choice	13
1.5.5.Mechanism	13
1.5.5.1. Grammar	14
1.5.5.2. Capitalization	14
1.5.5.3. Punctuation	15
1.5.5.4. Symbols of punctuation	15
1.6.Conclusion	16

Chapter Two: The Impact of Social Media on Students

2.1.Introduction	19
2.2.Social Media in Algeria	19
2.2.1. Definition of Social Media	20
2.2.2. Categories of Social Media	20
2.2.3. Social Networking Sites (SNSs)	21
2.2.4. Examples of Social Networking Sites Used by Algerians	22
2.2.5. Social Media Usage in Algeria	22
2.3. The Difference between Social Media and Social Networking Sites	23
2.4. Social Media and Traditional Media	24
2.5. The Role of Social Media	24
2.6. Advantages and Disadvantages of Social Media	25
2.7. Language of the Net	26
2.7.1. Texting	27

	2.7.2. Ab	breviation	27
	2.7.2.1.	List of Common Abbreviations and Acronyms Used	in Texting.27
	2.7.2.2.	List of Common Emoticons Used While Texting	29
2.8.	Addictive	ness of Social Media by EFL Students	
2.9.	The Negat	ive Effects of Social Media on EFL Students	31
2.10	. Conclusio	on	

Chapter three: Findings & Discussion

3.1.	Introduction	.35
3.2.	Instruments of Data collection	.35
3.3.	Selection of participants	35
3.4.	Procedures	.36
3.5.	Findings and analysis	.36
3	.5.1. Analysis of the Students' Questionnaire	36
3	.5.2. Analysis of Students' Exam Papers	51
3.6.	Discussion	53
3.7.	Conclusion	.55
Gen	eral conclusion	.57
Bibl	iography	.59
App	endices	•••
Арр	endix A: Questionnaire	62
App	endix B: Observation	.64

LIST OF TABLES

Table n2.1 Social Media Usage Statistics in Algeria 22
Table n2.2 The most Common Abbreviations Used while Texting
Table n2.3 The most Common Emoticons Used while Texting
Table n3.1 Students' Timing on Social Networking Sites
Table n3.2 Students' Favorite Social Networking Sites
Table n3.3 Students' Way of Communication
Table n3.4 Students' Use of abbreviations
Table n3.5 Most Abbreviations Used in English
Table n3.6 Most Abbreviations Used in French
Table n3.7 Most Abbreviation Used in Arabic
Table n3.8 Reasons in which Students Use Abbreviations
Table n3.9 Students' Attitudes about whether Texting Affects their FormalWriting
Table n3.10 Ways in which Students' Academic Writing can be Affected47
Table n3.11Students' examples about Abbreviations they Use in FormalWriting
Table n3.12Causes in which Students Use Abbreviations while WritingFormally
Table n3.13 Students' Mistakes Made While Writing Academic Essays

LIST OF GRAPHS

Graph n3.1 Students' Timing on Social Networking Sites	
Graph n3.2 Students' Favorite Social Networking Sites	39
Graph n3.3 Students' Way of Communication	40
Graph n3.4 Students' Use of Abbreviations	41
Graph n3.5 Reasons in which Students Use Abbreviations	45
Graph n3.6 Students' Attitudes about whether Texting Affects their Writing	
Graph n3.7 Ways in which Students' Academic Writing can be Affected	47
Graph n3.8 Causes in which Students Use Abbreviations while Formally	•

LIST OF ACRONYMS

- **EFL:** English as a Foreign Language
- ELL: English Language Learning
- **ELT:** English Language Teaching
- **SNSs:** Social Networking Sites
- **LMD:** License Master Doctorate
- **SM:** Social Media
- **TV:** Television
- M1: Master1

General Introduction

General introduction

Writing is a very difficult and complex process. It requires some important skills in order to make it clear and acceptable. It has never been an easy task to achieve especially for second language learners. Algerians seem to become more and more open to English. Ever since English became the language of globalization, most of the world's societies begin to use it necessarily in trade, commerce, education, politics...etc. Algeria is not an exception since English is considered as the second foreign language taught in schools. Many students every year choose the language as a branch of study at university. However, some problems were noticed concerning writing in English. In exam papers, classroom presentations or written home works, students seem to be not aware about the rules and the skills which are important in writing academically. Social media were blamed firstly concerning this phenomenon and hypotheses were made about how modern technologies can affect directly or indirectly the process of writing academically among students of Algerian universities especially EFL students of Abu Bakr Belkaid University in Tlemcen, Algeria.

This study is based on the results obtained from the Foreign Languages students of the University of Abu Bakr Belkaid in Tlemcen. The University seems to be the perfect field work to investigate the effects of texting on students' formal writing since this phenomenon has become a very common practice among all of them.

The aim of this dissertation is to make a clear difference between texting and formal writing. Also, make students aware about the importance of writing whether in their personal or educational life. The present study is set out to determine the students' attitudes towards formal essays mostly in exam papers, as well as the functions of social media and how they can affect their formal writing.

- 1 -

For the purpose of this study, the following questions have been formulated:

- 1. What are the negative effects of texting on English writing?
- 2. Why do students use informal expressions in their formal writing?
- 3. How to make a difference between texting and formal writing?

From these research questions, the following hypotheses have been formulated:

- 1. The lack of concentration during the writing concept.
- 2. Forgetting the form of some words because of the abbreviation.
- 3. The unawareness of students during the writing process.

This dissertation comprises three chapters. The first chapter entitled writing provides a whole overview about writing in general and its necessary skills which help organize the piece of writing produced. Chapter two deals with about social media and their role in students' daily life in addition to the effects they can cause (advantages and disadvantages of social media) on students' formal writing. The third chapter provides the research instruments, an analysis of the data collected and a general discussion of the findings.

This dissertation will provide an overview on the texting and how it can kill formal writing. The work will investigate different essays written by EFL students in order to study the phenomenon and find solutions to avoid it.

CHAPTER ONE WRITING:

Chapter One

- 1.1. Introduction
- **1.2.** Nature of writing
- **1.3.** Development of the writing
 - **1.3.1.** Writing system
 - 1.3.2. Script
 - 1.3.3. Orthography
- **1.4.** Types of Writing System
 - 1.4.1. Logography
 - 1.4.2. Syllabic
 - 1.4.3. Alphabetic
- 1.5. Component of the Writing Skill
 - 1.5.1. Organization
 - **1.5.2.** Clarity
 - 1.5.3. Coherence
 - 1.5.4. Word choice
 - 1.5.5. Mechanism
 - 1.5.5.1. Grammar
 - 1.5.5.2. Capitalization
 - 1.5.5.3. Punctuation
 - 1.5.5.4. Symbols of punctuation
- 1.6. Conclusion

1.1. Introduction

Historians agree that writing existed five hundred years ago as due to the need of recording information about different domains in life. It is one of the most important language skills which represents the development of expressing human desires by letters and different other symbols. Basically, writing is defined by the English Oxford dictionary as: "a sequence of letters, words, or symbols marked on a surface". Many definitions were given to writing, for Nunan (1989: 36), "writing is an extremely complex cognitive activity in which the writer is required to demonstrate communication by means of conventionally visible marks." It means that writing is a very difficult concept which requires some important rules that must be followed in order to communicate.

In the past, society considered writing as a preoccupation of the highly cultivated people but this point of view has changed when writing became an extremely important tool for people with different kinds and levels all over the world. The ability of writing makes the communication between individuals from different cultural backgrounds easy and effective. In fact, the importance of writing is not only limited to the transfer of information, but also to the exchange of knowledge in order to build a new one. This chapter represents a whole study about writing.

1.2. The Nature of Writing

Comparisons were made between the spoken and the written language, Daniels and Bright (1996: 2) say that "language is a natural product of the human mind... while writing is a deliberate product of human intellect... language continually develops and changes without the conscious interference of its speakers ,but writing can be petrified or reformed or adapted or adopted at will".

They made a clear distinction between the spoken language and the written one. The spoken language existed a long time before the written language. People

- 5 -

were interested only in the spoken language in communicating with each other especially in the twentieth century and concentrated mostly on the oral approach believing that this latter is the origin of the written language. As a result, writing was neglected for many years. In teaching language, this negligence was claimed by many linguists like De Saussure and Chomsky.

One of the reasons behind this obvious negligence is the fact that writing is difficult to teach and learn. Hess (2001) said thatwriting is the most problematic to teach in such classes" and that is "the most challenging of the four skills to master. For Nunan (1999: 217)

...producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speakers never master. For second language learners the challenges are enormous, particularly for those who go on to a university and study in a language that is not their own.

He thought that this operation is hard to achieve in both first and second language for many people while Byrne (1998: 1) states that "writing requires some conscious mental effort".

Some skills should be mastered in order to produce a good piece of writing. In addition, focusing on applied linguistics in the past and implementing theories of scientific linguistics on the spoken language led also to the negligence of the written one. The fact that the written language is the orthographic representation of the spoken one helped also giving more interest to the latter.

The writer should use the writing skill in order to form a correct understandable paragraph or text. In this view, Nunan (1989) said that writing cannot be just a pen and paper. On the other hand, teachers have to rate their students' writing according to the format, content, sentence, and structure, vocabulary, punctuation and spelling. Although the spoken language appeared before the written one and in addition to the fact there are a lot of spoken languages without their written form, both are skills of the language which need the same

- 6 -

amount of interest.

1.3. The development of the writing system

1.3.1. The writing system

Writing was defined in relation to writing system by Daniels and Bright (1996: 3) as follows "Rather, writing is defined as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer. By this definition writing is bound up with language."

The term writing system has two different meanings; one refers to the general ideas of writing (script), the other to a specific language (orthography). Coulmas (1999: 560) defined the writing system as "a set of visible or tactile signs used to represent units of language in a systematic way." This definition considered as a primarily sense of this term. This means that the writing system can be used both for referring to the general way of writing which can be also called script and also for speaking about the type of writing which is a language specific. Here more explanation about what is already mentioned.

1.3.2. Script

The oxford dictionary defined the term "script" as follows

- Handwriting as distinct from print, written characteristics
- Printed type imitating handwriting
- Writing using a particular alphabet

Script has been defined by Coulmas (2003: 35), as "the graphic form of the units of a writing system." This means a physical forms, letters, symbols... The Roman alphabet is a well-known example of a script, in fact a single type of writing system includes different scripts, for example the alphabetic writing system has many scripts such as the Roman alphabet, Greek ... Some authors like Daniels and

Bright (1996) and Sampson (1985: 20) used the terms " script" and "writing system" as synonyms, Coulmas (2003: 35) gave a clear distinction between the three saying that.

The term script is reserved for the graphic form of the units of a writing system. Thus for example, the Croatian and Serbian writing systems are very similar, but they employ different scripts, Roman and Cyrillic, respectively. Some scripts are thought by their speakers to be intrinsically related to their language, while others are perceived as serving a variety of languages. The Korean, Yi, and Cambodian scripts are examples of the former, and Roman, Arabic and Devanagari exemplify the latter. The terms writing system and script are distinguished from orthography, which refers to the standardized variety of a given, language-specific writing system.

For more explanation, the example of the English and Russian writing systems is taken; they are both Alphabetic but have different scripts: the first uses the Roman script and the second uses the Cyrillic. Furthermore, the English and Spanish are alphabetic and use the same Roman script but they do not have the same orthography and spelling.

1.3.3. Orthography

The Oxford dictionary defines orthography as follows "the conventional spelling system of a Language". Coulmas (2003: 35) defines it as "the standardized variety of a given, language-specific, writing system". It is agreed that orthography is language specific, that is to say, every language has its own and unique orthography.

Orthography in some points used to replace the term writing system referring to the set of rules used in a particular language for spelling , punctuation... called " the English writing system", " the Japanese writing system" etc., and "in this sense a writing system is language specific" (Coulmas,1999: 560) Coulmas begins his entry in The Blackwell Encyclopedia of Writing System (1996: 379_80) as follows

"orthography: Correct spelling and that part of grammar that deals with the rules of correct spelling. An orthography is a normative selection of the possibilities of a script for writing a particular language in a uniform and standardized way. All orthographies are language specific. As the most visible and most consciously learned linguistic subsystems, orthographies are often codified by official decree.

In alphabetically written languages, the aspects of writing most commonly codified by means of orthographic rules are grapheme-phoneme correspondence, word division, hyphenation, capitalization, and the spelling of loan words. Punctuation is sometimes also subsumed under orthography... from this, many explanations can be derived. Orthographies are language specific, every language has its own orthography which deals with the correct spelling and punctuation.

1.4. Types of writing system

As mentioned before the term 'writing system' can be used to refer to both 'a writing system for a particular language' and to the 'general use of writing system'. Writing system in the second sense has three main types: logographic, alphabetic and syllabic.

1.4.1. Logographic

A writing system that is based on logograms is called logographic system. A logogram is word represented by a picture or a symbol, it can also called ' ideograms' or ' hieroglyphs', the American Heritage Dictionary of The English Language defined logograms as "a written symbol representing an entire spoken word without expressing its pronunciation; for example, for 4 read "four" in English, "Quattro" in Italian, أربعة/arbaSa/ in Arabic. Also called ideogram, logograph.

- 9 -

1.4.2. Syllabic

Syllabaries are writing systems whose signary is based on the syllables of a particular language. Daniels and Bright (1996: 49) define syllabary as a "a type of writing system whose characters denote syllables, with no deliberate graphic similarity between characters denoting phonetically similar syllables." Some famous examples of syllabic system are the Mande syllabaries, Bamum (syllabary of Cameroon). The syllabic system considered to be more efficient in teaching a language. In the syllabic system, individual symbols represent distinct syllables.

1.4.3. Alphabetic

The alphabetic writing system was defined by Daniels and Bright (1996: 39) as "a type of writing system that denotes consonants and vowels", a mostly used alphabetic writing script is the Roman script or as called the Latin script. Jensen (1970: 520) said that "The Latin alphabet...became the script of the western half of the Roman Empire, and through the agency of Roman Christendom it finally came to be the sole script of the majority of Europe (the only exceptions being the eastern and south-eastern areas using the Greek-Slavonic alphabet)." The alphabetic writing system is that type which deals with the consonants and vowels of a language. Unlike the syllabic system, each symbol in the alphabetic system represents a phoneme.

1.5. Component of the Writing Skill

Learning to write in English is such a complex difficult task to achieve; it should be restricted to a set of rules and criteria. An effective piece of writing should include according to Starkey (2004: 2) organization, coherence, clarity, with accurate language and word choice.

1.5.1.Organization

In the writing process, organization is considered to be the first thing to do. Ideas, information and goals should be organized first in head before start writing in order to form an entire plan about the target text or the paragraph.

Organization helps the writer preparing easily for the piece him/her willing to write. The reader also benefits from this point (organization) in understanding the ideas of the writer and the aim behind this operation.

According to Starkey (2004) organization helps the readers to show how the points are linked together and how they support your thesis. Starkey (2004: 2) states that "the direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead".

Organization requires a set of techniques that make the piece of writing understandable and clear and give it the value of the writing process. A wide important technique called the pre-writing which includes free writing and brain storming .For Starkey (2004), the prewriting technique in organization is the planning of the work which comes after reading and gathering the information from the prewriting. For Galko (2002: 10) "brainstorming is to let your ideas flow without judging them" which means that the brainstorming technique is very important in developing and improving one's writing. According to Galko, free writing is what comes to your mind without stop with focusing on a specific topic.While "free writing" might better be called " flow writing" for Starkey (2004: 10) , because the most important aspect to this prewriting technique is the flow, or momentum, that comes when you stay with it".

1.5.2. Clarity

Clarity is one from the most necessary criteria in the writing process. The purpose behind writing a text or a paragraph is to reach a response from the readers, therefore the writer should be clear and should make his information easy to understand to convey his/her message . Writing is not a pen and paper, it goes beyond that trying to create a new knowledge sometimes. Starkey (2004) mentioned four fundamental elements in making writing easy and accurate:

- Eliminate ambiguity: the writer should avoid using ambiguous words or phrases which may have different meanings in order to help the reader understand the target easily.
- 2) Powerful, precise adjectives and adverbs: the writer should be aware that the powerful adjectives and proverbs effect strongly on the reader's point of view, so he/ she should be selective when concerning the right adjectives, adverbs and words.
- 3) Be concise, according to Starkey (2004: 15) "there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, using the active (as opposed to passive) voice whenever possible."
- 4) Avoid unnecessary repetition: repetition of words, information and ideas can destroy the clarity of the written piece sometimes.

Clarity can be neglected from students sometimes because most of them think that the information they give is sufficient enough to make the reader understand the idea, this is probably the most common mistake they commit while writing. However, clarity has never been something that should be neglected or misused when producing a piece of an understandable writing.

1.5.3. Coherence

Coherence is a very important 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 Creme and Lea (2008) confirmed that coherence has a great role in making a good piece of writing. Murray & Hughes (2008: 45) observed that "a good writer "sticks" their ideas together so that they act as a links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structures break down".

Coherence makes the ideas linked together so that the reader can understand easily the content of the writing. In writing academically, all of the writing skills should be included correctly, each in their natural place. Coherence is one of these necessarily skills which cannot be missed in academic writing, many students don't pay attention to the mess that can be found in a text or a paragraph which is clear from the coherence criteria.

1.5.4. Word Choice

The writer is required to pick their word attentively. According to Starkey (2004) the word choice displays the learner's style of choosing the lexical items and structures in order to convey his message. Starkey believed that there are two aspects the learner should consider while choosing his words: denotation and connotation.

Denotation is "literal meaning of the word" Starkey (2004: 22), it means that the writer should be sure about the correct meaning of the word. The confusion may stem from words that sound or look similar (but have very different meanings), words and usages that sound correct (but in fact are not considered Standard English), or words that are misused so often that their wrong usage is thought to be correct.

Connotation is concerned about the writer's feelings, opinions, suggestions which can be positive, or negative, or neutral. The writer should be selective concerning the words because any mistake can be taken as a misunderstanding from the reader that can annoy or insult him/her. That means being aware of inclusive language, and avoiding slang, clichés, and buzzword" (Starkey; 2004: 24)

1.5.5. Mechanics

"The term 'mechanics' refers to the appearance of words, how they are spelled and arranged on paper". Kane (2000: 15). According to Starkey, the writing mechanics include grammar, spelling, punctuation, and capitalization. Brooks and Penn (1970: 20) state that "for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean the rules of grammar and punctuation."

1.5.5.1. Grammar

The writer should be aware about the grammar rules and the way to use them appropriately such as: pronouns, adjectives, adverbs, prepositions ... etc.

- **Pronouns**: according to the oxford dictionary a pronoun is used to replace a noun that has already been mentioned or that is already known, often to avoid repeating the noun.
- Adjectives: a word naming an attribute of a noun, such as sweet, red, or technical
- Adverbs: are words that describe the verbs
- **Prepositions**: a word governing, and usually preceding, a noun or a pronoun and expressing a relation to another word or element in the clause, as in 'the man on the platform', 'she arrived after dinner', 'what did you do for it ?' oxford dictionary)

1.5.5.2. Capitalization

Capitalization is necessary both for specific words and to start sentences and quotes Starkey (2004). Capitalization is very important in writing academically; the writer should be restricted to the rules of capitalizing and should give them an importance as much as he/she gives to another writing skill because most of the students nowadays write only to get a degree not taking into consideration that these types of mistakes they commit while writing academically especially neglecting the skills which are very important in creating a clear and understandable texts and essays can stick to them all the way of their educational and maybe professional career.

1.5.5.3. Punctuation

It is necessary part in English academic writing. With proper punctuation your writing will be more polished and technically correct, and you will convey your voice more directly, Starkey (2004). Murray & Hughes (2008: 185) state that punctuation indicates pauses and sentence boundaries also help the reader understand what is written.

Capitalization and punctuation are very important in writing as Murray & Hughes (2008: 185) said "they indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make the work easier to read and understand and will therefore help it make a more favorable impression on your readers."

1.5.5.4.Symbols of punctuation

Here are some symbols of punctuation that are necessary when writing essays:

- **full stop** (.): is used to indicate that the sentence is ended
- **Comma** (,): is used to make pauses, separate sentences or words, give different examples
- Exclamation mark (!): used to express a strong feeling within a Sentence like anger, fear...
- Question mark (?): used in a sentence to ask a question.
- Semi-colon (;): the use of the semi-colon is generally difficult to use, it is used to join two connected sentences.
- **Colon** (:): used when listing.
- Apostrophe ('): used to indicate possession.
- Quotation marks (""): used when quoting someone's speech.
- **Hyphen** (-): used to link words together.
- **Brackets**() : always together and used to point out an idea that doesn't belong to the main sentence
- Slash (/): is used instead of 'or'.

1.6. Conclusion

Writing is a very wide and complex approach in linguistics. The fact that is taught with a specific skills and techniques made it very difficult to achieve especially for the learners of foreign language. As a result, it was neglected in the past, the spoken language dominated. The fact that some languages have only their spoken form lead also to this negligence of the written language.

Scholars in the domain mentioned this negligence and reacted against it. The spoken and written form of a language should go hand in hand and no approach should dominate over the other. 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 and three.

CHAPTER TWO: THE IMPACT OF SOCIAL MEDIA ON STUDENTS

Chapter two

- 2.1. Introduction
- **2.2.** Social Media in Algeria
 - **2.2.1.** Definition of Social Media
 - **2.2.2.** Categories of Social Media
 - **2.2.3.** Social Networking Sites (SNSs)
 - 2.2.4. Examples of SNSs used by Algerians
 - 2.3. The Difference between Social Media and Social Networking Sites
 - 2.4. Social Media and Traditional Media
 - **2.5.** The Role of Social Media
 - 2.6. Advantages and Disadvantages of Social Media
 - **2.7.** Language of the Net
 - 2.7.1. Texting
 - 2.7.2. Abbreviation
 - 2.7.2.1. List of Common Abbreviations and Acronyms Used in Texting

2.7.2.2. List of Common Emoticons Used While Texting

- 2.8. Addictiveness of Social Media by EFL Students
- 2.9. The Negative Effects of Social Media on EFL Students
- 2.10. Conclusion

2.1. Introduction

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.

2.2. Social Media in Algeria

As it was stated in 'African Leadership Magazine', the Internet has observed a maintained growth in adoption rate in Africa, with penetration currently pegged at 16 percent and more than 167 million active users across the continent. (Elhimden et al, 2014). The vast developed adoption of social media is not easily an argument of creating more local content. "The world is a stage where with the internet people can do whatever they want. Because it gives them power, opportunity and space to be creative and free" said Atagana(cited in Elhimden et al, 2014)

Social media have become a strong instrument in Africa. To speak more specifically the case of Algeria is taken. According to internet web state (cited in Samira Chaabna & Hu Wang, 2014: 48), over the past decade the number of internet users in Algeria has greatly increased more than 100 times, from 50.000 users in 2000 to approximately 6,7 million users in 2014. This is due to the increase of internet speed and lowering of tariffs as well as the introduction of new telecommunication technologies such as 3G and 4G LTE. Algerie telecom launched an LTE network in 2014, making Algeria the first country in North Africa to have such a network.

2.2.1. Definition of Social Media

Social media are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology. Kaplan and Haenlein (2010: 61) define social media as "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." (Cited in TharineeKamnoetsin, 2014).

Social media are generally defined as forms of electronic communication as web sites for social networking and microblogging through which users create online communities to share information, ideas, personal messages, and other content such as video. That is to say, these social media are regarded as the scientific equipment that people use to interact and socialize with each other by creating sharing and commenting among themselves in different networks.

2.2.2. 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).

2.2.3. 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 Ellision, 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. (citedinPeterOsharive, 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.

2.2.4. 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.

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%

2.2.5. Social Media Usage in Algeria

Table n2.1: 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.

2.3. The Difference between Social Media and Social Networking

As cited in Tharinee Kamnoetsin (2014), there is confusion between the term social media and social networks; the difference is that networking is subcategory of SM, but people use the two terms interchangeably as they mean the same thing. The difference between social media and social networking sites is that social media is a broader term, whereas social networking sites are one category of social media (DavisIII et.al 2012).

The simple way to get the difference between the two terms is to think about the term 'media' and 'networking' individually.Media is related to all the information the person shares; whether it is an article, video, a simple status or anything else. Networking is the relationship people have with their networks which can be friends, member of family, colleagues and even complete stranger. For example people can share media with their social networks to gather likes and comments a form of social networking.

If the confusion stillexists between the two terms the person can think about 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, 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 and collaboration; thereby the rising use of SNSs among college students has become a global phenomenon (Eteokleous et al., 2012; Madge al., 2009).(cited in

TharineeKamnoetsin, 2014).

2.4. Social Media and Traditional Media

As it was stated before the most form of social media are electronic like computers, smart phones, and internet. However, traditional media are TV, radio and newspaper. Angela Hausman (2012) stated some differences between them as follows, traditional media are (one-way conversation, closed system, controlled communication, formal language, passive involvement, polished content, paid platform). However, social media are (two-way conversation, open system, unstructured communication, informal language, active involvement, authentic content, free platform).

So, social media follow the process of communication, this permit people to interact which each other it means to send and to receive the information. However, in traditional media the information is only received.

2.5. The Role of Social Media

Traditional media have only one-way communication in which the material only provides the information. Television is an example of this; it provides visual information but the receiver of the information cannot give feedback to the sender. However, social media are two-way communication, because people are able to communicate and send and receive messages. So, social media follow the process of communication which has various elements, which are the message, the sender, the channel (Internet) and the receiver. This may be beneficial since the receiver will be able to give feedback to the sender, then the sender will know the view of the receiver and if his message was delivered appropriately.

2.6. Advantages and Disadvantages of Social Media

Technology is like two sides of a coin, came with both positive and negative sides. Is it true that SM is useful and helpful but it also has many disadvantages, these advantages and disadvantages were pointed by Elise Morceau (2016).

1-The Ability to Connect with Different People

The most benefit of social networking is the ability to communicate with others all over the world, from your country, halfway from your country, or regions the person has never ever heard before.

2-Easy and Instant Communication

Now communication between people became easy and instant, you can connect whenever you go simply by opening our laptop or pick up our smartphones, using Facebook or any other platform of SNSs.

3-Real Time News

If the person wants to know what is happening around the world you simply to jump on social media, you don't have to wait for the six o'clock news; or wait till tomorrow to read the newspaper, with social media you can find all what you want in seconds.

Disadvantages of Social Media

Despite the positive advantages, social media also have disadvantages:

1-Informative overwhelm

Now with so many people on social media and the big number of friends and followers; can lead to lot of bloated news feeds with too much content that the person is not all interested in, when tweeting links, posting selfies, and sharing YouTube videos, it sure can get pretty noisy.

2-Privacy issue

Too much sharing with the public can open up all sorts of problems that sometimes cannot even be undone, issues over privacy will always be a big concern; after sharing your geographical location online, or even getting in trouble at work after tweeting something inappropriate.

3-Online Interaction Substitution for Offline Interaction

Some people argue that social media actually promote antisocial human behavior. Since people are connected all the time and you can pull up a friend's social profile with a click of the mouse or a tap of the smartphone. It is becoming a lot easier to use online interaction as a substitute for face-to-face interaction.

2.7. Language of the Net

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 everyday. 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.

2.7.1. 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. 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.

2.7.2. 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.

Abbreviations	Their meaning
IDK	I don't care
2morow	tomorrow
2nte	tonight
AEAP	As early as possible
ASAP	As soon as possible
ASL	Age/sex/location

2.7.2.1 List of Common Abbreviations Used in Texting

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
СҮТ	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
КРС	Keeping parents clueless
L8R	Later

 Table n2.2: The most Common Abbreviations Used while Texting.

٢	Нарру
8	Sad
:-/	Confused
;)	Winking
: x	Love struck
:0)	Clown
: p	Tongue
:-*	Kiss
B-)	Cool
:((Crying
O:-)	Angle
:-w	Waiting
:-?	Thinking
:-S	Worried
>:)	Devil
:-&	Sick
<:-P	Party

2.7.2.2. List of Common Emoticons Used while Texting

Table n2.3: The most Common Emoticons Used while Texting.

2.8. Addictiveness of Social Media by EFL Students

Yunus and Salehi, (2016), said (SM), or(SNSs) often used interchangeably, such as Facebook, have called attention from policymakers and educators as to whether institutions of higher learning should adopt SNSs as a teaching and learning tool in an EFL setting (cited in Tharinee Kamnoetsin, 2014).

In Algeria social media are also becoming a fundamental part of life everywhere. It seems that people use Facebook more than any other SNSs for studying or for social reasons. In texting Algerians use different languages for examples: Arabic, French, and even English. This research is more interested with the use of English language by Algerian students. Sometimes EFL learners use the English language informally in their academic writing. They use inappropriate forms or informal language in writing class, such as: 'lge' instead of language.

Some students admit that they did not realize that they should not use those informal forms in writing because they had seen it often and use it regularly, or they forget and use the same words of texting in the classrooms. Jeong (2005) noted that internet is significantly and negatively related to students' academic performance, as well as emotional attributes. (cited in Peter Osharive, 2015).

The habit of using English in informal short forms in prevalent among English language learners (ELL), and effects students' academic writing. One participant from Yunus et al. study's (2012) 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 school. Selwyn (2009) pointed out that Facebook failed to improve students' writing because student use informal writing structures rather than formal writing styles.Research by Rosen et al. (2009) found that those young adults who used more language based textisms (short cuts such as LOL, 2nite, etc.) in daily writing produced worse formal writing than those young adults who used fewer linguistic textisms in daily writing.(cited in Tharinee Kamnoetsin,2014).

The common features of informal writing considered inappropriate in a writing class that have been widely used on online chats or social networks sites are as follows:

1-phonetic spelling used for transcription of standard pronunciation such as "nite" for 'night', 'guyz' for 'guys', 'luv' for 'love', 'wanna' for 'want to', (Danet and Herring, 2007, p 97).

2-emoticons and smileys used for conveying a feeling are: such as facing a hard situation -_-! Being happy:), being sad: (.

3-multiple punctuation marks or letters used for a prosodic effect are such as: no more!!!!!, yes!!!!!, aaaaahhhhh, sooooo. (Crystal, 2001, p. 34-35).

4-capitalization use: all capitals for 'shouting' such as 'I SAID NO', asterisks for emphasis such as 'the*real*answer' (Crystal, 2001, p. 35).

5-special abbreviations or acronyms used for saving time and making it convenient, such as b4/B4 (before), lol/LOL (laughing out loud), oic/OIC (oh I see).

6-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).

2.9. The Negative Effect of Social Media on EFL Students

Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process, students addictiveness on SNSs can cause many disadvantages in some way:

- a) It is not a suitable environment or it is inappropriate for formal teaching and learning activities (Kabilan et al. 2010. Shih, 2011).
- b) May affect student learning outcomes and physical and mental health because, 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 may not provide a suitable environment for formal teaching and learning (Kabilan et al, 2010, Omar et al, 2012, Shih, 2016). Because it creates student's distraction and creates a habit of using too many short forms in writing (White, 2009, Yunus, et al, 2012). Moreover, Manan 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, Facebook, on EFL learners' writing has been inconclusive. (cited in Tharinee Kamnoetsin, 2014).

This chapter has defined key words as SNSs, social media, the difference between them...etc.as it provided some common features of informal writing which are inappropriate in writing classes, and the negative effects of social media on students.

2.10. Conclusion

This chapter has presented what social media and social networking sites mean, and specifically 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 advantage as it has many negative impact on students, and how does texting and using a lot of abbreviations affect their academic performance.

CHAPTER THREE: FINDINGS AND DISSCUSSION

CHPTER THREE

- 3.1. Introduction
- **3.2.** Instruments of Data Collection
- **3.3.** Selection of participants
- 3.4. Procedures
- **3.5.** Findings and analysis
 - 3.5.1. Analysis of the Students' Questionnaire
 - 3.5.2. Analysis of Students' Exam Papers
- **3.6.** Discussion
- 3.7. Conclusion

3.1. Introduction

This chapter represents the methods used in gathering and analyzing data of the questionnaire and observation results. It explains the tools and instruments which helped presenting this research work; without neglecting the participants (the sample population) of this research work. This chapter ends with a general discussion of the findings. The scope of this chapter is to explain the research methods used for this study.

3.2. Instruments of Data Collection

Two tools were used in this work, including questionnaire which attempts to collect quantitative data that provide answers for the research questions as mentioned in the introduction. The questionnaire was addressed to the English students of the Foreign Languages at Abu-Bakr Belkaid University. The questionnaire contained 11 questions that aim to see how formal writing can be affected by texting (abbreviations, acronyms...). On the other hand, it tries to figure out the attitudes of these students towards texting and the reason of its use in their formal writing.

The second tool used to gather data was observation. The method consisted in the observation of the exams' papers of some English students of (LMD1 and Master1), in which students use the style of texting in writing formal essays.

3.3. Selection of participants

Both in the questionnaire and the observation, the participants were English students of LMD1 and Master1.

3.4. Procedures

Questionnaires were administered to 40 students, 20 males and 20 females of different ages. They were given the week that preceded the second semester exams. Observations were about examples of students' mistakes made while writing formal essays, examples were brought by our supervisor and some were taken from LMD1 and Master1 exams papers. All students' answers were taken into consideration with no exception, analyzed carefully and written down as arguments that justify some cases of mistakes done while writing academically.

3.5. Findings and analysis

The data gathered from the students' questionnaires and observations were analyzed to summarize the results of this study. Data analysis tends to discover the different mistakes used by students while writing formal essays. Data were analyzed using the theoretical models explained above.

3.5.1. Analysis of the Students' questionnaire

As it was already explained, the questionnaire was given to forty students. To be representative, it was distributed to males and females of different ages. The questionnaire was a combination of all types of questions (close-ended, open-ended and multiple choice questions). All answers were written in English except for some abbreviations were written in French.

Not all the participants handed their questionnaire, since 45 questionnaires were distributed and only 40 were handed back. The analysis of the retrieved questionnaires provided the following answers.

Questions n°1 and n°2: Were about gender and age. Questionnaire was distributed equally between males and females whereas the age of participants was ranging between 18 and 26 and only two females' ages were 32 and 36 years old.

Questions n°3: Do you use social media in your daily life?

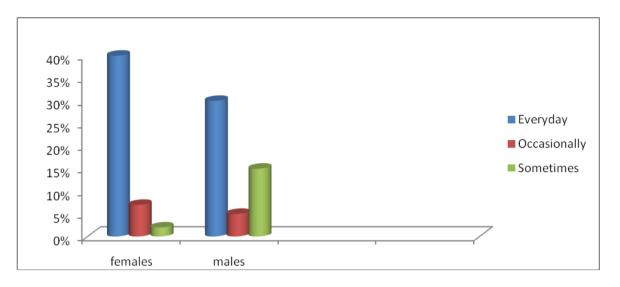
When asked if they use social networking sites in their daily, life all the participants answered yes. The results show that 100% of students use social networking sites; which means these SNSs is very important for them and became as a necessity in their life.

Question n°4: How often do you visit social 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	03	01
percentages	40%	07%	02%
males	12	02	06
percentages	30%	05%	15%

Table n3.1: Students' Timing on Social Networking Sites.



Graph n3.1: Students' Timing on Social Networking Sites.

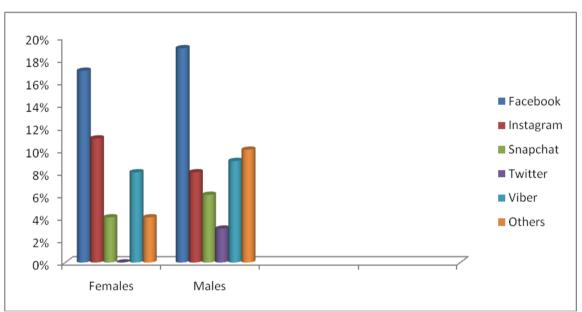
The results revealed that 40% of females and 30% of males use SNSs everyday, while the rest of them were divided between using SNSs occasionally and sometimes. These results show that the majority of students which represent a total of 70% uses SNSs everyday which means that the latest is very important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

Question $n^{\circ}5$: which social networking sites do you prefer most? (Multiple choices were allowed)

According to the analysis of data the majority of students gave more than one choice. Concerning females' answers, 37% said that they use Facebook, 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 42% use Facebook, 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.

	Facebook	Instagram	Snapchat	Twitter	Viber	Others
Females	15	10	04	00	07	04
Percentages	17%	11%	04%	00%	08%	04%
Males	17	07	05	03	08	09
Percentages	19%	08%	06%	3%	9%	10%

Table n3.2: Student' Favorite Social Networking Sites



Graph n3.2: Students' Favorite Social Networking Sites

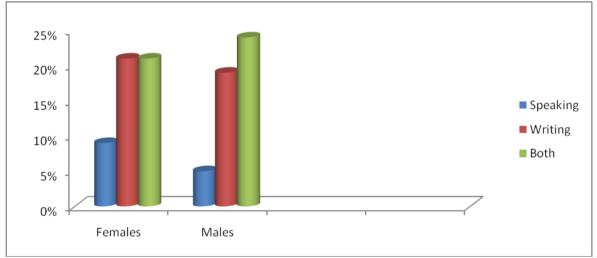
According to the results, Facebook ranks the first among students with 36% which means that Facebook is the first social networking site that students use to communicate with others all over the world.

Question n°6: What do you prefer when communicating with social networking sites? (Multiple choices were allowed)

Findings show that 04 females prefer speaking while communicating in SNSs, 09 of them prefer writing and 09 prefer both writing and speaking, however, 02 males prefer speaking, 08 prefer writing and 10 of them prefer both speaking and writing when communicating with others.

	Speaking	Writing	Both
Females	04	09	09
Percentages	9%	21%	21%
Males	02	08	10
Percentages	5%	19%	24%

Table n3.3: Students' Way of Communication



Graph n3.3: Students' Way of Communication

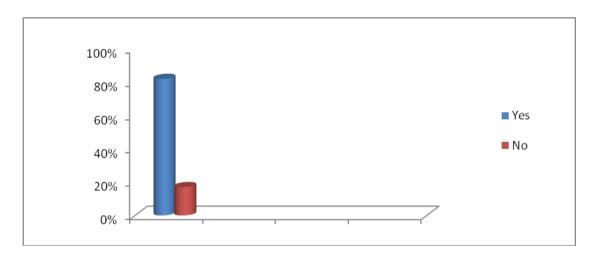
Results revealed that students prefer using both ways of communication (speaking and writing) or writing alone.

Question n°7: 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 17% were negative. The following graph and table give an idea about these answers:

	Yes	No
Number of students	33	07
Percentages	82%	17%
Percentages	82%	1 / %

Table n3.4: Students' use of Abbreviations



Graph n3.4: Students' use of Abbreviations

The results revealed that 82% of the informants said that they use abbreviations while texting. 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	Don't know
IRL	In real life
ТВН	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
UR	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 n3.5: Most used Abbreviations in English.

abbreviations	Explanations
MDR	mort de rire
RAS	Rien a signaler
SLT	Salut
B1	Bien
Je rev	je reviens
SVP	S'ilvous plait
STP	S'ilte plait
Prk	Pourquoi
Psk	Parceque
Dmg	Dommage

Table n3.6: Most used Abbreviations in French.

symbols	Explanations
SLM	Salam
HMD	Hamdoullah

Table n3.7: Most used Abbreviations in Arabic.

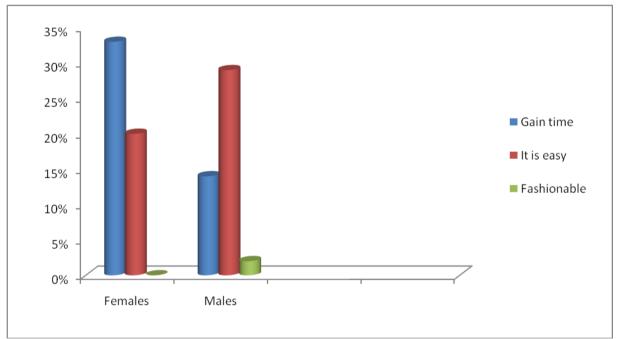
These tables represent the most used abbreviations among students in English, French and Arabic.

Question n°8: Why do you use abbreviations?

Participants were integrated about the reasons that push them to use abbreviations while texting. Their answers were as follows: 16 females and 07 males use abbreviations to gain time, 24 participants (10 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	Fashionable	
		process of texting		
Females	16	10	00	
Percentages	33%	20%	00%	
Males	07	14	01	
Percentages	14%	29%	2 %	



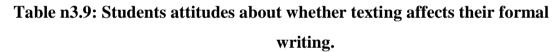


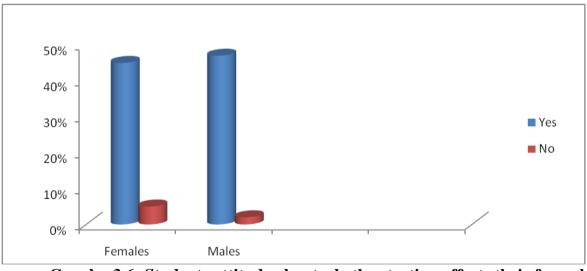
Graph n3.5: Raisons in which Students use Abbreviations

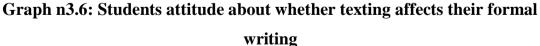
Findings show that the use of abbreviations is not related to fashion but students use it only to gain time and to facilitate the process of texting. So they prefer texting to communicate faster because it is easier. Question n°9: Do you think that texting affects the students' formal writing?

Participants were asked if texting can affect their academic writing or not. The results show that 92% of students said 'yes' (45% females and 47% males) and the rest of them said 'No'.

	yes	No
Females	18	02
Percentages	45%	05%
Males	19	01
Percentages	47%	02%



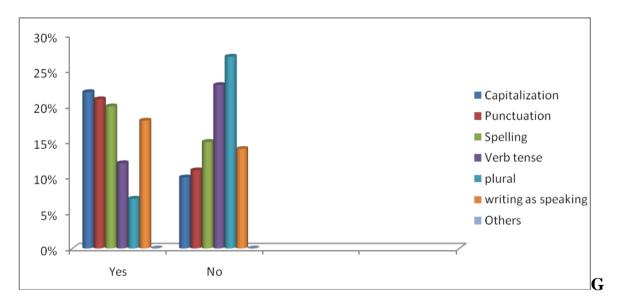


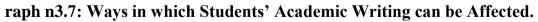


Regarding the results, 37 of students said 'Yes' while the three said 'No'. Participants whose answers were positive were asked about the manner in which texting can affect their academic writing. Their answers were as follows: (Multiple choices were allowed).

	Yes		No	
	Number of students	percentages	Number of students	Percentages
Capitalization	26	22%	10	10%
Punctuation	25	21%	11	11%
Spelling	24	20%	16	15%
Verb tenses	14	12%	23	23%
plurals	08	7%	28	27%
Writing as when speaking	21	18%	15	14%
others	00	00%	00	00%

Table n3.10: 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. Question $n^{\circ}10$: What are the forms of language (abbreviations...) that you use in formal writing? e.g.: lge \longrightarrow language

Concerning this question 17 students have answered it whereas the rest said that they do not use abbreviation. Students who said that they use abbreviation gave some examples in the following table:

Examples	Explanations	
Sth	Something	
Ling	Linguistics	
Lge	Language	
VS	Versus	
Нуро	Hypothesis	
Bcz	Because	
Phil	Philosophy	
Eng	English	
CS	Code switching	
СА	Contrastive analysis	
Inf	Information	
L1	First language	
L2	Second language	
Lit	Literature	
Civ	Civilization	
Fr	French	
Br	Britain	
Ppl	People	
Sb	Somebody	

Table n3.11: Students' Examples about Abbreviations they use in FormalWriting

These are results revealed from this question. The table contains examples of abbreviations suggested by students. They have the habit to use them while writing formal essays. Some students said that they do not use abbreviation, and one female said that she does not use abbreviations but if she does; it is done unconsciously.

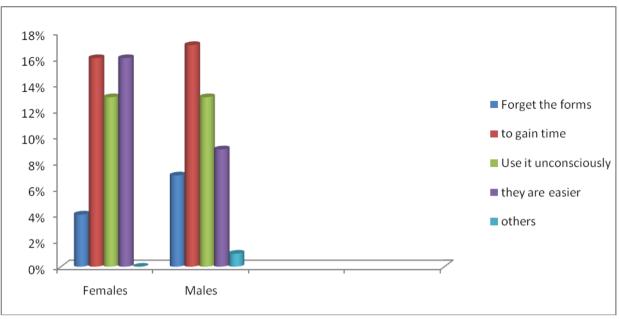
Question n°11: What are the causes that make you use these abbreviations in formal writing? (Multiple choices were allowed).

Informants were asked about the causes that make them use those forms in formal writing. results showed that 08 of the participants (03 females and 05 males) said they forget the form of the word, 23 informants (11 females and 12 males) said they use abbreviations to gain time when writing academic essays, while 18 informants (09 females and 09 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.

	Number of	Percentages	Number of	Percentages
	females		males	
Forget the forms of	03	4%	05	07%
words				
To gain time while	11	16%	12	17%
writing formal essays				
use these forms	09	13%	09	13%
unconsciously				
It easier to use	11	16%	06	09%
abbreviations				
Others	00	00%	01	01%

Tablen3.12: Causes in which Students use Abbreviations while Writing

Formally.



Graph n3.8: Causes in which Students use Abbreviations while Writing Formally.

Findings show that students cannot escape using abbreviations while writing academic essays. They say most of the time they use abbreviations unconsciously and in order to gain time. Due to the consequences texting leaves on students formal writing.

3.5.2. Analysis of the students' exam papers

While observing some students' exam papers, different things can be marked about the way they write their formal essays in terms of using abbreviations and making grammar and spelling mistakes. The following table contains some mistakes made by students while writing formally. These mistakes were taken from their exam papers.

Grammar	Spelling	Punctuation	Capitalization	Abbreviation
It change	Diffrent	There was	god	Lge
Children is	Injoy	plenty of punctuation	steve	Lit
Two person	Probleme	mistakes like:	new york	Ling
He have	Hendl	over time the		Eng
He ask	Specilly	speech community		Info
She meet	Obset			
	Idial			
	Board			
	Discution			
	Selfphones			
	Possibal			
	Bouth			

Table n3.13: Students Mistakes Madewhile Writing Academic Essays.

Correction of mistakes:

it change \longrightarrow	it changes	diffrent \longrightarrow	different
children is \longrightarrow	children are	injoy>	enjoy
two person	two persons	probleme \longrightarrow	problem
he have \longrightarrow	he has	hendl>	handle
he ask \longrightarrow	he asks	specilly \longrightarrow	specially
she meet \longrightarrow	she meets	$obset \longrightarrow$	upset
idial ——>	ideal	board>	bored
$selfphones \longrightarrow$	cellphones	discution \longrightarrow	discussion
possibal>	possible	bouth \longrightarrow	both
$god \longrightarrow$	God	steve>	Steve
new york \longrightarrow	New York	$lge \longrightarrow$	language
$lit \longrightarrow$	literature	$\lim g \longrightarrow$	linguistics
Eng \longrightarrow	English	info →	information
over time the speed	ch community	\rightarrow Over time, the s	speech community

From the observation taken from students 'exam papers, many mistakes have been found in their formal essays. These mistakes have been divided into many types, each one put into the category it belongs to. The types of mistakes that were taken into consideration are: grammar, spelling, punctuation, capitalization and abbreviations.

Grammar and spelling mistakes are the most committed ones among the examples taken. In grammar mistakes, forgetting the 's' of the third person is the most common mistake as in 'change' instead of 'changes'. Also neglecting the 's' of plural as in 'two person' instead of 'two persons'. In addition, to the conjugation mistakes as in 'children is' instead of 'children are' and 'he have' instead of 'he

has'.

Spelling part also took a big part of the observation. Students sometimes wrote words in French because they are similar to those of English, as in 'probleme' for 'problem' they also write the words as they pronounce them as in 'board' for 'bored', selfphones' for 'cell phones', 'possibal' for 'possible' and 'discution' instead of 'discussion'. Other time, they just get confused and forget the form of the word as in 'diffrent' as opposed to 'different' and 'obset' instead of 'upset'.

Capitalization mistakes and abbreviations are in the second place, most of the time participants do not give importance to capitalization and knowing that is a necessary condition to form a meaningful piece of writing. Examples here mostly appear in peoples' and places' names as in 'steve' for 'Steve' and 'new york' for ' New York', also in writing the word 'god' instead of 'God'.

Concerning the abbreviations, students most the time use these 'lge' for 'language', 'ling' for 'linguistics' 'lit' for 'literature'. They use abbreviations that are related to their fields. Punctuation mistakes are also committed among students, as the example given in the table above 'over time the speech community...' instead of 'over the time, speech community...'. There are many reasons which push the students to make such mistakes. Most of them are the lack of concentration and the habit of texting which affect negatively on their writing and may commit mistakes unconsciously.

3.6. Discussion

The research findings showed that texting became a necessity among students, either for study matters or personal ones. Texting between students involve different languages but it seems that English is gaining a high status since it became the second most used language for Facebook chats after dialectal Arabic. On the other hand 82% of students use abbreviations and acronyms while texting for different reasons. Some students use abbreviations to gain time, some others' aim is to facilitate the process of texting.

Most of students want to attract others by using abbreviations while texting, because it is fashionable, however, research findings showed that the most dominant reason of using abbreviations is to gain time and to facilitate the process of communication.

Texting is a phenomenon that saves the students time and efforts that can be wasted trying to find the correct forms of the words, however, most of students agree that texting affects negatively their academic writing as it is illustrated in the (graph n 07: ways in which students' academic writing can be affected). Participants said through their answers in the questionnaire and according to the observation made that texting has brought some of the negative habits into formal essays and paragraphs, students became irresponsible when writing academically. They start to neglect the rules and the form which are necessary in producing a meaningful piece of writing. In addition, they commit spelling mistakes that are used frequently when texting.

Regarding the results obtained from this study, some suggestions are recommended for students. As to make the difference between writing when texting and writing in classes, a clear cut should be done between the two, students should separate the two styles of writing from each other, as the first is simply used to interact with friends and different people and to gain time while doing so. However, the second should be written clearly using an academic style and respecting the rules (punctuation, grammar, coherence...etc.) to separate between the two styles students may join some groups of English learning on Facebook, since, they use Facebook approximately everyday. In these groups they can learn to interact with other members formally without using abbreviations, acronyms, emoticons...etc. This will help to improve their writing.

3.7. Conclusion

Through the two research instruments, there has been an attempt to discover some of the ways in which students at Abu Bakr Belkaid University of Tlemcen make mistakes while writing formal essays, one of the reasons behind these mistakes is the negative impact of texting on them. This chapter tried to proof and illustrate the students' ways of writing formally. Indeed, students when texting write the way they speak without giving importance to the academic rules such as capital letters, punctuation...etc., this lack of importance became a habit for students while writing in classes.

It is agreed that social media have an important role in students' daily life whether from the personal side since they facility ate the interaction between people from all over the world or from the educational side since they provide useful information. However, this research work proved that there is another side in which social media can affect negatively on the students' educational career.

General conclusion

General conclusion

Social media are becoming an integral and fundamental part of life everywhere. Facebook users are rising each day including Algerian users. They developed a new way of texting between each other using different languages like English. The present study explored the negative impact of social media on EFL students, and mistakes done while writing informally among English language students of Abu Bakr Belkaid University at Tlemcen. The current study was set to seek answers about the formulated research questions on the phenomena of social media.

In fact, this research was divided into three main chapters: chapter one was primarily concerned with some concepts in relation with academic writing, writing system, types of writing, and component of the writing skill...etc. Chapter two provided definitions of the key words, social media, SNSs, and texting. It also discusses the students' addictiveness to social media and their negative effects on them. Chapter three presents a description of research instruments, data collection, as well as, analysis of the collected data, and there was a discussion of the results findings from the research instruments (questionnaire and observation). This chapter confirms why students use the forms of texting while writing formally. Results showed that there are a range of reasons that lead the students to use the style of texting while writing their academic essays. These reasons include: forgetting the form of the words, gaining time, using them unconsciously or because it easier to use these forms (abbreviations, no capitalization, no punctuation, grammar and spelling mistakes...etc.) instead of using the right forms and respecting the rules.

The results obtained revealed that two of the hypotheses were confirmed. Therefore, regarding that most students agreed that texting affect that texting affect their writing. The researchers gave some recommendations for them to separate between texting and writing in class. Social networking sites and texting became a must in a world of globalization and technological invention. The present study opens the door for other researchers to make a further exploration about texting among students and the causes that leads them to use it while academic writing.

Bibliography

Bibliography

- Brookes, A. & Penn, C. (1970). Study English : A Course in Written English for Academic and Professional Purposes. Cambridge: Cambridge University Press.
- Byrne, D. (1988). *Teaching Writing Skills*.New ed. Longman Handbooks for Language Teachers series.Harlow: Longman
- Chaabna, S. & Hu, W (2015). Analysis of the state of e-commerce in Algeria. *International Journal of Marketing Studies*. 7(2).44-55.
- **Coulmas, Florian**. (1996). *The Blackwell Encyclopedia of Writing Systems*. Oxford: Blackwell.
- ----- . (1999). Development of Orthographies. In: Daniel Wagner, Richard L. Venezky and Brian V. Street (eds.), *Literacy: An International Handbook*. Boulder, Colorado: Westview Press.

------ (2003). Writing Systems: An Introduction to their Linguistic Analysis. Cambridge: Cambridge University Press.

- Creme, P. & Lea, M. R. (2008). *Study English : Writing at University a Guide for Students.* UK: McGraw-Hill Education.
- **Daniels, Peter. & Bright, William.** (1996).*Grammatology, Introduction to Part I of The World's Writing Systems*. New York, Oxford University Press.
- Ehidiamhen et al (2014) .Africa inside the continents new 14 billion social media industry.*African Leadership Magazine*.

http://africanleadership.co.uk/africa-inside-the-continents-new-14bn-socialmedia-industry/ (02 april 2017)

- **Galko, D.F.** (2002). Better Writing Now : Using Words to Your Advantage. New York: Learning Express.
- Hajime, U. (2013). Improving Intermediate Learner's Writing Skills: Combining Listening and Writing in Teaching English. Hirosaki University Repository for Academic Resources.
- Hausman,A.(2012). 16 Differences Between Traditional Media and Social Media. Retrieved from.<u>https://www.hausmanmarketingletter.com/16-differences-between-social-media-and-traditional-media/</u>. (05 April 2017).

http://repository.ul.hirosaki-u.ac.jp/dspace/handle/10129/4893(16 May2017)

- Hess, N. (2001). *Teaching Large Multilevel Classes*. Cambridge Handbooks for Language Teachers series. Cambridge: Cambridge University Press.
- Jensen, Hans. (1970). Sign, Symbol and Script:An Account of Mans Efforts to Write. Third Revised and Enlarged Edition, translated from the German by George Unwin (original title: Die Schrift in Vergangenheit und Gegenwart. 1958.) London: George Allen and Unwin.
- Kamnoetsin, T. (2014). A Critical Analysis of Facebook's Impact on Collegiate EFL Students' English Writing in Thailand.Seton Hall University.(Doctoral thesis).
- Kane, T. S. (2000). The Oxford Essential Guide to Writing.New York: Berkley.
- Karan, E. (2006).WRITING SYSTEM DEVELOPMENT AND REFORM: A PROCESS.

http://arts-sciences.und.edu/summer-institute-of-linguistics(07 May 2017)

Michael, H & Doughty, C. (2009). The Handbook of Language Teaching.

http://www.blackwellreference.com/public/book. (20 May 2017)

- Morceau, E. (2016). Advantages and Disadvantages of Social Media. Retrieved from. <u>https://www.lifewire.com/advantages-and-disadvantages-of-social-</u> networking-3486020. (15 April 2017).
- Murray, N & Hughes, G. (2008). Writing Up Your University Assignments and Research Projects: A Practical Handbook. UK: McGraw-Hill Education.
- Nations, D. (n.d.). *What is social media? What are social media sites?* Retrieved from <u>http://webtrends.about.com/od/web20/a/social-media.htm</u>. (02 May 2017).
- Nunan, D. (1989). *Desining Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- -----. (1999). SECOND LANGUAGE TEACHING & LEARNING. Boston: Heinle&Heinle.
- **Osharive, P**. (2015). Social Media and Academic Performance of Students in University of Lagos.University of Lagos.(Bachelor degree).
- Paquette, H. (2013). Social Media as a Marketing Tool: A Literature Review.Major Papers by Master of Science Students. <u>http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1001&context=tm</u> d_major_papers (13 march 2017).
- Rouse, M .(n.d.). Texting or Wireless Messaging. Retrieved from <u>http://searchmobilecomputing.techtarget.com/definition/texting</u>. (20 April2017)
- Sawyer, R. (2011). The Impact of New Social Media on Intercultural Adaptation: Senior Honors Projects. <u>http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1230&context=srh</u> <u>onorsprog</u> (10 march 2017)
- Starkey, L. (2004). *How to Write Great Essays*.1st Ed. New York: Learning Express.

http://www.internetworldstats.com/af/dz.htm (18march 2017)

Appendices

Appendix A:

Questionnaire

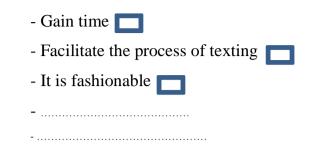
This survey is part of a research work in sociolinguistics. You are kindly requested to answer the questions and comment when necessary. Your identity and answers will remain confidential. Thank you for your cooperation.

1. Gender: Ma	le Female		
2. Age:			
3. Do you use soc	ial media in your dail	ly life? Yes 🗖	No 🗖
4. If yes, how ofte	en do you visit social	media networking sites?	
Everyday	- occasionally	-Sometimes	
5.Which social ne	tworking sites do you	prefer most?	
- Facebook 🔲	- Instagra-	-Snapchat	
- Twitter	- Viber	- Other:	
6. What do you pr	efer when communic	cating with socialnetworking	ng sites?
- Speaking	- writing	- both	
7. Do you use abb oh my God)? Y	_	ng, like (lol : laughing out No	loud/ OMG:

- If yes, give some examples of your own with explanation:

Symbols	Explanations

8. Why do you use abbreviations?



9. Do you think that texting affects the students' formal writing?



- If yes, how does texting impact thestudents' formal writing?

Mistakes you do when writing	Yes	No
Capitalization		
Punctuation		
Spelling		
Verb tenses		
Plurals		
Writing as when speaking		

10. What are the forms of language (abbreviations...) that you use in formal writing?

e.g: lge language \longrightarrow

11. 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

Appendix B:

Exam paper's observation

Grammar	Spelling	Punctuation	Capitalization	Abbreviation