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The Effect of Social Media Language on EFL Students' Academic Writing:
Case of Second-year License English Students at Tlemcen University

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the Degree of Master in Didactics

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Acknowledgements

Dedication

This research is dedicated to my dearest family, relatives, and friends who are always by my side. Their continuous encouragement kept me going even when I thought that I could not bear one more day. I am profoundly grateful for your cooperation and support.

Salah Eddine

Dedication

I have so much to say but no words are enough to express how I feel about all the people who supported me in this final research study, including my family, teachers, and friends. Success is the only way to thank them for their encouragement. I am also grateful for our teachers' guidance and motivation. Thank you so much for everything.

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Abstract

Over the past two decades, technology has rapidly advanced leading to the invention of social media, a novel method of communication that has a truly unusual effect on people's lives in many aspects, including education. In this regard, students are using social media platforms to communicate and interact with the world mostly through writing, which is, at any level of education, considered more complicating than the other language skills. However, while texting on these websites, students are likely to use informal language to facilitate their written messages as well as to avoid long and complex sentence structures. Consequently, students have adapted to this habit with a high chance of using it in academic writing. Hence, the objective of this inquiry is to determine the type of impact that internet slang has on EFL students of Tlemcen University and if they use it in their academic writing. The investigation was carried out in the second-year License classrooms. It assumed a mixed-methods research design and gathered data via digital questionnaires for students and printed questionnaires for teachers. The obtained data were analyzed and exhibited in detail. The results indicated that undergraduate students, especially second-year License, have a great interest to connect to the internet on a daily basis. Moreover, although a negative influence of social media language was confirmed, the positive effects are significant as well. Additionally, most of second-year teachers who participated in our inquiry corroborated students' assertion that the majority do not use texting language in their written assignments and coursework. Based on the respondents' answers, some recommendations were suggested to decrease the possibility of integrating internet slang into academic writing.

Key Words: Academic Writing, Social Media Language, EFL students

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

ICT: Information and Communication Technology

L1:   First Language

L2:   Second Language

LMD: License, Master, Doctorate

n.d.:   No date

Q: Question

SM: Social Media

SMNs: Social Media Networks

SMS: Short Message Service

SNSs: Social Networking Sites

SNTs: Social Networking Technologies

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General Introduction

General Introduction

The ubiquity of social networking technologies at this time has become surely undisputed. People of today, especially youths, are remarkably connected to the Internet and SNSs. Their reliance on technology has gone viral as they spend a considerable amount of time of their daily communication on texting. SM was described as the core of students' life where they share their learning and their academic experiences, and it may help them to be more socially connected with others. This uncontrolled use of SM has resulted in both positive as well as negative impacts. With that being said, writing is one of the skills by means of which these generations interact, and hence SM and the skill of writing are interlinked.

Writing is always seen as an essential skill in EFL classes. It is undeniably an important component of learning any language. This importance results from the fact that writing strengthens spelling, grammatical structures, vocabulary, and expressions. This essential skill, therefore, merits greater attention and can be improved through SM platforms. Researchers have stressed that writing via SNSs can grant English learners the opportunity to communicate with native English speakers with whom they can learn English authentically and boost their written language in motivating ways.

A multitude of literature focuses on the influence of SNSs on students' language proficiency. Some researchers highlighted that applying SNTs to the university environment offers not only benefits to students but in the long term to the entire community. As long as these sites exist, users or students take charge of their own learning by communicating and sharing their opinions on various topics and issues even by using internet slang. The sphere of multimedia technology has proven useful in promoting learning. To support that, David Crystal stated in his book, <u>Txtng: The Gr8 Dbt8</u> (apparently he wrote the title in the texting styles used in SM, and it stands for <u>Texting: The Great Debate</u>), that people who frequently write through texting are seemingly better writers and may invariably excel at writing Standard English. According to this British linguist, SNTs prod people to read because they remain attached to the screen of their gadgets or computers. Crystal contended that the more students write online, the more they progress their writing abilities. He added that although abbreviated forms are being used, chatting online enhances the control of

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language due to the high frequency of usage. This would increase students' language skills as they are actually thinking in that specific language when they are typing. Additionally, a remarkable five-week study was executed in Japan to see whether Facebook contributes to effective learning. The investigator created a discussion group in this SNS and allowed students to use internet slang as usual. In the first week, many grammar mistakes were noted; therefore feedback was given. In the second week, the mistakes decreased by almost two-thirds (2/3). The teacher kept their progress under watch and posted all the errors on the Facebook group for discussion. In the final week, the teacher asked students to write academically without using informal abbreviations and so forth. Eventually, significant improvements in spelling and grammar were noted. Students learned from their own and their colleagues' previous mistakes and reflected the advice they had been given for further writing. The study concluded that Facebook advances positive learning results on students' written assignments regardless to the form of writing used in it. Further, it was claimed in similar research that there is a positive relationship between the use of SM and students' academic performance. Students who use SNSs had high scores on reading skills test and got higher grades. In another study, it was found that online communication, which is usually composed of short forms, is denied by most educational institutions mainly due to the disrepute of public chat rooms. Yet, the researcher reported, following one of Krashen's hypotheses that the social nature of chat contributes to lowering the affective filter by offering a relaxing atmosphere for learning to take place. She added that chatting, even with SM language, can be beneficial for language learning. On the whole, many literary works revealed that SNSs are considered attractive means for students to enrich their vocabulary and improve the quality of their writing.

In contrast to the aforementioned statements, some research found a negative correlation between students' text language use and their academic writing. It was stated that using internet slang, such as short forms and informal abbreviations, is not an approving learning experience because students may habituate to this practice and consequently use it in the scholastic formal writing tasks. A related inquiry deduced that SM can negatively affect students' educational careers. Researchers stated that students have become irresponsible when writing in educational settings. Hence, students' negligence of the writing rules has resulted in making errors and using internet slang

while writing academically. Relevant research stated that students spend plenty of time using Facebook for purposes other than education; therefore, their academic results, namely writing skills, are impacted negatively. Students have developed new unusual habits of writing adopted as typical styles and unconsciously transmitted to academic writing performances. Comparably, it was contended in another investigation that the usefulness of SM platforms on EFL learners' writing has no inconclusive evidence because students tend to use non-standard English when interacting with each other online, which worsens the quality of their Standard English. Moreover, many teachers claimed that their students write their homework with shortened words and inappropriate punctuation, and they even use the ampersand "&" instead of "and".

From what has been stated above, it becomes clear that previous research contrasted with each other generating both results, negative and positive. Still, this inquiry focuses not just on EFL students but those who newly joined university, in other words, undergraduates who have not been studied yet.

This study addresses the problem that students' academic writing performance is variable as a result of utilizing SM language. Previous research reported that some students consider textism beneficial, whereas others suffered to produce a proper piece of writing due to fossilization, which is defined by the British Council website as the process where using inaccurate lexicon and grammar is entrenched in students' writing.

As reported by the Skills You Need websites, the skill of writing is a vital component of success in the workforce. It is, in fact, near the top of the employers' list, one of the requirements they seek in a job candidate. Utilizing a writing style influenced by texting styles in academic endeavors may generate obstacles in students' professional future. It is alleged that the excessive use of slang and abbreviated terms in informal settings may force writers to unconsciously apply these forms in formal writing. Consequently, many studies have been conducted to review the impact of SM as a whole on students' scholastic achievements, but few have reviewed the influence of SM language on students' writing. Besides, Most of the related literature that had been reviewed concluded that the excessive use of SM has more adverse effects than positive ones. Yet, in a number of studies examined, researchers asserted that SM language has drastically altered the way of writing of students whose English is their L1 or L2. Because preceding research investigated students of the millennial

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generation, whose minimum age is 24, this study, however, is more concerned with Algerian students, who study English as a FL and who belong to Generation Z, i.e., students who are 18 to 21 years old and are more conversant with internet slang. The study also tends to check the validity of what the reviewed research had reported, that is, if the influence of texting language is mostly negative.

After stating the research problem, the following questions have been produced:

1. Are undergraduate EFL students of Tlemcen University addicted to social media sites?

2. What kind of impact does the language used in social media have on undergraduate EFL students' academic writing?

3. Do undergraduate EFL students at the University of Tlemcen integrate texting styles into their educational written composition?

Considering the research questions and previous studies discussed above, it is assumed that:

1. A considerable number of undergraduate students use social media excessively, which may negatively affect students' mental and physical health.

2. Informal acronyms, abbreviations, contractions, and other forms of SM language have a positive impact on the academic writing of undergraduate English students at Tlemcen University.

3. Most students at the University of Tlemcen do not integrate texting language into their written assignments.

The current study has three main objectives. First, it tries to find to which extent students' daily lives are substantially influenced by SNSs. Second, it attempts to disclose the type of impact that netspeak has on students' writing performance. Thirdly, it seeks to discover if they use internet slang in their coursework and pinpoint the causes of this phenomenon if they do. Thereafter, and based on the results, some proper solutions for the matter at hand will be suggested.

Overall, the findings of this investigation will provide useful and valuable information for both teachers and students as it will disclose the kind of impact that texting language has on the new generation, as well as the vital writing mistakes frequently committed by students and how to deal with them.

The present analysis aims to scrutinize whether the language of SM, i.e., the

independent variable, has an adverse consequence on students' academic writing performance, i.e., the dependent variable; therefore, the research design is descriptive because the issue at hand requires a measurement as it is without the researcher's intervention. In other words, we do not want to manipulate the environment or the variables, and hence the current study is not experimental. Furthermore, this investigation is also exploratory because we enrolled second-year License students of Tlemcen University onto our research work, who are, as explained above, born between 2002 and 2005, which means they belong to Generation Z; not the millennial generation. Additionally, we try to obtain both quantitative and qualitative information from primary sources relying on two data collection instruments (the survey method). The first questionnaire was administered online since it is cost-effective and can be done expeditiously; consequently, we managed to obtain data from 77 informants. Thereafter, we surveyed 15 full-time English teachers of the same university. Moreover, both quantitative and qualitative research methods were employed to analyze data. In brief, a mixed-method approach is adopted in our research.

Beginning from the analysis of online questionnaires that entail close-ended, open-ended, and multiple-choice questions distributed to second-year English students at the University of Tlemcen, the present academic work is an attempt to emphasize SM usage among students, the effect of its language on their writing abilities, and if they incorporate it in their written tasks (both homework and coursework). The second data collection instrument also involves surveying second-year English teachers in the same department to grasp some beneficial and practical information about the topic and how to remedy the use of this phenomenon in educational settings.

This Master's thesis begins with a general introduction that incorporates an in-depth review of previous literature, statement of the problem, research questions, assumptions, and objectives. It also comprises the significance of the study and the procedure. All in all, this academic paper consists of five main divisions: a general introduction, three interrelated chapters, and a general conclusion. The first two chapters are devoted to the literature review and the theoretical framework. The first chapter handles the system of writing. It presents an overview of this critical language skill, such as its definition, categories, and process. The second chapter deals with the features of SM and how its language and academic writing correlate. The third chapter,

however, is intended to gather information, analyze data, summarize and discuss the results so as to add valuable information to existing findings, and finally propound suggestions.

Chapter One

General Review on Writing

1.1. Introduction

In the olden days, writing was a symbol of prestige and superiority as there were few people who could write, and speaking was the prominent means of social interaction. Nowadays, things have changed, and almost everyone can deliver a piece of writing. Globalization made this skill an essential component not just for learning a language but also for communicating with people across the world.

However, writing is considered the most difficult language skill; even natives encounter several difficulties when it comes to writing in their mother tongue, and sometimes they fail to present a good mastery of writing, therefore, writing in a second or foreign language would be a great challenge for students. Some language researchers consider writing an 'intricate' task; it is the most challenging of the language abilities to acquire. Similarly, it was debated that the process of writing is more difficult than other language skills because it demands the use of several mental processes such as long-term memory, which helps the learner retrieve domain-specific knowledge immediately. So, the distinction in writing abilities among people may be due to the limitations of the working memory. Yet, educators and educationalists maintain that through raising students' contextual awareness and with appropriate writing instruction, all learners can improve their writing abilities.

So, this chapter represents an overview of the skill of writing and attempts to disclose its fundamental aspects, including its importance, types, genres, and process.

1.2. Definition of writing

Writing is the presentation of a spoken language or even gestural language by means of a writing system. It is a vital means to convey and share our inner thoughts with the audience. Referring to the views of Nunan (1989), writing is a difficult and complicating cognitive activity wherein the writer is required to illustrate communication by putting verbal language into written words and to demonstrate control of a number of variables simultaneously. Hence, writing is a complex system that demands constant intellectual efforts and knowledge of the essential rules and principles. This Australian linguist pinpoints that, unlike oral communication, which can be performed through facial expressions, body postures, and the voice itself, written communication is a hard skill to learn, and the difficulty lies within the lack of

writing mechanisms to convey correct and comprehensible meanings. He added, "Writing depends on a number of features like linguistic, pragmatic and the context of interpretation which differs from circumstances where an oral communication takes place." (Nunan, 1999:273).

Widdowson (1978) defines writing as an act of creating correct sentences and transmitting them into words on paper. This includes mainly the use of graphic language. In this definition, the skill of writing is portrayed as a way to record one's ideas and feelings, using correct grammar in a concrete manner.

1.3. Importance of Writing

Mastering the skill of writing is important, especially to learners, as it can assist them to conceptualize and generate a well-structured piece of writing, not only for academic purposes but also for everyday life. By learning this skill, students will get knowledge of how to write effectively, how to express ideas, and how to share thoughts through writing. Harmer (2004) cited a set of points that indicate the importance of learning writing.

1. Writing has always been the instrument for strengthening the target language. Usually, teachers use the writing skill to make a note about recently acquired grammar rules in the learning process.

2. Writing may provoke a better way of solving problems, and it assists learners to focus on correct language use as they are able to think rigorously before writing.

3. Writing is critical to developing reading skills because the more we write the better readers we become.

4. Most of the time, writing is upon which one's learning and intellect will be judged.

5. It is through writing students become aware of the components of language, and it fosters their ability to explain thoughts to others.

6. Other language skills may not be performed perfectly if students lack writing competency.

7. The writing process has a sufficient amount of time to be done, unlike speaking, which does not provide enough time to think or check grammar patterns.

8. The main power of writing is perhaps the ability to influence others with

words. Written words are stronger and have great importance compared to spoken words.

1.4. Genres of writing

Writing is critical to many disciplines, even mathematics. This productive skill has a multitude of types, but the most commonly used ones are narrative, persuasive, expository, and descriptive writing. These four kinds differ from their intended purpose to their level of emotional appeal.

1.4.1. Narrative

Narrative writing is the most used rhetorical mode, i.e., it is used more than the following varieties. It is defined as a form of writing that tells a real or fictitious story. This genre is often found in long texts, such as short stories, novels, and historical accounts. But, it may also include dialogues. The main purpose is to share information about characters, settings, and conflicts which are laid out in a chronological order using the past tense (Jeffrey, 2016).

1.4.2. Persuasive

This category is all about proving a point. It is nonfiction writing that aims to make someone change their viewpoint. It encourages careful word choice, the development of logical arguments, and a cohesive summary. Persuasive writing is composed of logic and emotional appeal. The former is about making a convincing point that must sound true and possible to the audience (Jeffrey, 2016). The latter is about reaching them sentimentally and getting their interest by provoking their emotions. So, the writer does not just express their opinion but also provides justifications and evidence to support their claims. Persuasive writing and argumentative writing are often used interchangeably, and it is used heavily in advertising.

1.4.3. Expository

Jeffrey (2016) noted that expository writing focuses on acknowledged facts about a topic. It is used to explain a concept, share information with a broader audience, and simply to set forth evidence. Expository writing is not meant to express opinions but to provide proof, statistics, or results of a certain topic. Some expository writings are textbooks, articles, and scientific writings.

1.4.4. Descriptive

Writers who intend to depict a vivid picture of something in the reader's mind then descriptive writing is their solution. This technique helps the audience become more connected to what is written by attracting their attention. Descriptive writing employs figures of speech, such as similes, metaphors, irony, and paradoxes to make the piece of writing captivating and more thought-provoking. This category is mostly found in poetry, fictional novels, or plays, but also in memoires, first-hand accounts, and other nonfiction texts (Jeffrey, 2016).

1.5. The Writing System

All languages have a writing system that consists of a set of letters. Just like the concept "phoneme", which is the smallest unit of sound in a language, the term "grapheme" refers to the smallest unit of writing in a language. So, a grapheme is a letter that represents a phoneme. Still, a single phoneme may require more than one grapheme. Coulmas (1989) defines the writing system as a way of expressing the sounds of a particular language by written or printed marks. He maintained that there is a clear difference between it and the terms "script", and "orthography".

1.5.1. Script

The term script is a system of writing adapted to a certain language; it is the written form of a language, yet it is not an alphabet Coulmas (1989). An alphabet is a specific kind of script where each symbol, or a variety of symbols, corresponds to a specific sound. For example, Arabic or Chinese definitely have a script, but not an alphabet because their letters completely differ from the alphabet letters. Simply put, a script is a distinctive form of writing that represents a language. For instance, someone who never studied English, French, Spanish, or other similar languages that consist of alphabets, will not be able to read their script.

1.5.2. Orthography

The definition of orthography is the technique of correct spelling and writing in accordance with standard usage. It is also the study of how letters are used to form words Coulmas (1989). When we write a word with properly ordered letters, it means that the word is orthographically correct. For example, the word "small" is spelled: s-m-a-l-l. The term is derived from a Greek word for "correct writing".

Briefly, the writing system can be used to define both the terms script, i.e., a

distinctive written form of a language, and orthography, i.e., correct spelling of words. Yet, learning how to write is not based solely on developing automatic orthographic skills, but it needs having a cognitive and social relation (Kress, 1989).

1.6. Writing Styles

Writing style refers to how writers express themselves. There are two forms of writing, i.e., formal writing and informal writing.

1.6.1. Formal Writing

As asserted by SkillsYouNeed (n.d.), a formal writing style is usually used for education or professional purposes. This type is characterized by long and complex sentences in which the writer adopts an official tone and uses the passive voice and the third person pronouns, i.e., he, she, or it. When writing a noble letter, the writer uses this type to indicate dignified and respectful regard for the reader. Furthermore, formal writing is a bit difficult as it must be free of abbreviations and slang terminology. Word choice is critical in formal writing as well. The following sentence is an example of formal writing: "When asked about pandemic preparedness, the President stated that the government has more work to do, which raised terror among the audience."

The type of writing that is highly required in universities and sometimes high schools is academic writing, which is a part of formal writing. Some of the known types of academic writing are an essay, research paper, thesis, dissertation, book report, and journal article. When adopting the academic writing style, the writer must incorporate three essential parts: introduction, main body, and conclusion.

1.6.2. Informal Writing

An informal writing style is used on friendly occasions, such as writing for family or friends (SkillYouNeed, n.d.). The writer usually uses short and simple sentences, an active voice, and the first or second person pronoun. Besides, using contractions, interjections, and a personal or emotional tone are always welcomed in informal writing. This form of writing is easier than formal writing as the writer can use jargon and repetition. It is more spontaneous and similar to a spoken conversation. For example, "I freaked out when I heard the President saying that the pandemic will get the best of us" So, the example shows that informal writing is used for casual and conversational reasons.

1.7. Principles of Formal Writing

Effective writing is an essential skill for passing a degree or building an educational career. But, learning writing skills is more problematic than learning to speak a language. When we speak, our tone, facial expression, and eye contact make it easier to understand in the right sense. But, it is more challenging in terms of writing since only words and sentences can transmit the meaning. Therefore, many specialists concur that good writing requires a set of principles.

1.7.1. Organization

Organization in writing is described as the arrangement of ideas or details in an observable and logical order; it is one of the most significant elements of writing (Lucas, 1955). An unclear organizational pattern may confuse the reader and make them lose interest. But, with a clear organization, readers can draw connections between the body and the thesis and come up with an intelligible opinion about the topic.

1.7.2. Coherence

Coherence is seen as the most vital element in any category of writing. When a piece of writing is coherent, it means that the words, sentences, and paragraphs are consistent, well-connected, and serving the same purpose (LiteraryTerms, n.d.). If the writing lacks coherence, the main ideas will become difficult for the reader to follow, and the writing will become vague and dull.

1.7.3. Clarity

Writers have to be clear and direct in their writing. Ambiguous expressions may lead to multiple interpretations. In that, the writer has to be clear through avoiding repetition or wordiness and getting straight to the point (Lucas, 1955). Also, using accurate verbs, adjectives, and adverbs may help in sending the intended message, and choosing the correct items and the right structure lead to effective communication. All these points are very important to have precise and concise writing.

1.7.4. Conciseness

Using an epigrammatic style refers to the state of being clear and succinct as much as possible when making a statement. When a written text is brief and comprehensible, that means it is concise. Brevity and simplicity are the components

of conciseness; they combine together to make a statement or expression more eloquent and professional (Lucas, 1955).

1.7.5. Mechanics

Writing mechanics are defined as the practices that control the aspects of writing; they are the rules of the written language, such as spelling, grammar, capitalization, and punctuation (Starkey, 2004; PaperAp, 2019). In composition, the writer has to follow these components so as to make his or her writing more coherent and meaningful.

1.7.5.1. Spelling

Spelling refers to the arrangement of letters to form words or phrases (PaperAp, 2019). Correct spelling makes writing successful and flawless since incorrect spelling can cause misunderstanding or confusion. Misspelling is a common error in writing, but it can be enhanced through practice.

1.7.5.2. Grammar

It is the study of the structure of a language, the entire system that deals with phonology (language sounds), morphology (forms of words), semantics (meanings of words), and syntax (structure and arrangement of phrases and sentences) (PaperAp, 2019). So basically, grammar is the fundamental pillar, the cornerstone of a language.

1.7.5.3. Punctuation

Punctuation marks are used in writing to separate words, clauses, and sentences, such as the full stop (.), comma (,), apostrophe ('), semicolon (;), colon (:), question mark (?), exclamation mark (!), and hyphen (-) (PaperAp, 2019). Students often fail to set these marks accurately in their writing composition. So, punctuation marks are vitally important tools as they make the sentences flow smoothly and guide the audience on how to read the text clearly. A small punctuation error can change the whole meaning of a context.

1.7.5.4. Capitalization

Capitalization is the practice of using uppercase in writing. The pronoun "I", proper nouns, and the beginning of titles, sentences, and paragraphs are generally capitalized (PaperAp, 2019). Yet, this essential part of writing is also neglected by students as they often use lowercase only.

So, the use of accurate words, organization, coherence, conciseness, and

mechanics are the main criteria of formal and effective writing.

1.8. The Writing Process

The process of writing is a step-by-step writing process that consists of five basic stages, which are prewriting, drafting, revising, editing, and publishing. It is also knowns as a recursive process, meaning that students can return to the previous stages when required (TheWritingProcess, n.d.).

1.8.1. Prewriting

It is the initial phase that involves developing an outline for an article or other academic materials. It is all about brainstorming ideas and finding resources or relevant information (Kelly, 2019). The writer should be highly motivated first and then define a topic, purpose, and the related audience.

1.8.2. Drafting

This stage is writer-centered as he or she becomes creative and combines the ideas together into written words, i.e., sentences and paragraphs. The emphasis is on explaining and supporting ideas rather than on spelling. The writer may use two drafts; the first one is for putting ideas down on paper, while the second one is for rewriting those ideas with a better structure (Bitesize, n.d.).

1.8.3. Revising

In this step, the writer focuses on the personal aspects of his or her material by thinking deeply about the readers' needs and expectations through revising the paper. So, it becomes reader-centered. The writer can scrutinize the paper by removing parts that include repetition and make sure that the content is clear, impressive, and illustrates everything (TheWritingProcess, n.d.).

1.8.4. Editing

This stage is not the same as the previous one. Revising deals with coherence, whereas editing involves proofreading the content. Writers need to edit their work by checking the mechanics, such as spelling, grammar, and punctuation, so as to remove the words that do not serve the intended thought or message. The editing process ensures that the writing is precise and impeccable (Page, 2019).

1.8.5. Publishing

It is the last point at which the writer shares the complete and clean copy with others. He or she can change colors or designs, select a particular typeface, or even

add a picture that could make the work more appealing to the audience. Publishing establishes collaborative setting and gives people the opportunity to read each other's work (Johnson, 2008).

The following figure displays each stage briefly to make this phase more comprehensible.
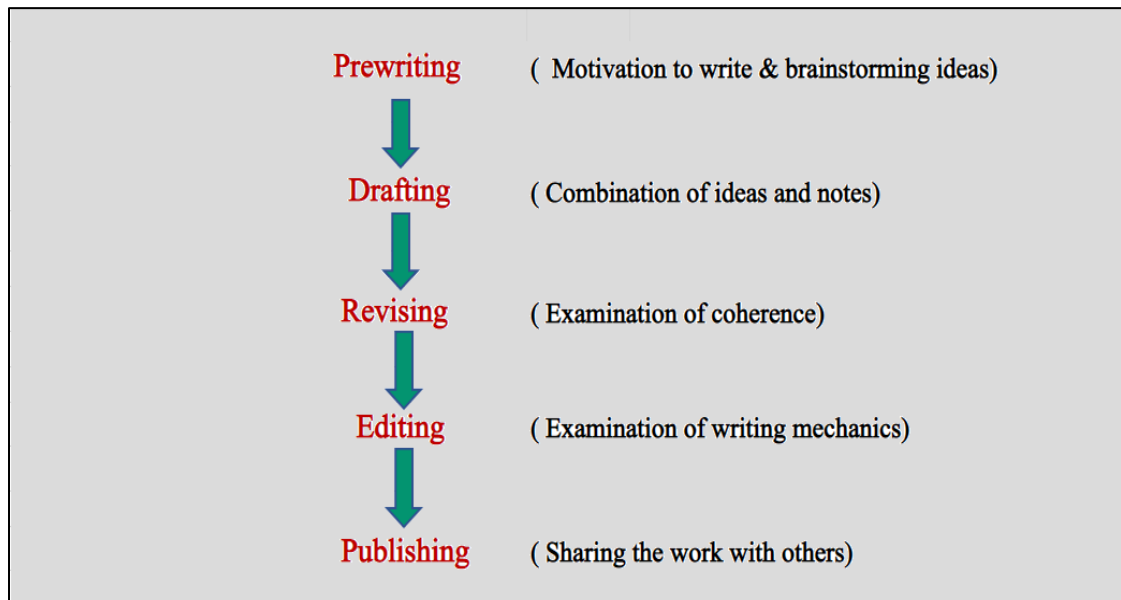
Figure 1.1 Stages of the Writing Process

Writers differ in dividing the stages of formal writing; some of them add more stages. But, the aforementioned five stages are the vital ones. The teacher's role is to facilitate and guide students through generating, gathering, and refining ideas rather than judging their organization of the stages of the writing process (Hyland, 2003).

1.9. Conclusion

Writing, like speaking, is a means of communication, but it is somehow harder than speaking. Although it is done leisurely, writing is not universal because people can speak, but not all of them can write. The skill of writing is independent, which means there is no facial expression, gesture, or vocal emphasis that supports the meaning. Everything must be in written words, and each punctuation mark must be in the appropriate position, and thus, writing is competence. Readability is also crucial in writing. Misspelled words can affect the original idea or even the whole sentence. However, the ability to revise and change what is written may minimize mistakes. A writer has not to be a great writer to be successful. However, he or she must clearly and succinctly deliver information or express thoughts and ideas in

writing.

This section probes a considerable interest in the skill of writing and the various features and characteristics that shape this system. So, students should be cognizant of these points and should constantly be counseled by their teachers in order to avoid some serious mistakes and enhance their abilities in writing composition.

Chapter Two
The World of Social Media

2.1. Introduction

We live in an era of unprecedented technological advances that made the world inextricably interconnected. This Information Age was described as a "borderless world" because, in terms of technology, what is found in one place can be found in another regardless of the geographical distances thanks to the internet and telecommunication, especially SM platforms which carry a lot of weight today. The rise of SM has led to a notable change in people's lives since the late twentieth century. It is described as an internet community that consists of a multitude of websites that allow web users to create profiles and make relationships with others. Social networking sites, such as Facebook, WhatsApp, and Instagram, are the most common forms of social media today. They enable their users to communicate and interact with the aim of exchanging facts and experiences with each other.

It was reported in several compendiums of SM statistics that more than half of the world's population currently uses SM, and the average usage is 2 hours and 27 minutes per day. This immense expansion is undoubtedly due to the current pandemic (coronavirus "COVID-19."), but it is still a serious matter because technology seems to have a major effect on people's lives, which is not limited to one aspect of life, but to all sectors, including education. On this subject, students and pupils both are seriously influenced by SMNs as they are learning a new style of communication, which in turn can affect their academic writing performance. But one wonders, what kind of effect does SM language have on English students at Tlemcen University?

This chapter is, therefore, devoted specifically to present a general review of the main aspects of SM, including its history, forms, popular platforms, pros and cons, and other facts.

2.2.   Definition of Social Media

Social media, also called Social Network, is a sophisticated communication technology; an internet-based activity used to virtually communicate with the world, and its platforms, such as WeChat, allow users to have virtual conversations, share

thoughts and information, and even create website content. Kaplan and Haenlein (2010: 61) define SM 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."

There are multiple forms of SM, including instant messaging sites, social networking sites, photo or video-sharing sites, blogs, wikis, and others. Also, the major characteristics that define a SM platform are the consent or privilege for users to create personal profiles, the ability for them to continuously upload content, and the ability to connect with other users and discuss content via writing or speaking.

SM is often referred to as the "new media" or "multimedia", which is considered the modern form of mass communication. Traditional media, on the contrary, refers to the conventional outlets that were highly relevant before the genesis of digital media, such as newspapers, radio, and television. So, typically, there are two types of mass media: non-digital media (traditional media), which is one-way communication, and digital media, which is interpersonal communication, also called two-way communication (Friedman and Friedman, 2008).

Haythornwaite (2005) asserts that a distinctive feature of social media and social networks is not only the permission for users to interact virtually but rather the ability to make their profiles visible or invisible to others. This would result in connecting people who might never make it possible to meet in real life.

Additionally, SNSs are highly developed databases that are not limited to instant messaging but rather to share knowledge, pictures, and videos (Chadwick, 2012). Some social network platforms are designed for smartphones only (mobile-specific), such as Snapchat, but others are designed for both mobile and PC, such as Facebook and Instagram.

2.3. History of Social Media

The origins of social media stretch far deeper than we think. Although it seems like a new invention, internet sites like Facebook are the outcome of many centuries of SM development. It was declared in OurWorldinData (2016) that the first recognizable SM site, in today's design, was Six Degrees, which is a platform

created in 1997 that enabled internet users to create a profile and befriend other users.

Westlake (2008) notified that with the spread of the internet in the late 90s, a significant number of social networking sites and blogging sites emerged, including Asian Avenue (AsianAve), which was designed for Asian Americans to help them socialize with other people of different streams. Users were able to make lists of friends and keep them freely in their profiles.

Following the invention of blogging, SM witnessed huge prosperity. Internet sites, for example, Friendster, LinkedIn, MySpace, and Ryze gained popularity in the early 2000s (Festa, 2003). In 2004, Tagged was created for chatting only. In the same year, Flickr was designed to simplify photo sharing, but none of the current SM platforms thrive as much as YouTube, the most visited website after Google. It came out in 2005 and presented a new way for people to communicate with each other via video sharing (Scott, 2007).

Cassidy (2006) reported that Facebook and Twitter both became available to users throughout the world in 2006. In fact, Facebook was created in 2004 but it was limited to Harvard students only. Two years later, this website officially permitted access to everyone above the age of 13. In 2009 and 2010, WhatsApp and Instagram, respectively, emerged and gradually started to attract the audience until they became some of the most popular social networks on the Internet today, which have opened the door of popularity for many websites, such as Tumblr, Foursquare, Spotify, and Snapchat to fill distinctive social networking needs.

The timescale of SM's progression is succinctly illustrated in the figure below.
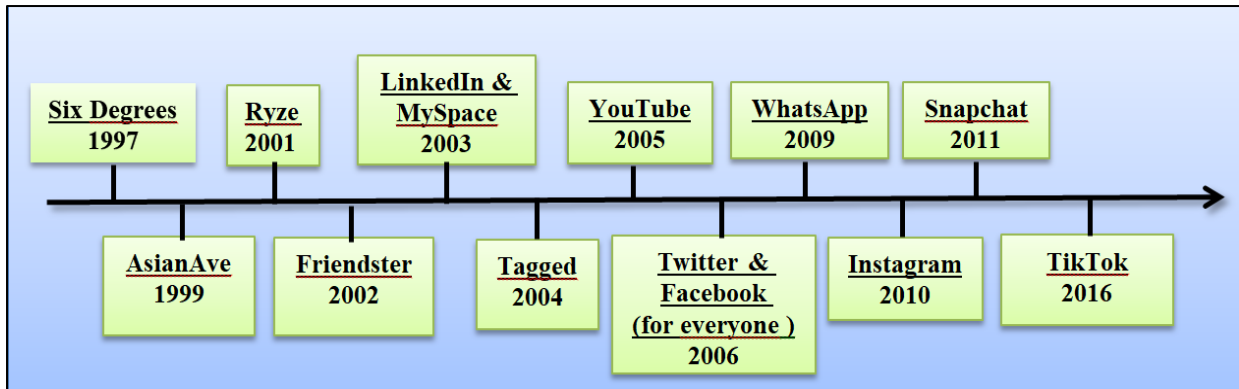
Figure 2.1 Timeline of Popular Social Media Platforms throughout History

2.4.   Types of Social Media

There are multiple forms of SM, including instant-messaging sites, social-networking sites, photo or video-sharing sites, blogs, and others (Storm, 2020).

2.4.1.   Social Networking Sites

This category is described as "a social structure of nodes that represent individuals (or organizations) and the relationships between them within a certain domain." (Liccardi et al., 2007:225). Social networks enable people to connect with each other online, share opinions, thoughts, photos, and videos, create groups based on interests, and engage in discussions. SNSs encourage information-sharing and are all about social interaction. The most common SNSs are Facebook, Instagram, LinkedIn, and Twitter (Storm, 2020).

2.4.2.   Instant-messaging Sites

These platforms are designed specifically for conversations between two persons or more. These sites, such as WhatsApp, Viber, Telegram, and Facebook Messenger, enable users to converse more quickly and successfully for free, either synchronously or asynchronously. (Wikipedia, 2016)

2.4.3.   Social Review Networks

Review sites, such as Foursquare, Yelp, and TripAdvisor, display reviews from community members about different locations, including hotels, restaurants, and gyms, to help customers make decisions and therefore avoid a lot of guesswork

(Storm, 2020).

2.4.4.   Discussion Forums

They are similar to social review networks but focus mostly on conferring non-material values, such as languages, knowledge, perspectives, or other academic subjects. Reddit and Quora are discussing platforms that allow people to ask questions and learn about experiences (Storm, 2020).

2.4.5.   Image-sharing and Video-sharing Networks

Both types are SM services created for sharing visual content. Image-based websites, such as Snapchat, Pinterest, Flickr, and Instagram allow people to post pictures of themselves or other things. On the other hand, YouTube, Vimeo, and TikTok are designed for uploading, streaming, and watching videos (Storm, 2020).

2.4.6.   Social Shopping Networks

These platforms are designed for electronic commerce. They enable people to shop and browse different varieties of products online. Customers can also share opinions and rate goods. Popular shopping websites are Amazon, eBay, and Pinterest. However, many SNSs included online shopping into their features (Kakkar, 2022).

2.5.   Social Media Use Statistics

Social media is an open-ended medium to communicate and engage with people. Today, more than half of the world uses SM (58.4%), which is approximately 4.62 billion people, as reported by The Data Reportal website. A similar study was conducted in October 2021 by the market research company Global Web Index notified that, globally, 57.6% of the world's people use SM, and the average usage is 2 hours and 27 minutes per day.

Moreover, teenagers and students are considered the largest portion of SNSs users in comparison to the general population of users (Kuss & Griffiths, 2011).

The bar graph below (**Figure 2.2**) indicates the number of active users who joined SM every year since 2010, according to the StatInvestor (2022).
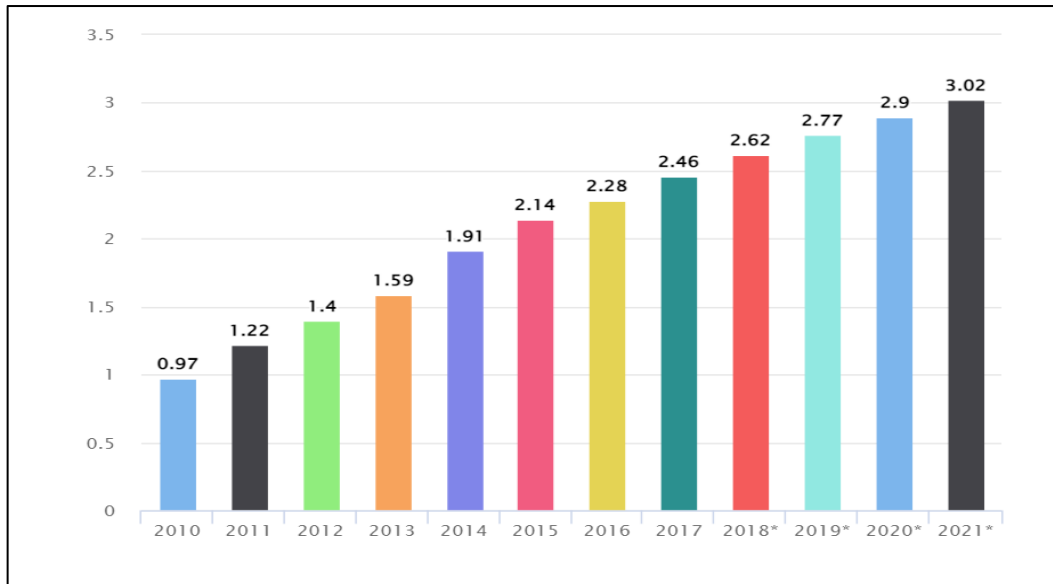
Figure 2.2 Number of Social Media Users in Billions (StatInvestor, 2022)

When comparing the most prevalent social networks, it is best to review them by the number of active accounts, not just the number of accounts. However, the bar graph below **(Figure 2.3)** demonstrates the latest statistics on SM platforms worldwide.
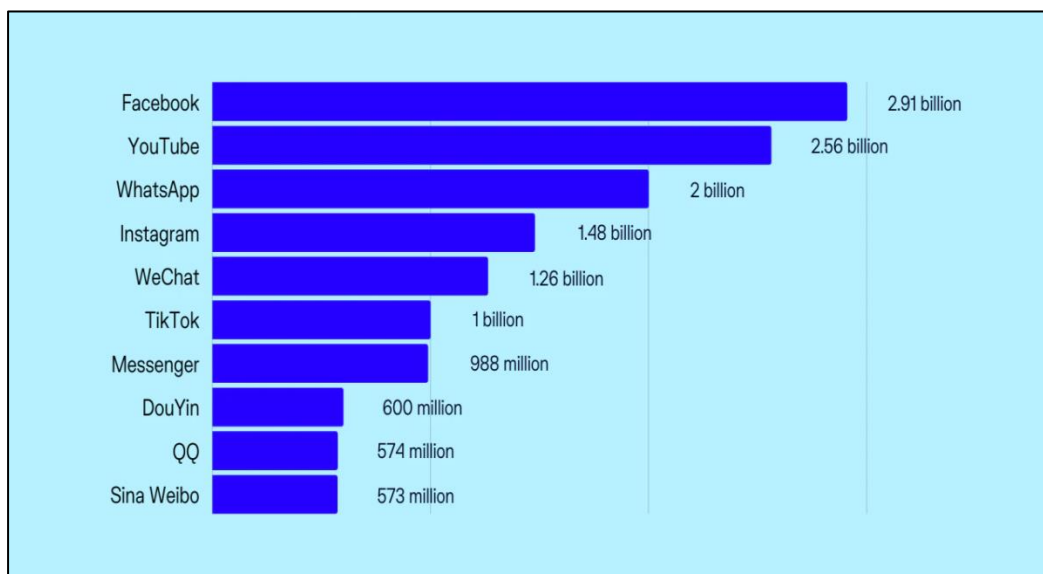
Figure 2.3 Most Popular Social Media Platforms on 2022 (DataReportal, 2022)

So far, Facebook still tops the list of the most visited social websites, with 2.91 billion active users in January 2022 (Facebook Messenger with 988 million users). It does not only reign the world of SM with the most active users, but Facebook is also the second-most utilized SM app, just behind YouTube, which has

2.56 billion users. Plus, Facebook users worldwide spend an average of 19.6 hours per month on this app. In the third place comes WhatsApp with two billion users, followed by Instagram, another popular social platform, with 1.48 billion users. Further down there are WeChat, China's version of WhatsApp, with 1.26 billion users, and TikTok, which also has one billion users. In addition to DouYin, the Chinese name for Tiktok, Tencent QQ, a Chinese instant-messaging app, and Sina Weibo, another Chinese social website. These three apps together have more than half a billion users. Although it is not mentioned in the report, Snapchat also exceeds 500 million users.

2.6.   Social Media Use in Algeria

Based on a report published by the Data reportal website, in January 2022, there were over 27 million Algerians using the internet frequently. The statistics show that digital adoption and use in Algeria grew by 3.6 million surfers in one year (2020-2021) which means the number expanded by 16%. But, by the following year, the number increased by 1.8 million (more than 7%). All in all, 60% of the total Algerian population has access to the internet.

Data published in the same month by the same website indicates that 22.45 million Algerians have a Facebook account and a large number of Algerian Facebook users accessed the site on a daily basis. (14.25 million of them use Facebook Messenger) and 8.60 million users have an Instagram account, according to Meta, which is a new company brand that includes several apps such as Facebook, Instagram, and WhatsApp.

According to Stat Counter's report, the penetration rate of Facebook in Algeria reached its climax at about 81% in 2021, but in January 2022, the rate declined to 70% (StatCounter, 2022). YouTube came in second place as the most used platform and its peak reached 51% in 2021. Twitter is ranked third with almost 25% at its top, while Instagram was extremely low throughout the year 2021; with less than 4% together, but it is rising rapidly in 2022 as illustrated in the figure below.
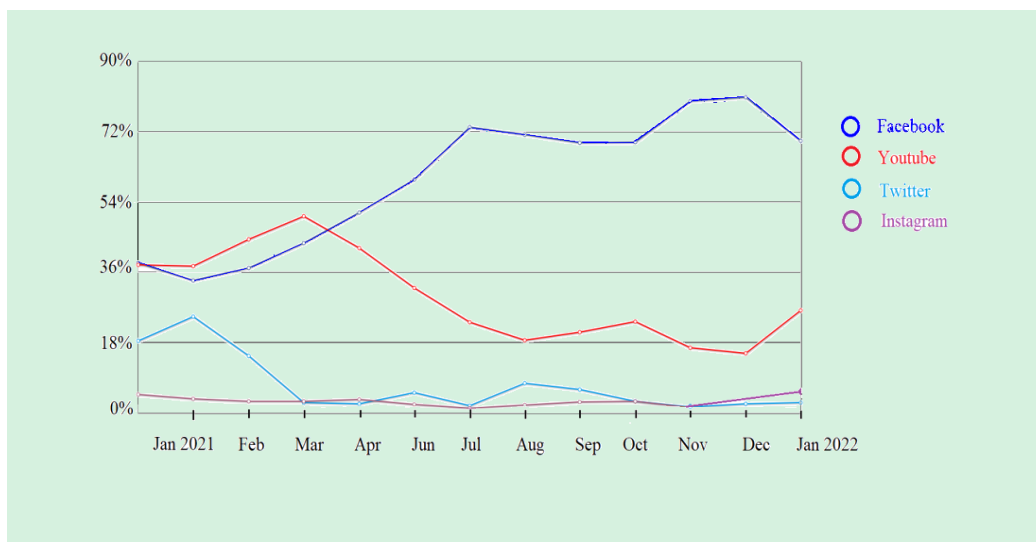
Figure 2.4 Social Media Penetration Rate in Algeria (Statcounter, 2022)

Valuable information has been demonstrated in the line chart above describing the changes of access to SNSs in Algeria over time.

2.7. Social Media and Education

Among the popular social platforms, Facebook seems to be the largest SNS that facilitates communication between its users (Lantz-Anderson et al., 2013). Besides, higher-education students are increasingly involved in Facebook, which has become an integral part of the higher-education experience (Selwyn, 2007). Marshell (2012) noted that university students spend at least one hour per day on SM platforms. However, they also use these websites for educational purposes.

Basically, some SNSs have been included in the educational process throughout the world. 85% of American college students have incorporated Facebook into their scholarship. Some of Facebook's features serve educational purposes, such as instant messaging and picture posting, which enable collaboration among students and teachers (Marshell, 2012).

The pertinent research regarding how SM use and students' academic performance are related has generated varied results. Much of the research attention has been optimistic and conveyed positive outlooks (Sim and Hew, 2010; Bennett, Bishop, Dalgarno, Waycott, and Kennedy, 2012), Yet some other studies have remained cautious (Friesen and Lowe, 2011; Gingerich and Lineweaver, 2014).

Bennett et al. (2012) inferred that there is no relation between SM use and school grades, i.e., zero correlation. Interestingly, the overall grade point average between users and nonusers of SM platforms shows no difference or significance.

Conversely, Friesen and Lowe (2011) found that SM platforms' users reached lower grades and studied less hours per weeks than nonusers. Therefore, the amount of time spent on SM sites correlated with lower overall students' grades, i.e., negative correlation.

2.8. Pros and Cons of Social Media

Numerous studies have been conducted to discover and reveal the impact of SM on people. It was reported that the various platforms of SM have had a huge influence on society, and found both advantages and disadvantages, which are summarized in the following points.

2.8.1. Pros of Using Social Media

1. On a personal level, SNSs enable people to communicate with family and friends, show their creativity and interest, learn new things, and stay up to date even from a distant area (Morceau, 2022).

2. On a professional level, SM allows businessmen to advertise their products and gain customers' trust (Morceau, 2022).

3. Thanks to the numerous SM platforms, people now can find new friends from different places and discover their cultures and society. It offers "the ability to instantly reach people from anywhere." (Morceau, 2022)

4. SM websites help people to disseminate information and raise awareness faster.

5. Not only young adults are content with today's digital media but also senior citizens feel happier and more connected to society because of these technologies. Besides, Only 2% of elderly people were using social networking in 2008. By 2015, that figure rose to 35% due to this unique advantage (Coto et al., 2017).

6. Interaction via SM can assist students to perform better at school as they can discuss school assignments with their classmates and teachers.

2.8.2. Cons of Using Social Media

1. The SM audience is falling into addiction as they spend much time scrolling down in those websites and paying less attention to their wellbeing.

2. Online users have shifted from in-person conversations to virtual ones, where communication is less comfortable and totally different than face-to-face interaction, which fosters higher quality interactions than online communication (Plumridge, 2020).

3. Although they were created for contentment and to bring people together, high usage of SNSs may increase rather than decrease feelings of loneliness, i.e., "social isolation" (Morceau, 2022).

4. SM can cause serious damage to human mental and physical health. Spending too much time engaging with online platforms can make users exacerbate mood disorders, such as anxiety, depression, and laziness. It can also "feed procrastination habits and become something people turn to in order to avoid certain tasks or responsibilities." (Morceau, 2022).

5. SNSs are full of users sharing only the highlights of their lives, which may increase feelings of envy and dissatisfaction with one's life or appearance (Morceau, 2022).

6. There is a high chance of being cyberbullied or subjected to offensive comments (Morceau, 2022).

2.9.   Social Media Language

With the invention of SM, a new pseudo-language has been created, which is characterized by peculiar linguistic features, including colloquial abbreviations, acronyms, and slang terms; that somehow have specific meanings. Ultimately, SM language is drastically changing as it constantly accommodates new terms and in turn, alters the way people speak and write in the modern age, which causes the use

of formal writing to fall short.

Currently, many communities abbreviate or contract their standardized language when they communicate online. This practice is recognized as "low diction", which is defined as a shift to a lower level of diction when the situation is less formal. Thus, "high diction" and "low diction" are two forms of the same language used in two different contexts (PurdueUniversity, n.d.). According to Bhutada (2021), English is by far the most frequently used language (60.4%) on the top 10 million websites. Even though Arabic is the sixth most spoken language in the world, it is only used by 1.1%. These two languages are often abbreviated by their users online, which is an example of "low diction".

As long as English is concerned, neologisms and contracted forms, such as netizen, selfie, hashtag, blog, bio, clickbait, meme, tweet, gonna, wanna, and 2nite, are among numerous unfounded words used on the internet. Crystal (2001) called this new mode of communication "Netspeak", which is a non-standard form of language that consists of inappropriate capitalizations and unconventional spellings, acronyms, abbreviations, and contractions. Furthermore, this distinctive variety, which is also called "SMS language," "texting language," "internet slang," "textspeak," and so forth, is used as an alternative to formal language because it is more flexible and has no strict rules about syntax.

Crystal (2001) added that users are constantly creating new meanings in a language totally by creativity while using SNSs. A set of repeated letters and punctuation marks are used to show reactions or feedback; for example, yessss!!!!!, sooooo???, all letters are uppercased to indicate a loud outcry, for example, "COME HERE", and using asterisks to emphasize a particular word, such as "the*real*answer" (Crystal, 2001:35).

Heid (2015) reported that another development in the language of SM is the usage of emoticons and emojis. These distinct forms were described as "new-age hieroglyphic languages" and are used in texting patterns to express feelings and emotions. An emoticon is a collection of marks, such as a comma, semi-colon, colon, hyphen, and apostrophe that mean something when blended (Grannan, n.d.). Emoticons emerged before emojis and have existed since the early days of the

internet, even before the rise of SM. The first usage of emoticons in the digital age was in 1982 by a computer scientist at Carnegie Mellon University, Dr. Scott Fahlman, who sent a message that included two sets of characters: one represents a smiling face :-) and the other a frowning face :-((Grannan, n.d.). On the other hand, emojis are completely different from emoticons. They are modern forms of pictographs that represent facial expressions, objects, or symbols. The term "emoji" is Japanese; the "e" stands for "picture" and "moji" for "character". Emojis were created in 1999 by Japanese interface designer Shigetaka Kurita, who originally used them in drawing only. However, when smartphones became popular, the American technology company "Apple" added the first emoji keyboard to iOS in 2011 (Grannan, n.d.). So, these two forms are now classified as part of texting language. Currently, texting language comprises these two types.

Abusa'aleek (2015) performed a study on the internet to discover the linguistic features used in it. After analyzing electronic chats, the findings indicated that 25% of the participants communicate by abbreviating their text messages. They had to write in "textspeak", which is shorthand for messages.

The common texting acronyms, slang terms, informal contractions, and short forms used in SM are illustrated in the tables below:

Table 2.1 Common Social Media Acronyms

Acronym	Meaning
OMG	Oh My God/ Oh My Goodness
BTW	By The Way
ASAP	As Soon As Possible
ICYMI	In Case You Missed It
TMI	Too Much Information
BBIAB	Be Back In A Bit
FYI	For Your Information

TTYL	Talk To You Later
TBH	To Be Honest
IKR	I Know Right
FAQ	Frequently Asked Questions
TL;DR	Too Long; Didn't Read
HMU	Hit Me Up
ICYMI	In Case You Missed It
MYOB	Mind Your Own Business
AMA	Ask Me Anything

Table 2.2 Common Internet Slang Terms

Internet Slang	Meaning
Noob	Unexperienced/ beginner
Photobomb	A photograph that has been spoiled by an unexpected appearance of something or someone.
Lurker	An internet user who frequently visits websites without leaving any comments.
Facepalm	The gesture of putting the palm of one's hand on one's face. It is a sign of embarrassment or dismay.
Lit	Used when something is great and exciting
I can't even	An uncomplete sentence that is used to indicate that something has left a person

	speechless or confused.
On Fleek/ On-point	Exactly right; Perfect; Significant
OTL	A slang term used to express disappointment.
Phubbing	Phone + Snubbing. Ignoring someone by looking at one's phone instead of looking at them.
Turnt	When someone is exhilarated but intoxicated, i.e., very excited but under influence.
Cap/ No Cap	Lie/ Truth If someone is capping, it means he/she is lying.
Clout	Someone who tries to attract and influence people.
Boomer	Someone who is old-fashioned
Veg (I'm just veggin out on d sofa)	Relax
Hit me up	Call me/ text me
I'm shook	I am surprised
Cram	Study

Table 2.3 Common Social Media Informal Contractions and Short Forms

Informal Contractions and Short Forms	**Meaning**
Wassup/ Sup	What is up

Vaggie	Vegetable/ Vegetarian
Legit	Legitimate
Thru	Through
Tots	Totally
Thnx	Thanks
Gr8	Great
Ight	Alright
CUL8R	See You Later
Fit	Outfit
Gud	Good
C U	See You
2nite	Tonight
Whatcha	What are you
Ain't	Am not/ is not/ are not/ have not/ has not
Gimme/ Lemme	Give me/ let me
Gonna/Wanna/ Gotta	Going to/ Want to/ Get to
Kinda/ Sorta	Kind of/ Sort of
Cuz	Because/ Cousin

The above writing styles were formulated to suit online conversations; however, there is an indefinitely large number of informal terms, and every once in a while, new ones emerge to serve a particular situation.

2.10. Conclusion

In earlier days, the methods of communication were limited. But, in this epoch of digitization, people have found a new way to be more socially active. With the advent of technology and digital marketing, SM, as a communal tool, has indeed brought people closer and given them a chance not only to socialize with each other across distances but also to browse products online and become more informed on the matters of the world thanks to its various types. Simply put, the remarkable developments in SM have made information access simple and more effective. In addition, the number of people who use social networking platforms continues to grow, and that clearly shows how important this phenomenon has become in today's fast-paced society.

This section has provided reliable and up-to-date statistics on SM usage both globally and in Algeria. It has also highlighted the history, forms, language, and benefits and drawbacks of SM. Furthermore, as stated in the current section, texting language may be advantageous or detrimental to students' academic performances, especially in productive skills and language accuracy. Most students, including EFL students, are oblivious that the newly invented pseudo-language "Netspeak", which they are using to converse and text each other, may have an impact on their formal language. Accordingly, this dissertation has been conducted to disclose the kind of effect that texting language may have on EFL students' academic writing, and the findings are discussed in the following chapter.

Chapter Three:

Findings and Discussion

3.1. Introduction

The two chapters above tackled the theoretical background and research related to SM and its effects on language learning, especially the basic writing skills. This phase, i.e., chapter three, is dedicated to the field study. It undertakes the empirical part as it explains the research methodology, which consists of the method to collect data, target population and sample, and the instruments to gather data concerning the impact of SM language on EFL students' academic writing. The statistical analysis of the data acquired and the discussion of the results are included to fulfill the objectives of the undergone investigation. Ultimately, the chapter suggests some recommendations and implications.

3.2. Research Methodology

This investigation is a human science examination that is conducted in natural settings rather than laboratory environments where it is possible to isolate and manipulate variables. In brief, the aim is to collect data without intervening in the process, which means the research is not experimental, but rather descriptive because the focal point of this inquiry is to define and describe the kind of impact that netspeak has on EFL students' academic writing and whether they integrate it in their written assignments. Furthermore, the investigation concerns second-year license students of Tlemcen University who are digital natives, i.e., they are more familiar with internet slang and have grown up with more sophisticated and advanced technologies than their predecessors, i.e., millennials, which means our research is also exploratory. This indicates that a mixed-method approach is adopted in this inquiry. As reported by Johnson et al. (2007), a mixed-methods study combines elements of qualitative and quantitative research approaches, such as quantitative and qualitative standpoints, data collection, and analysis, in a single study, simultaneously or sequentially. Having said that, both quantitative and qualitative research methods were employed to have a thorough understanding of the addressed subject, which means the current study involves both inductive and deductive aspects.

The data was gathered by questioning students and teachers using the survey

method. In terms of analysis, both quantitative and quantitative techniques were employed. Descriptive statistics, a type of quantitative data analysis, was the method used to analyze quantitative responses because it summarizes and interprets sample data using numbers, bar charts, graphs, and other visuals (Hiter, 2021). Content analysis was the approach used to manually analyze the qualitative responses.

3.2.1.   Population and Sampling

The term population is defined as a particular group of people who share the same characteristics in a specific subject, whereas the term sample is described as a small part that is presented as a model of the whole population.

3.2.2.1. The Population

There are two target populations in the current study. The first one is the second-year EFL students enrolled in the English department of Tlemcen University, 2021/2022. The entire population consists of approximately 450 students, divided into 08 groups, among which females outnumber males. The second target audience is composed of 47 English teachers of the same academic level. Concerning the entire English department, there are 71 teachers (57 full-time teachers and 14 part-time teachers).

3.2.2.2. The Sample

Since it is too difficult to conduct the surveys on the whole population for effort and time limitations, two samples are then selected from both groups. The first sample comprises 77 students, and the second involves 15 full-time university teachers. Yet, there is no final consensus view about the right number that composes the sample (Morrison, 1993).

Every member of the first target population had a chance to participate, which means we used the probability sampling method to gather information. The reason for choosing second-year License students and not randomly selecting a different level is that second-year License students are required to write essays during their academic tenure and are expected to use formal style. Secondly, they belong to the new generation, i.e., Generation Z or postmillennial generation, which is the group that represents the changing tide of SM usage. On the other population, we used the non-probability sampling method, meaning that only permanent English teachers

who teach second-year License students were surveyed. So, both target groups are indeed suitable for our inquiry, and two samples were selected to make the study feasible.

3.3.   Research Instruments

To collect data from the sample, a researcher needs to use a tool that suits the type of the research being conducted

3.3.1.   Online Survey

In the interest of time, effort, and research costs, an online questionnaire was used in the initial step of this investigation to collect information from students. The questionnaire consisted of open-ended, close-ended (scaling questions and dichotomous questions), and multiple-choice questions and was posted on an official Facebook group named "Second Year English, Tlemcen 2021-2022" to gather valuable data about the type of influence that netspeak terminology has on students and if they adopt it in their academic writing. However, the number of responses was extremely few (19 responses); therefore, the questionnaire was reposted, and eventually, 58 responses were collected from second-year License English students at Abou Bekr Belkaid University of Tlemcen thanks to one of the students who asked his classmates and friends to share the questionnaire with other second-year students. Although questionnaires can be easily conducted, some of the respondents who submitted their online questionnaires did not take the questions seriously. Additionally, and because there is absolute anonymity, some of them did not answer the whole 24 questions, i.e., question skipping, which is a common drawback of using questionnaires.

3.3.2.   Paper Survey

Although it is a tedious and time-consuming method, paper survey, also called, printed or paper questionnaire, was used in the second stage of data collection. It was delivered in the same department to 15 permanent English teachers individually. The questionnaire was semi-structured, which means it was directive but also allowed the respondents to add their opinions freely. It consists of 15 questions with the purpose to collect first-hand knowledge and factual data about teachers' perspectives regarding the actual state of their students' academic writing

and if it is related to SM language, as well as to add more validity and reliability to the findings and suggestions of the study under investigation.

Both types of survey used in this study are appropriate data gathering tools. They were selected following the research method of this study to objectively gather quantitative and qualitative data as well as to fulfill the research objectives and analyze the research problem to avoid any kind of partiality.

3.4. Findings and analysis

The data collected were studied to summarize the results of this research. The objectives of data analysis are:

1) Find if students are very keen on SM. **(Section Two of students' questionnaires).**

2) How SM language affects their academic writing, and whether they integrate it into their written assignments or not. **(Section Three of students' questionnaires and Section Two and Three of teachers' questionnaires). Check Appendix A (p. 91) and B (p. 95)**

Descriptive data analysis, i.e., quantitative analysis, and content analysis, i.e., qualitative analysis, were the method used to analyze collected data, find significant patterns, similarities, and disparities, and understand the larger population. Thus, the mixed-methods approach is used to obtain and analyze information.

3.4.1. Analysis and Discussion of Students' Questionnaires

Section One: General Information

Q 01: The gender of our participants

Table 3.1 Students' Gender

	Male	**Female**	**Total**
Number	28	49	**77**
Percentage	36.4%	63.6%	**100%**

This question was asked only to identify the most participating gender in our

survey. It was found that females exceeded males by a large amount, i.e., 49 participants were girls, and 28 participants were boys

Q 02: Students' age
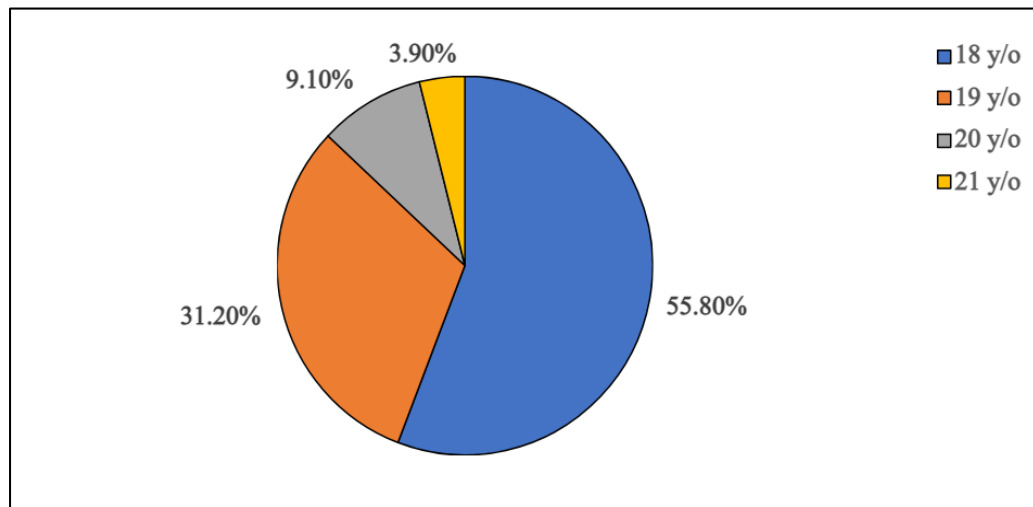
Figure 3.1 Age Distribution

As it is shown in **Figure 3.1**, the 18 and 19-year-old groups are the most dominant among students. Yet, all respondents (77 students) are born between 2001 and 2004, and thus, they are indeed part of Generation Z (Gen Z) because, according to the U. S. Census Bureau, the millennials' age ranges from 22 to 40 years (between 1982 and 2000).

Section Two: The Use of Social Media

Q 03: Social media use

The purpose behind the above personal question is to understand one of the characteristics of the target population and to make a homogeneous sample. With that being said, all informants (100%) said that they do use SM.

Q 04: Students' favorite social networking site(s)

Table 3.2 Types of Social Networking Sites Used by Students

	Facebook	**Instagram**	**WhatsApp**	**Viber**	**Snapchat**	**TikTok**
Number	58	68	41	44	43	43
Percentage	80.6%	94.4%	56.9%	61.1%	59.7%	59.7%

The whole six choices that were given in this item **(Q04)** are designed to send messages to other users. The majority of participants (94.4%) have an Instagram account, while 80.6% of them have access to Facebook. Viber comes third with 61.1% then Snapchat with 59.7%, which is equivalent to TikTok, and the least used app is WhatsApp (56.9%). The results affirm that Instagram and Facebook are the most used SNSs among users, i.e., students of Tlemcen University. But, it can be noticed that TikTok is gaining popularity among Algerian students as 59.7% of the participants use this new SM app.

Discussion: Regardless of the results, today's generation (Gen Z) is familiar with these SNSs since every one of them has access to at least one website.

Q 05: The purpose(s) of using social media platforms
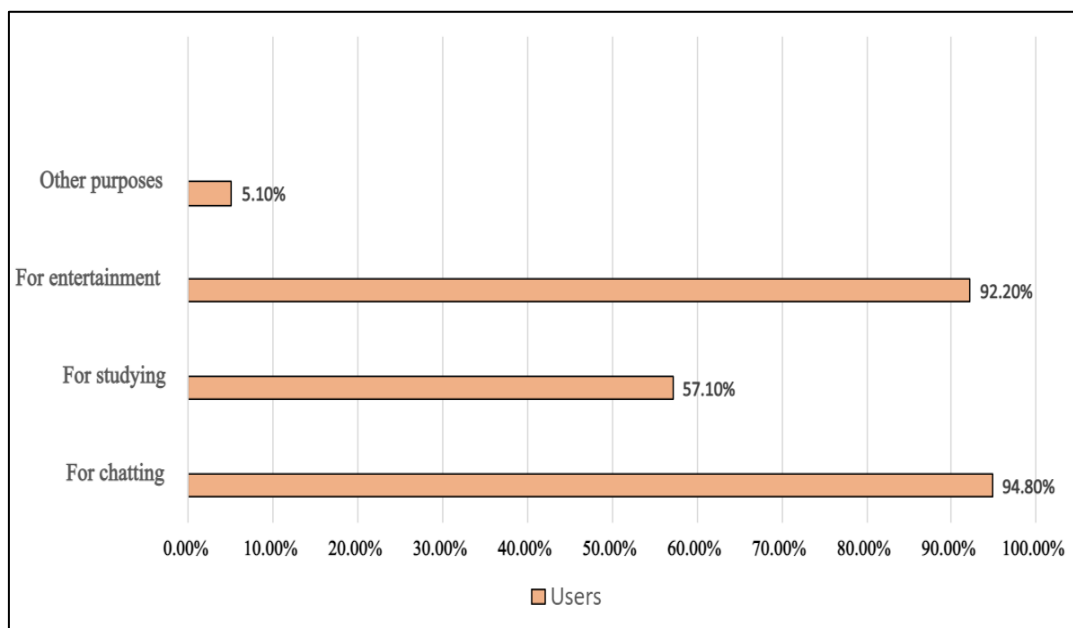
Figure 3.2 The Reasons for Using Social Media Websites

Since the checkbox method had been permitted in this item, several students selected more than one option. The largest part of participants (73 students) use SM websites to converse with other users, nearly the same amount (71 students) utilize SM platforms to amuse themselves online, whereas 44 students use them for educational purposes, and the rest 4 respondents reported that they use them mostly to check the world news.

Discussion: It can be surmised from this statement that the main intentions of

using SM sites is to communicate and browse for pleasure.

Q 06: Students' usage of social networking sites

This question is highly important because it will reveal how many times students visit SNSs.
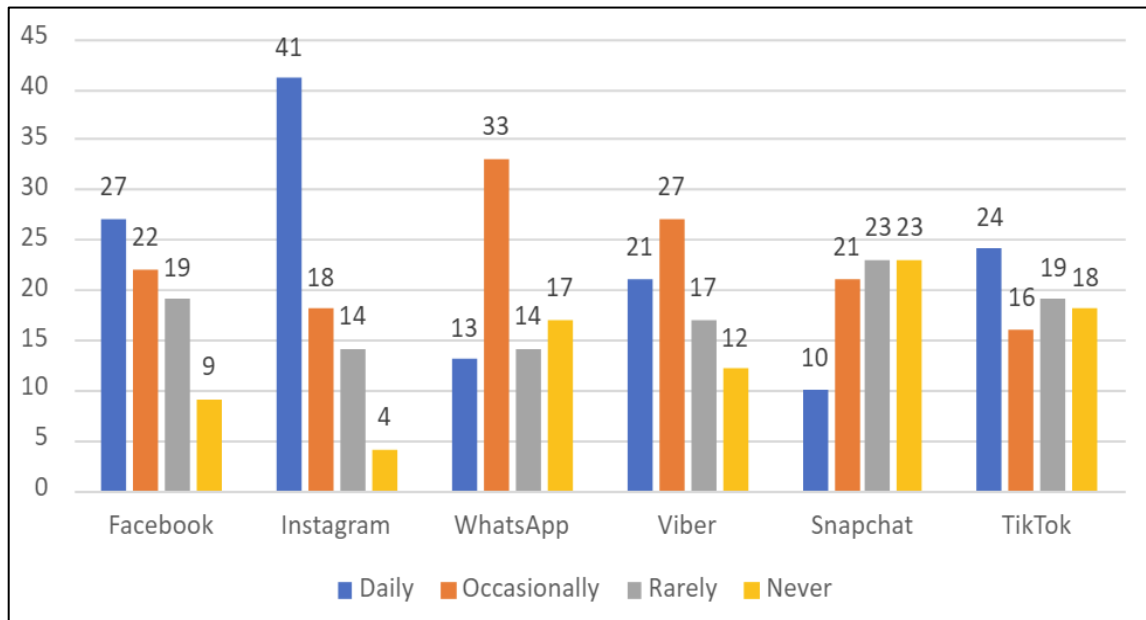
Figure 3.3 Students' Usage of Social Networking Sites

As illustrated in the above figure (**Figure 3.3**), 53.2% of students use Instagram every day. Interestingly, Facebook's daily usage among the sample has descended to 35%, which is a remarkable distinction between students of Generation Z and students of the millennial generation, who reported in previous research that they use Facebook more than any other social networking app. Conversely, the rest SNSs are used sometimes, rarely, or never.

Discussion: So, from the results analyzed above, Facebook has been succeeded by its biggest rival, Instagram, which currently tops the list of the most frequently used SNSs among second-year license students.

Q 07: The amount of time spent on social media sites

This question acts as the core of this section because it will determine whether students are addicted to SNSs, which one of the research objectives.

Table 3.3 The Amount of Time Spent on Social Media Sites

	Few minutes	1 hour	2 hours	3 hours	**More**	**Total Number**
Number	0	8	14	18	37	**77**
Percentage	0%	10.4%	18.2%	23.4%	48%	**100%**

This question aims to elicit data on students' addiction to online chatting and browsing. The table signifies that almost half of the participants (48%) spend more than 3 hours in front of their smartphone or PC screen. 23.4% and 18.2% of them use SNSs between 3 to 2 hours respectively, whereas the minority (7.8%) spend roughly one hour on social sites.

Discussion: It is apparent that the informants are engrossed by SM as none of them spend a short amount of time once they go online.

Q 08: The importance of social media in students' everyday life

This question was asked to discover the significance of SM platforms to students.
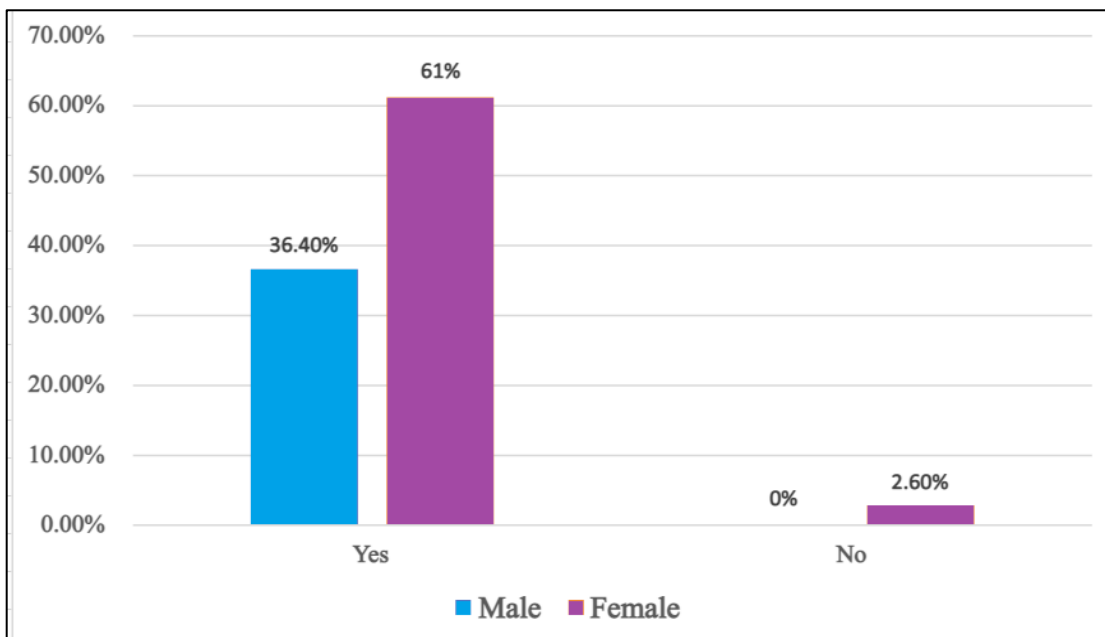
Figure 3.4 The Importance of Social Media in Students' Everyday Life

77 responses were collected from participants, in which the majority (75 students) said that SM has significant importance in their lifestyle, while only 2 informants disagreed with that statement.

Discussion: It is interpreted that undergraduate students are optimistic and extremely enthusiastic about using SNSs in their daily routine.

Section Three: Social Media Language and Academic Writing

Q 09: The language(s) used by students on social media platforms

This question was asked to explore the languages used by the participants while using SNSs, and we allowed participants to select more than one answer.
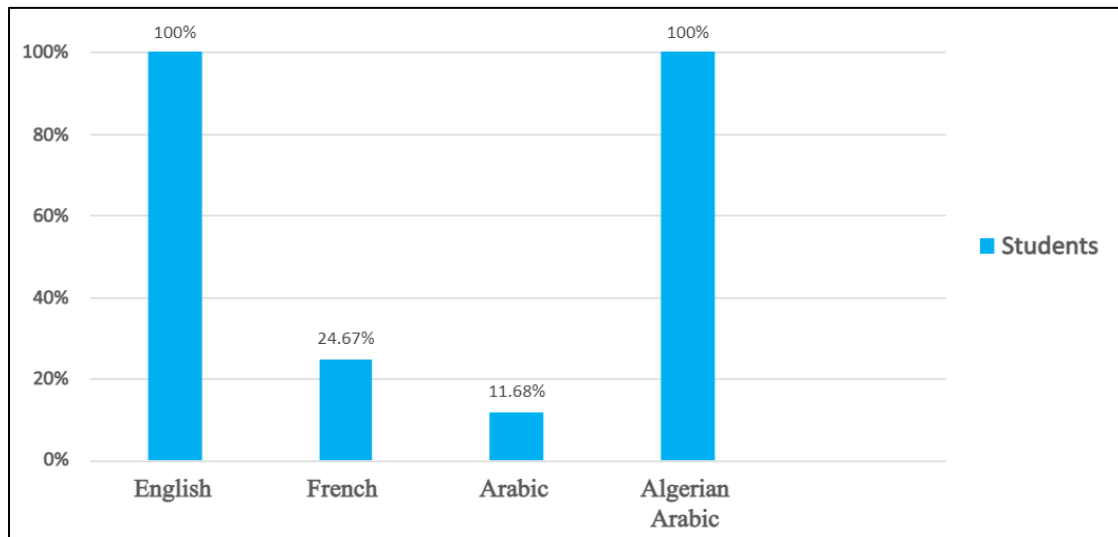
Figure 3.5 The Language(s) Used by Students on Social Media Platforms

From the clustered column above (**Figure 3.5**), all respondents use English and Algerian vernacular Arabic, while 19 students use French. On the other hand, only 9 students use Standard Arabic when using SNSs.

Discussion: Seemingly, students are motivated to study English as a considerable number of them use English in their day-to-day life and not solely in academic environments.

Q 10: The forms that students use while texting

Everyone has their own writing style when texting or commenting on SM websites, however, we asked students if they adopt any of the following casual writing styles when they connect to the internet.

Table 3.4 Students' Usage of Texting Styles

	Informal contractions	**Informal abbreviations**	**Acronyms**	**Emojis and emoticons**
Number	69	69	57	71
Percentages	89.6%	89.6%	74%	92.2%

The participants were allowed to select more than one option. According to **Table 3.4**, our participants use all forms of texting but with slight differences. Emojis and Emoticons are often utilized by 92.2% of the participants. Informal contractions and abbreviations, such as "kinda" and "gr8", reached approximately 90% of the users, whereas 74% of the informants use acronyms when they chat online.

Discussion: Undoubtedly, students apply all types of texting language in their online interactions. Perhaps the main reason students use textism is to make their messages short and convenient.

Q 11: Students' examples of the internet slang that are used in social media platforms

We asked students to provide some of their common informal abbreviations, contractions, and acronyms that they use when socializing online, and the following table exhibits what they delivered.

Table 3.5 Some Examples of Informal Terms Used in Social Media.

Internet slang	**Meaning**
U or Ya/ ur/ u'r	You/ Your/ You are
2day	Today
B4	Before

Smt/Smth/Smn	Sometimes/Something/Someone
JK	Just Kidding
NP	No Problem
BFF	Best Friends Forever
LOL	Laughing Out Loud
HBU	How About You
IDK	I Don't Know
IDC	I Don't Care
NM	Never Mind
Y?	Why?
Don't, isn't, doesn't, I'd, he's	Do not, is not, does not, I would/could, he is/has
Goin/ Doin/ Playin/	Doing/ Going/ Playing
Tmr/2M/2morrow	Tomorrow
Wen/ Wer/ Wat	When/Where/What
NGL	Not going to lie
ISTG	I swear to God
I 1 2 C U	I want to see you
Screw up/ scru up	Make a mistake
W8in 4 u	Waiting for you
Hv, Hs	Have, Has
Qql	Quickly

AAMOF	As a matter of fact
Gud, Gal	Good, Girl
Wlcm	Welcome
Bro/Sis	Brother/Sister
POV	Point of view
121 convo	One to one conversation
GN	Good night
Wassap	What is up?
Watcha doin?	What are you doing?

The table above **(table 3.5)** provides an overview of the common social media slang terms suggested by students of Tlemcen University.

Discussion: These examples clearly show that these peculiar writing styles are variable and completely different from their standard spelling. In SM language, words can be replaced by numbers or one number and few letters. Still, students managed to provide accurate meanings of their examples, which show that they are knowledgeable about internet slang.

Q 12: The use of autocorrect while typing a message

Autocorrect is a computer function that automatically makes or suggests corrections for mistyped words or grammar errors made while typing. The purpose behind this question was to see if students rely on their own acquired capacities or they prefer the easier way.
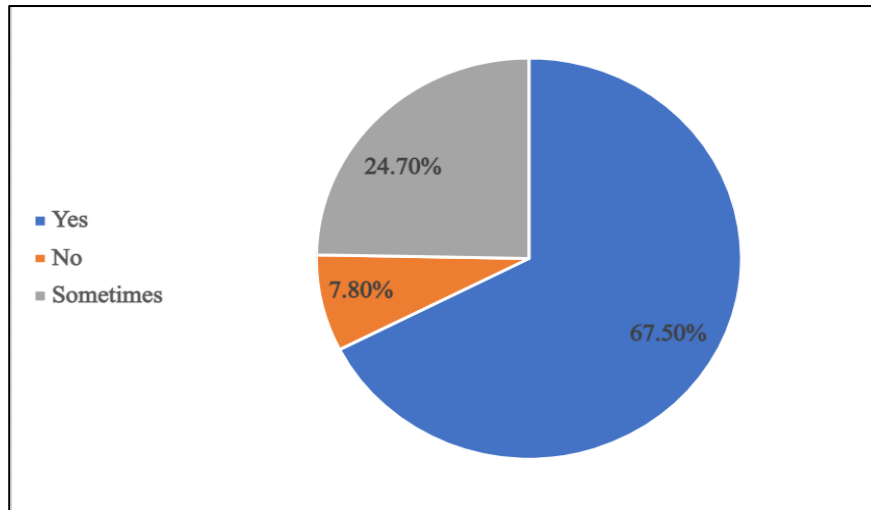
Figure 3.6 Students' Use of Autocorrect

A great number of informants (52 students) reported that they do use this software feature in their texting. 19 informants claimed that they occasionally do, and the remaining 6 denied using it completely.

Discussion: Apparently, students attempt to save time as well as correct spelling errors by using autocorrect. Although it is a high-efficiency activity, auto-correction induces negative consequences because relying frequently on it may deteriorate students' writing abilities.

Q 13: The use of autocomplete

This question has a strong connection with the previous one. Autocomplete, also called predictive text, is a software function that suggests words that are the closest to the ones being typed. Answers to this question are summarized in the following table.

Table 3.6 Students' Use of Autocomplete

	Yes	No	Sometimes	**Total**
Number of students	56	4	17	**77**
Percentage	72.7%	5.2%	22.1%	**100%**

The results reveal that many students are familiar with this feature as 72.7% use it when typing messages. Conversely, a small amount of the informants (5.2%) perceive themselves as nonusers of autocomplete, and 22.1% of the participants use it occasionally.

Discussion: Although it is time-saving, autocomplete can prompt undesirable consequences on students' memory, but they rely excessively on it nevertheless.

Q 14: Frequency of students' checking for spelling and grammar mistakes

People sometimes make writing mistakes due to inattention or fast writing; consequently, students were asked if they examine their online messages before sending them.
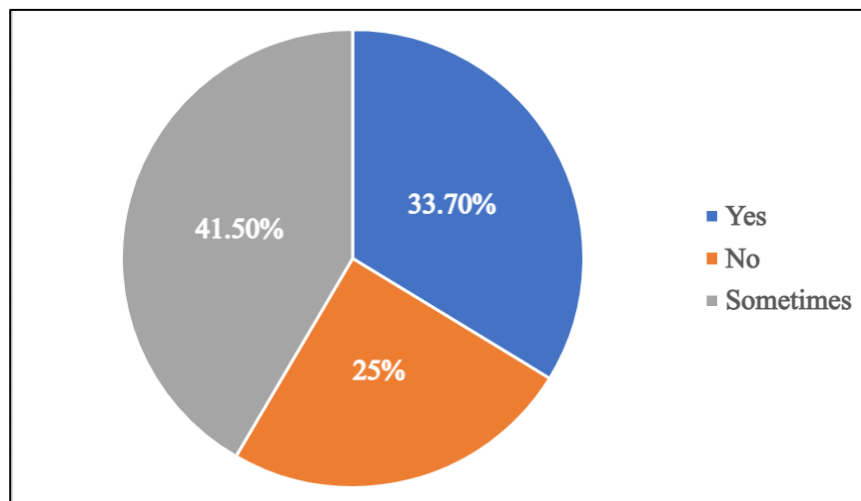
Figure 3.7 Frequency of Students' Spell Checking

32 students reported that they verify their written messages intermittently, while 26 students always verify their spelling, unlike the 19 participants who do not care much about their writing.

Discussion: From the above statistics, it can be surmised that students who are negligent in typing words may transfer the same negative habit into a more formal writing and therefore commit writing errors.

Q 15: Suggested correction from conversational partners

In this question, we wanted to know if our participants get feedback when they make spelling or grammar errors.

Table 3.7 Students Receive Correction from Others

	Yes	No	Sometimes	**Total**
Number	7	51	19	**77**
Percentage	66.2%	9.1%	24.7%	**100%**

When chatting online, many informants (51 students) pointed out that they do not get corrections from their conversational partners, and only a few (7 students) said they do, while some informants (19 students) said that they from time to time receive constructive feedback about their writing.

Discussion: This implies that students who said "No" either make no mistakes or check their spelling before delivering a message. Also, making writing errors is likely to happen while chatting, which means the receivers disregard spelling or are careless to correct mistakes.

Q 16: Students rating their English writing skills

We wanted to know what students think of their writing abilities; therefore, this questioned was asked, which is, however, liable to false results.
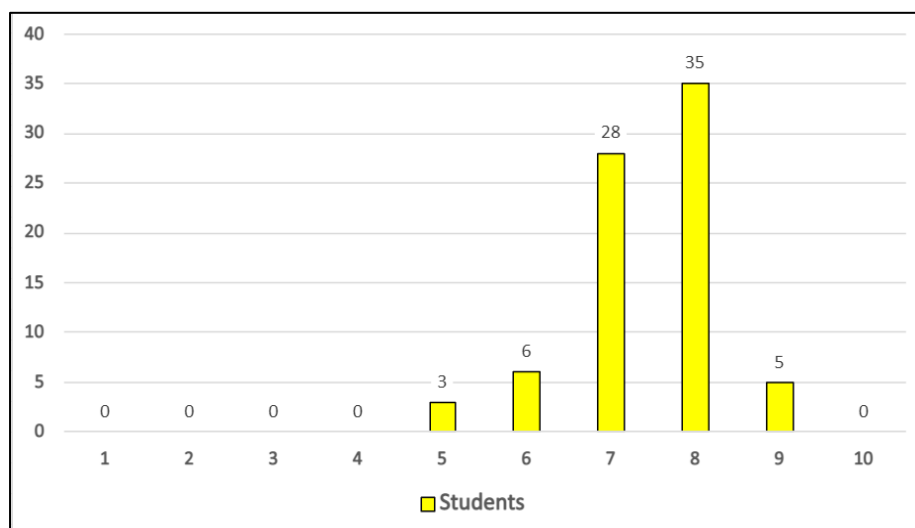
Figure 3.8 Students' Perceptions of their Academic Writing Abilities

According to the reports, none of the students view their writing skills below average. Few individuals (3.9%) stated that they have a medium level, the larger parts (45.4% and 36.4%) maintain that their writing performance is sufficient

enough (7 or 8 out of 10), whereas 6.5% of students believe that they are almost perfect EFL writers (9 out of 10).

Discussion: Since a considerable number of students claimed that they have a decent level of writing performance, it may be deduced that they are highly motivated to write in English.

Q 17: The types of mistakes students make when writing academically

This question was asked to figure out the different forms of writing mistakes that students make in coursework. We allowed the multiple-selection technique and also asked students to leave this item blank if they do not make writing mistakes, but all participants filled in their answers nonetheless.
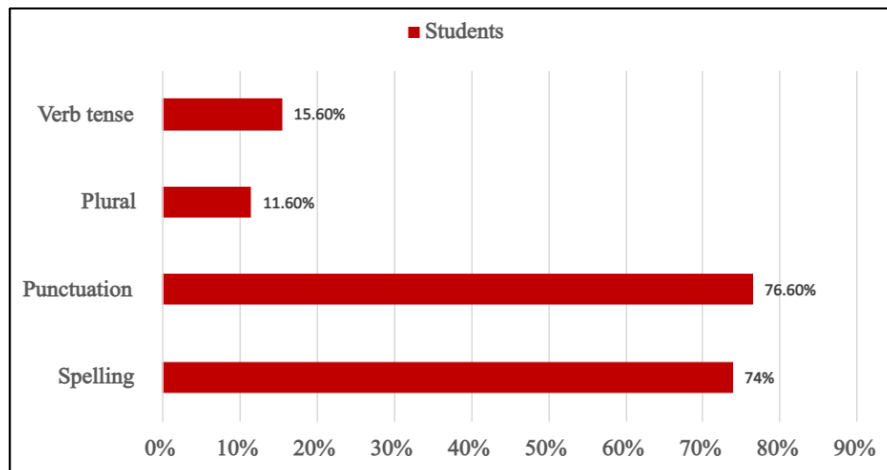
Figure 3.9 Students' Academic Writing Mistakes

Informants admitted that they struggle with clarity in punctuation and spelling frequently; 59 and 57 students respectively. Contrarily, 12 students find verb tenses more challenging, and 9 students fail to guess the accurate plural forms of some nouns.

Discussion: Overall, one can argue from this statement that punctuation marks and spelling are the most common writing mistakes that students make in assignments and coursework.

Q 18: The kind of effect that social media language has on students' academic writing

This item is the focal point of this section as it seeks to disclose students' views of the impact of text language on their formal writing. Yet, there are further questions

that were asked to support this item.
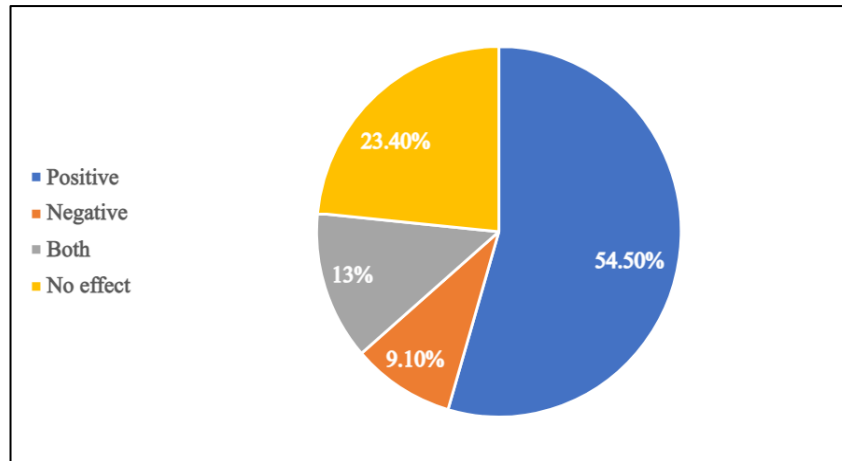
Figure 3.10 The Effect of Social Media Language on Students' Academic Writing

The figure above represents each student's declaration about the type of influence that textism has on their academic writing. 52 students have a positive view, whereas 7 feel the contrary. Noticeably, 10 respondents chose both equally, while the rest 18 students did not experience any effect from SM language.

Discussion: So, from the above description, students assume that the correlation between texting language and academic writing is mostly positive. In other words, the more students learn this distinctive register, the better their writing production becomes. Indeed, this question revealed interesting information since more than half of the sample is satisfied with the impact of netspeak on their written works.

Q 19: Further clarifications of the answers in question 18

We asked this open-ended question to add more validity and reinforce students' statements.

Table 3.8 Students' Explanations about the Effect of Social Media Language

	Themes	**Number of students**
Positive Effect	Netspeak provides new vocabulary	11
	Netspeak helps students with syntax	03

	Netspeak may enrich students language knowledge	10
	Acronyms and abbreviations raise students' awareness to learn their meaning	05
Negative Effect	Netspeak causes spelling mistakes	02
	Netspeak embraces informal language	01
	Netspeak aggravate students' written performances	01
Both Effects	Netspeak improves students' language learning but in less academic ways	07
No effect	Texting styles are notably different from academic writing (No correlation)	11

After coding the 51 responses provided, we were able to identify all four themes across qualitative data (positive, negative, both, and no effect).

Firstly, those who said that the impact is positive (29 responses) justified their answers by stating that SM language provides new vocabulary and sentence structures that are of great importance for academic performances, and when students encounter uncommon abbreviations and acronyms, they will automatically search for their meanings, which may enrich their language knowledge.

Furthermore, 11 participants of those who said that there is no correlation justified there answers by giving a multitude of comments. They asserted that the language used in SM is mostly slang, and since replacing words with numbers, for example, is not tolerated in academic writing, students will not use it in their coursework, and hence, students' academic writing is not influenced by internet slang.

Thirdly, students who said both positive and negative presented 7 statements, in which they opined that this writing style helps them improve their language

learning but it may contain informal terms that will decrease their writing accurateness. So, these participants consider SM language a double-edged sword. On one hand, it enhances vocabulary and interpretation, on the other, it makes writing less formal.

Finally, only 4 responses were given to justify the negativity of textism. 2 Informants stated that students may forget how to spell words, 1 student said that slang is more emphasized in SM, and last one argued that texting styles aggravate students' academic performances.

Thus, interesting insights were gathered from this qualitative question, in which the majority were optimistic.

Q 20: A. Students' use of internet slang in assignments (TDs or exams)

Students were questioned if they remember using texting styles in TDs and exams.
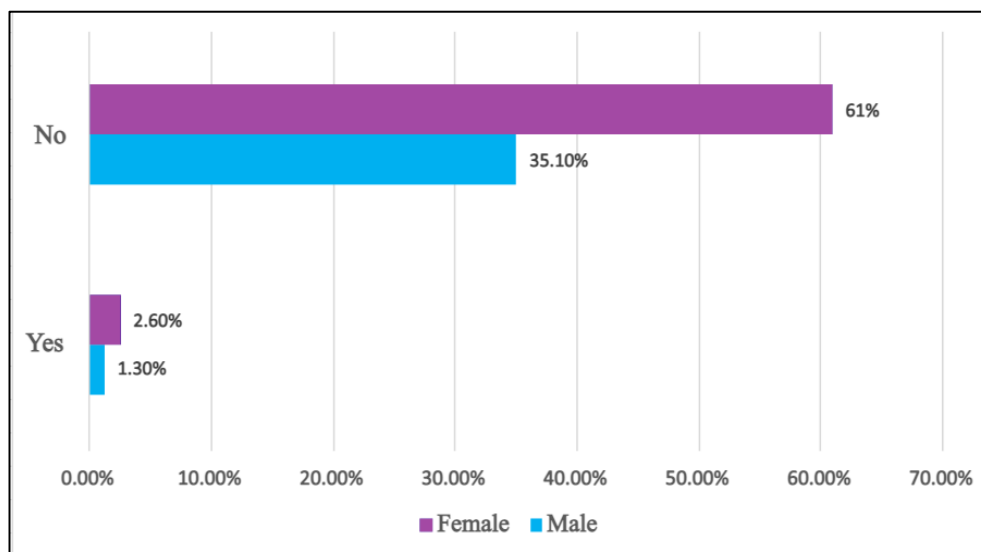
Figure 3.11 Students' Integration of Netspeak in Academic Writing

This question is highly relevant because the answers will crucially add significance to our study. All participants (77 students) filled this item, in which the great majority (74 students) chose "No", whereas the remaining 3 students recall using texting language styles in their academic papers.

Discussion: It seems, from the results, that students are fully aware that integrating netspeak in academic writing will be penalized.

B. The reasons of combining informal writing with formal writing

Coding the provided descriptions generated three diverse themes. 1 student admitted that they wanted to gain time, i.e., time constraints (first theme). 2 others did it for the sake of spelling, i.e., they forget how to spell (second theme); whereas the last informant stated that it was a habit (third theme) that no longer exists.

Q 21: Students' perspectives on the benefit of texting on academic writing performances

It was of this research interest to discover the degree to which informal styles used in texting can enhance students' academic writing.
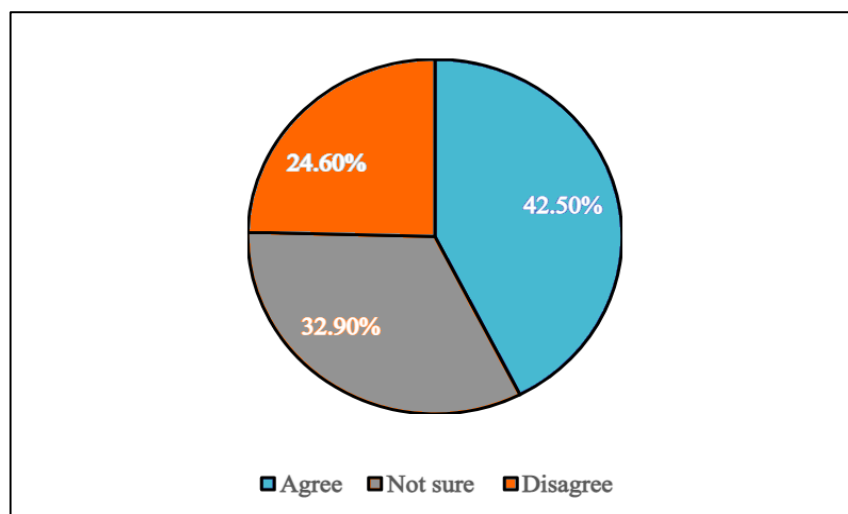
Figure 3.12 Students' Perspectives on the Benefit of Texting

Not all students answered this question (73 responses); however, varied standpoints have been found. 31 participants are consistent with the idea that practicing the skill of writing can be enhanced even by using slang terms. A group of 24 students had no comments on this one, but another fewer group (18 students) expressed disagreement.

Discussion: As illustrated above, it seems that the number of students who agreed may have experienced this condition before and benefited from it academically.

Q 22: Students describe their answers in question 21

Students were asked to make their responses intelligible by explaining them in more detail.

Table 3.9 Students' Explanations of Their Perspectives in Question 21

Themes	Explanations	Percentage
Positive experience of netspeak	11	27.5%
Practicing the skill of writing	14	35%
Vocabulary building	12	30%
The conflation of text language with standard language	3	7.5%
Total number	**40**	**100%**

4 themes were drawn from the 40 statements that were given. There are 3 themes for those who agreed with the foregoing item (**Q 21**). The first one, positive experience of netspeak, includes 11 descriptions. The second one is the practice of writing skills, which comprises 14 related responses, and the third one is vocabulary strengthening, which was highlighted by 12 respondents. Oppositely, the last contradictory theme is the conflation of text language with standard language; it was claimed by 3 students.

Discussion: Therefore, the majority of students embrace the notion that texting improves writing because they can get optimum benefit from experiencing it and consider it a means of effective practice.

Q 23: The accommodation to social media language is the reason students score poorly in coursework

We asked students if they would accord with the idea that the habit of using SMS language when connecting online can automatically be applied in academic settings and therefore negatively affect their grades.
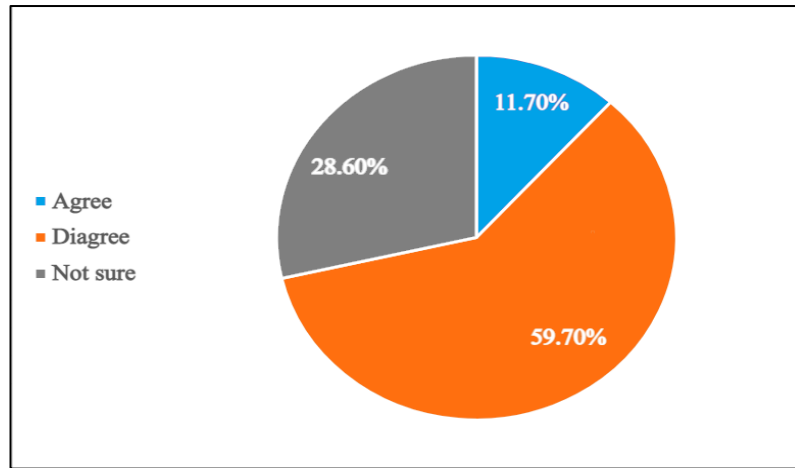
Figure 3.13 The Adaptation to Social Media Language has Negative Consequences on Students' Grades

The above figure (**Figure 3.13)** represents the participants' perspectives on the assumption that students got insufficient grades in writing because they have conformed to internet slang. 9 students concurred with this statement, but they were contradicted by an abundant amount of their peers (46 students), whereas the third group (22 students) was rather neutral.

Discussion: As a result, it could be assumed that experiencing SM language is not the reason students' writing performances is declining; there are other severer causes of inadequate grades, such as spelling and punctuation mistakes, which are illustrated in **Q 07**.

Q 24: The advantages of texting language for students' learning

The checkbox method was permitted in this question, which was meant to validate students' responses in questions 18, 21, and 23.

Table 3.10 The Usefulness of Texting Language

	Number of students	**Percentage**
Learning vocabulary	67	87%
Learning spelling	22	28.6%
Learning grammar	17	22%
Not useful for learning	4	5.2%

Fully 87 % of the respondents averred that texting terminology is one of the methods to improve lexicon. Another set (28.6%) believe that it avails them to spell words correctly. The third group (22%) claimed that texting language helps students with grammar, such as syntax, verb tenses, and sentence formation. These assertions, however, were refuted by the bottom 5.2% of our participants, who stated that internet slang is not effective for learning.

Discussion: Most of the results of this complementary question consider SM language advantageous to promote one's academic achievements, mainly writing.

3.4.2. Analysis and Discussion of Teachers' Questionnaires

Section One: General Information

Q 01: Teachers' teaching experience

The fifteen participants at the level of the English department at Abou Bekr Belkaid University have eight to thirty years of teaching experience, and all of them hold a Doctorate.

Discussion: This preliminary, qualitative question has confirmed that our participants have substantive positions rather than temporary, which means they are permanent teachers who have adequate experience with students' writing styles, and hence can provide reliable information for this inquiry.

Q 02: The type of teaching approaches adopted in the classroom

The objective behind this question is to have an idea about the method that teachers follow in second-year License classrooms.

Table 3.11 Teaching Approaches

	Teacher-centered	**Student-centered**	**Both**
Number of teachers	10	02	03

The above table demonstrates that the majority (10 teachers) prefer to guide and control the learning process of students; only 2 teachers delegate the process of

learning to students themselves; whereas 3 teachers assume both approaches.

Discussion: Regarding the results, second-year License classes are characterized by the dominance of the teacher as the sole authority, while the students are passive recipients of the information. Thus, the teacher-centered method is often the ideal teaching strategy when it comes to undergraduate students.

Section Two: Social Media Language and Students' Academic Writing

Q 03: Teachers rate the writing skills of their second-year License students

We wanted to observe students' writing skills through the eyes of their teachers so as to examine the credibility of students' assertions.

Table 3.12 Teachers' Evaluation of Students' Writing Skills

Options	Number of teachers
Most of them have a good level.	01
Most of them have an intermediate level.	11
Most of them have a poor level.	03
Other statements	02

From the table above (**Table 3.12**), most participants (11 teachers) view their second-year students as average learners, 3 teachers asserted the greater part has a low level, while only one teacher believes that the majority has a sufficient level. In additional comments, however, 1 teacher stated that only few students have a good level and the others have an inadequate level, whereas another one asserted that some of their students are brilliant.

Discussion: Teachers' claims indicate that most second-year students have an acceptable level of grammar and vocabulary knowledge, which is a remarkably decent characteristic of students who are still at the beginning of their high education career.

Q 04: Second-year License students make a lot of writing errors

Teachers were asked whether their students make many writing mistakes in their assignments.
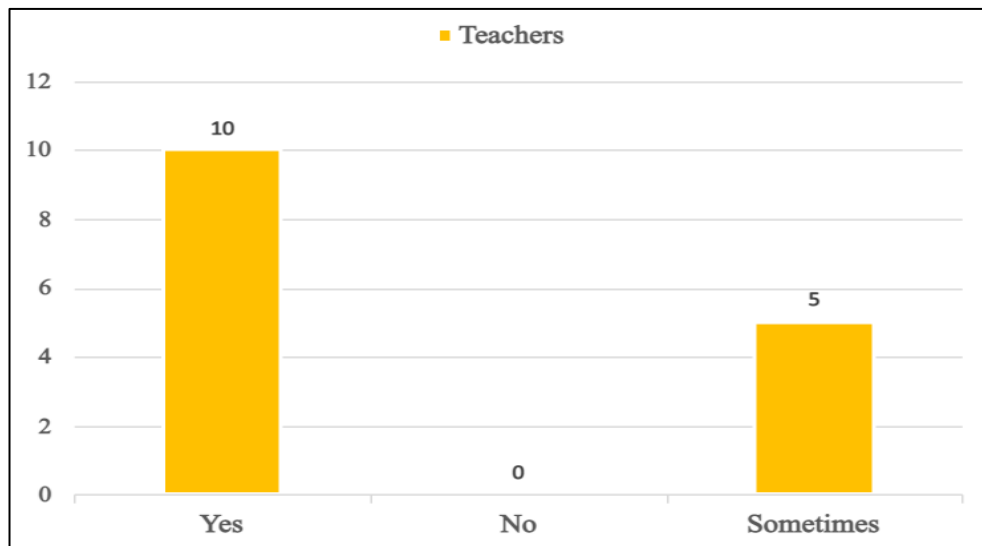
Figure 3.14 Students Make a Lot of Writing Errors

10 teachers stated that their second-year License students commit several writing errors on their papers; 5 teachers asserted that students occasionally make many mistakes; whereas the "No" option was not selected by any participant.

Discussion: Following the analysis of the elicited data, our target students struggle to provide an impeccable or accurate piece of writing regardless of their allegedly average language proficiency.

Q 05: The most frequent writing mistake(s) that they make

After they asserted their opinions about students' writing, teachers were asked about students' most common writing errors.
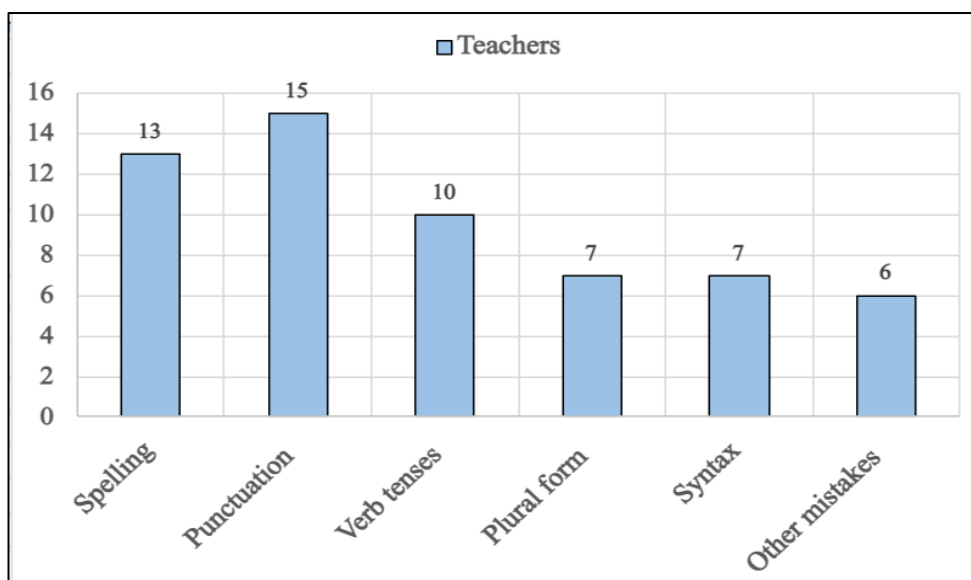
Figure 3.15 Frequent Mistakes in Students' Academic Writing

Teachers selected more than one choice. The above figure describes the results of this question, which shows that spelling (13 teachers) and punctuation (15 teachers) are the most typical mistakes committed by students. 10 teachers emphasized verb tenses mistakes, while 7 teachers chose plural form and syntax. Still, a variety of other mistakes were noted, including inaccurate vocabulary (misuse of words), French spellings, capitalization, and sentence fragments.

Discussion: The results demonstrated that incorrect use of or absence of punctuation marks, function words, such as prepositions and auxiliary verbs, plural form, and sentence formation, in daily use of SNSs may have a severe effect on students' writing performances in TDs and exams. Therefore, these answers validate students' responses to question 17.

Q 06: Teachers estimating the number of student who use texting language in their academic writing.

To verify students' responses, teachers were asked if they encounter texting styles in their students' work.

Table 3.13 The Use of Internet Slang in Academic Writing

Options	Number of teachers
The majority use netspeak in their papers	0

50% of students use netspeak in their papers	0
The minority use netspeak in their papers	0
Only few students use netspeak in their papers	13
Students do not use netspeak in their papers	2

The previous table demonstrates teachers' reports about the fact that their students' written academic work includes SMS language in it. Accordingly, the greater number (13 teachers) maintained that only some students mixed netspeak with formal writing, whereas 2 teachers asserted that none of their students used these writing styles in their modules.

Discussion: Since teachers affirmed students' responses in question 20, this phenomenon may not be widespread and prevailing among second-year License students

Q 07: The main reasons that make(s) students score poorly in academic writing according to teachers

Teachers had the chance to choose more than one option (the checkbox techniques).

Table 3.14 Causes of Students' Poor Grades

Causes	**Number of teachers**
Fossilization	6
Grammar mistakes	15
Spelling	15
Internet slang	6
Others	4

The entire sample agreed that spelling and grammar mistakes, including punctuation, are the predominant reasons for poor scoring. 6 participants highlighted both fossilization and text language; whereas 4 participants stated that there are other reasons, such as inadequate reading and writing practice, COVID-19 Quarantine, and insufficient English knowledge.

Discussion: The findings demonstrate that the habit of blending texting language with formal language when writing assignments exists among some students. Thus, it can be surmised that the use of Netspeak is correlated with students' low writing achievements. Additionally, these declarations correspond with those of the students in question 21, in which they claimed that other reasons prevail over text language, such as the limited knowledge of grammar.

Q 08: The kind of effect that social media language has on students' academic writing

As long as our participants are experienced teachers, they surely recognize the writing styles their students use; consequently, we asked them if students' academic writing is affected by texting language, and the kind of its effect upon them.
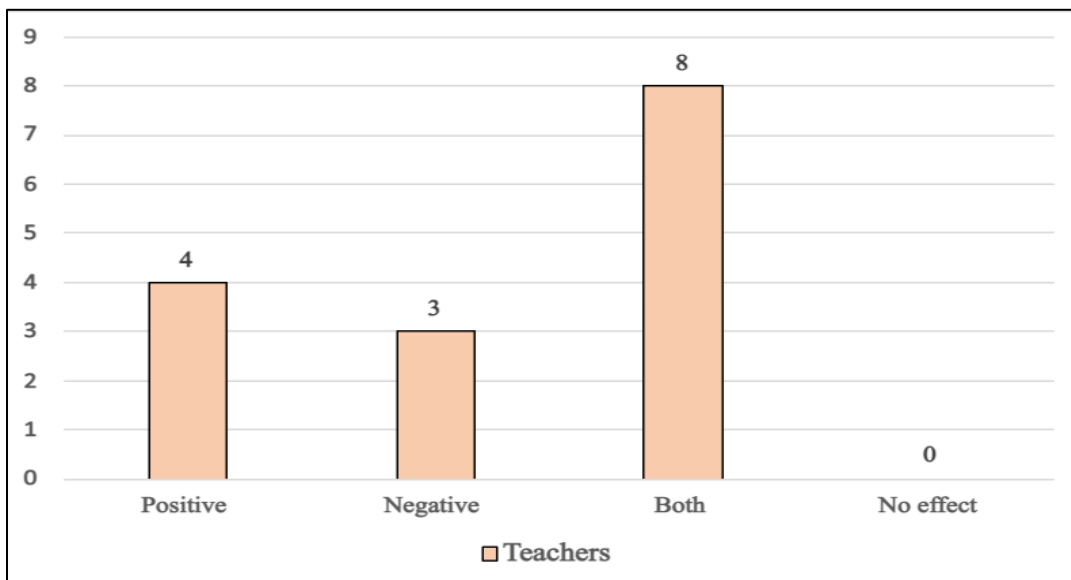
Figure 3.16 Teachers' Considerations on the Effect of Texting Language on Students' Academic Writing

The above figure reveals that 8 participants argue that texting language has a double effect, i.e., bad and good. 4 others see this register as beneficial to students, whereas the remaining 3 opposed both groups and claimed that SM slang is harmful on students' college writing.

Discussion: The findings did not just disapprove students' claims but also some researchers who showed incredulity at the disadvantages of SM language. So, the answers evince that most teachers have both optimistic and pessimistic perspectives. The former is because internet slang helps students inadvertently increase their vocabulary; the latter, however, is because of its potentially detrimental effect on literacy.

Q 09: Explanations of the answers in question 08

Respondents were asked to add comments to endorse their responses in question 08.

Multiple answers were found in this qualitative question. 6 out of the 8 participants who asserted that the impact is both positive and negative answered this item by stating that SM is rich of academic information, it can help students acquire new vocabulary that may improve their real-life conversations, however, relying solely on texting register will make their writing less formal and may lead them to make mistakes in coursework.

For those who support texting language (4 teachers) maintained that this style allows students to learn new items, develop both social and learning skills including writing, and have the opportunity to chat with English speakers and learn from them.

Conversely, 3 statements about the negativity of SMS language were presented. Teachers argued that students write their essays using contracted forms and other informal styles.

Q 10: Students' writing mistakes are due to their use of social media language when they chat online

Our participants were asked if the writing errors students make in assignments are due to habit of using texting language regularly.
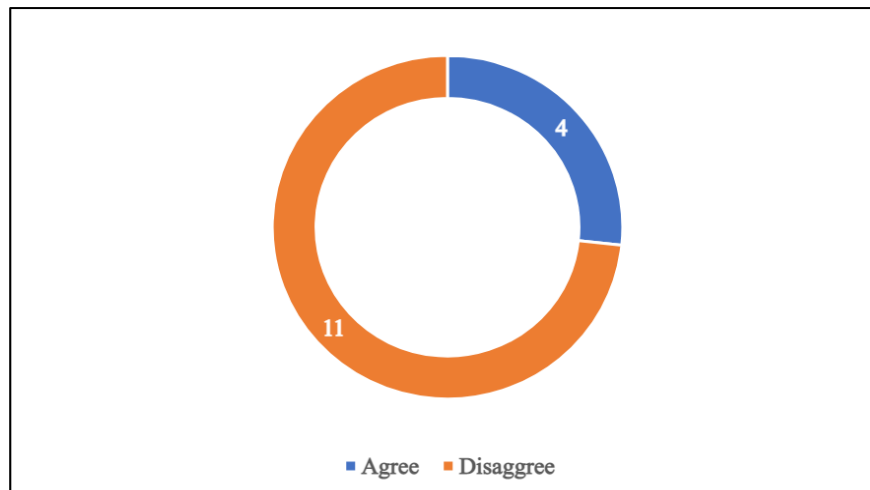
Figure 3.17 Social Media Language Causes Writing Mistakes

According to the results illustrated in the figure above, "Disagree" was the preponderant answer as it was chosen by 11 participants, while 4 teachers accorded with the above statement.

Discussion: The majority of teachers differed with the statement of this item and believe that using nonstandard words when conversing online does not necessarily drive students to make writing mistakes in assignments. However, the above results demonstrate two crucial things. First, teachers' responses in this question contrast with those of students in question 21. Second, some teachers who disagreed with this expression had already stated, in question 05, that texting language is a significant reason for failing grades. Thus, these perspectives generate a contradiction in the findings.

Q 11: Explanations of the answers in question 10

This complementary question was asked to obtain qualitative information. Yet, 3 participants did not provide answers.

Table 3.15 Teachers' Explanations of Their Perspectives in Question 10

	Themes	**Number of teachers**
Disagree	Inaccurate grammar	05
	The lack of practice	02

	Chatting does not affect writing skills	02
Agree	The use of informal register in assignments	04

Coding the teachers' assertions generated four themes; three for those who disagreed with question 10 and one for those who agreed. Two teachers stated that students switch to high diction when doing assignments, which means SM language does not affect students' learning of writing (theme 01). Four teachers believe that capitalization, punctuation, and syntax are the main cause (theme 02). Two teachers affirmed that students do not practice writing (theme 03). In contrast, teachers who agreed with question 09 had the same statement, which contended that students' writing mistakes in coursework are due to the use of abbreviated and contracted words adopted from SM language (theme 04).

Q 12: Reasons of Using Internet Slang in Academic Paper

In other research, it was found that some students use SMS language in their coursework; therefore, we wanted teachers to express their ideas about this phenomenon by selecting the appropriate options or provide their own comments.
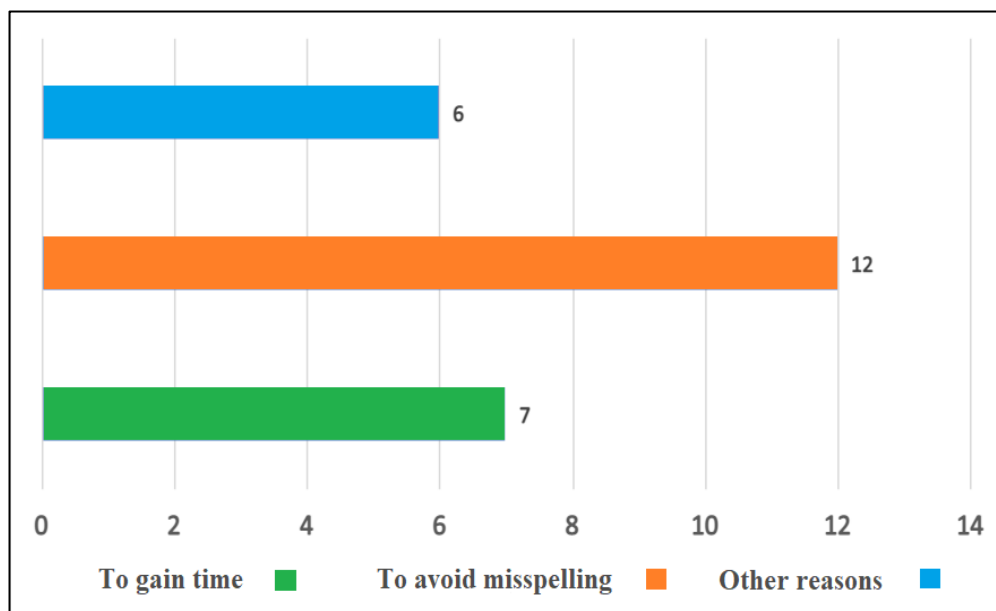
Figure 3.18 Reasons of Using Internet Slang in Assignments and Coursework

The figure above displays the causes of using texting language in assignments. The majority (12 teachers) maintained that students may have forgotten

how to spell the word in English; therefore, they employ SMS language. 7 teachers argued that the reason is to save some time. Yet, 6 other reasons were stated, including the accommodation to informal styles when chatting, insufficient knowledge of word classification, and unawareness of the importance of formal writing.

Discussion: The results accentuate the realization that students use texting styles in academic works mostly when forgetting how to spell or having no time to write each word entirely.

Q 13: Students who practice writing via online chatting but use internet slang can improve their writing skills more than those who do not text in English.

Some students use only the Algerian Arabic or sometimes include French. We wanted to know if they have a lower chance of bettering their writing abilities.

Table 3.16 Using Internet Slang Online Improves Writing Skills

	Agree	**Disagree**	**Not sure**
Number of teachers	08	01	06

Eight participants supported the statement above, whereas only one participant opposed it. Yet, the rest 6 participants were unsure about their responses.

Discussion: What is demonstrated here associates with the reports of students in question 21. This indicates that texting regularly may boost students' writing abilities regardless of its informal writing styles.

Q 14: Explanations of the answers in question 13

After they had chosen their answers, teacher provided diverse comments to support their choices in the previous question.
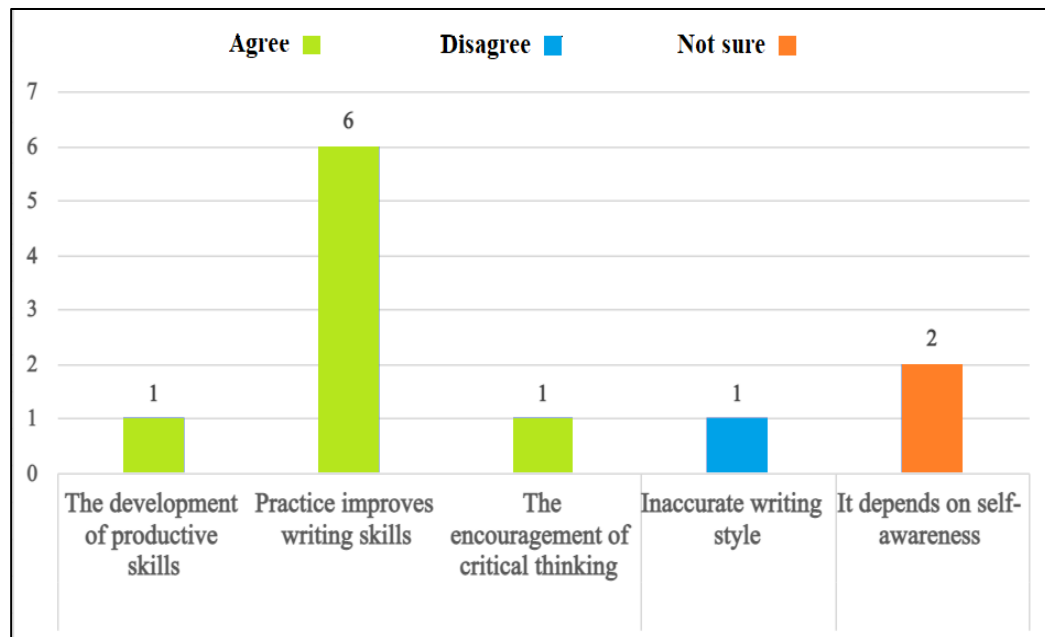
Figure 3.19 Teachers' Explanations of Their Perspectives in Question 13

The gathered qualitative data contributed to a clearer understanding of the teachers' views. Five themes ensued from the coding of the responses.

The comments of the teachers who agreed with question 13 are divided into three themes:

One teacher reported that texting language ameliorates students' productive abilities (theme 01), 6 respondents believe that practicing writing, even with internet slang, is an effective method to become a better writer (theme 02), and one teacher asserted that SMS language stimulates critical thinking (theme 03).

The one participant, who disagreed with question 13, contradicted the above claims and stated that this writing style is unacceptable and must be ceased.

Notably, only 2 out of 6 teachers, who were not sure about this question, provided answers. They had the same viewpoint and asserted that it is a matter of self-consciousness. To put it another word, SM language is effective only if students are willing to improve their writing through it.

Discussion: Key findings emerged from the above review as the majority of respondents who endorsed question 13 maintained that repetition will strengthen students' academic writing performances, regardless of the writing style they use.

Q 15: Teachers' advices to improve students' academic writing

As the last question, teachers were asked to provide constructive feedback that may help students cope with their writing difficulties.

Table 3.17 Teachers' Suggestions

Themes	Number of Teachers
Students should practice academic writing	06
Students should read all forms of texts	09
Students should listen to better speakers	01
Teachers should implement the explicit teaching method	01
Teachers should encourage student participation	01
Students should seek feedback from others	02
Students should watch TV channels or other visual programs in English	01
Students should engage in language learning games	01
Students should do more grammar and vocabulary exercises	01

After coding the teachers' suggestions, nine themes emerged; however, some respondents provided more than one piece of advice.

Several participants emphasized reading (9 teachers) and writing (6 teachers) and advised students to practice them constantly (theme 01 and 02). Moreover, 2

teachers believe that helping students requires teachers' contribution; one recommended applying explicit teaching in the classroom (theme 03), and the other suggested motivating students to express their opinions (theme 04). The remaining themes were proposed by one teacher for each, such as listening to fluent speakers (theme 05), asking others for valuable insights (theme 06), watching English TV programs or motion pictures (theme 07), playing language games (theme 08), and lastly testing skills by doing exercises (theme 09).

Discussion: All things considered, teachers exhort students to practice all four language skills so as to acquire or preserve proficiency. Yet, most of our participants urge students to write and read as much as possible.

3.5. Discussion of the Main Results

The gathered data yielded interesting results that helped achieve the aims of this research as well as check the validity of our hypotheses, that is, decide whether the predictions are supported or refuted.

Initially, we wanted to know if students are addicted to SM platforms. The analysis of section one of the students' questionnaires revealed that the majority of them (92.2%) use SNSs excessively (2 hours or more per day). Other questions in the same section reinforce these findings, which lends support to our first hypothesis. This virtual environment has created a relaxing interaction space for students to communicate regardless of language parameters. Yet, students' immoderate use of SNSs to check trivial matters should be reduced because applications, such as Instagram, Facebook, and TikTok, are highly addictive and may cause depression or adversely affect students' mental health. Limiting SM use may lead to notable enhancement in one's well-being.

Additionally, we found the teachers' statements useful and informative as they helped us surmise that students use an unpretentious style only when they chat with people online. Most of them are cognizant of what is expected of them at the level of university and that formality is a requisite in academic writing. In fact, students claimed that they are learning new terms and reinforcing their writing capacities thanks to this practice. Moreover, the analysis of the second section of the students' questionnaire showed that there are only a handful of students who use informal

abbreviations and acronyms in their assignments (see question 20). Discordantly, a contradiction in the findings was issued after analyzing teachers' responses, which were not consonant with those of students. More than half of the majority stated in question 05 that internet slang is among the reasons that precipitate low grades. Moreover, the influence of this demotic language is mostly positive according to students (see questions 18, 19, 20, 21, 22, and 23), but teachers believe that texting language affects students both positively and negatively (see questions 08 and 09 of the teachers' questionnaire). So, this clearly shows that the impact of SM language is not all-time negative as was claimed in other research. To put it simply, text language enriches students' vocabulary, but some students apply what they have acquired from it on their coursework without rectifying malformed texting terms. With that said, the second hypothesis of this study is disconfirmed because we surmised that the impact is positive but the results are inconsistent with this supposition.

Concerning the third research hypothesis, which claims that most second-year License EFL students do not integrate internet slang into their coursework, findings demonstrated that this phenomenon indeed exist among undergraduate students, and to support this, only few students admitted, in question 20, that they used texting register in their academic paper, and only 6 teachers believe that SM language is one of the reasons students score poorly, which means the other teachers did not detect any forms of SMS language in their students' papers; therefore, we can confirm our third prediction. In addition, students' integration of SMS language in their coursework may be due to various reasons, for example, students forget how to correctly spell words or have no time or vocabulary to write a complete sentence; accordingly, they use contrived texting structures and express themselves by using slang terms or other forms of casual language that are more convenient to them.

Ultimately, the research findings do acknowledge what has been cited by Crystal (2008) who stated that "Those who text well almost invariably also have an excellent command of their language." (p. 138), and González (2003) who found that learning via chat applications can be advantageous to students. The results of this research indicated that the English register used in SM generates negative consequences; yet, the benefits that it brings on students' writing are remarkable.

3.6. Recommendations

Based on the data interpretation and discussion, different recommendations are suggested concerning students' awareness of academic language and texting language. These propositions aim at decreasing the negative habits caused by SM language and increasing students' writing skills. Hence, varied suggestions were recommended for students, teachers, and researchers who are interested in this subject.

3.6.1. For Students

Given the lack of critical attention paid to formal writing when chatting online, this practice generated an adverse consequence on students' educational outcomes; therefore, university students should always follow the conventions of writing in their academic setting because it is the critical feature that assures their success.

Secondly, Students should eschew autocorrect and autocomplete sometimes or even disable them from their digital devices so they can recognize their written mistakes and pinpoint their weak spots. In addition, this feature is not available in the classical way of writing, i.e., pen and paper, and therefore, students are subject to spelling mistakes as they are accustomed to this practice, i.e., the use of autocorrect and autocomplete, which enliven indolence and deter spelling memorization. So, the excessive use of autocorrect and autocomplete may hinder students' writing advancements.

Another way to advance one's writing skills is to read. When an individual reads he or she picks up new vocabulary and engages with different writing styles. Reading a diverse range of books, whether printed or digital, is productive as it can teach people or students new writing techniques and how to use literary devices in their texts. Writing more detailed sentences is also vitally important to develop the skill of finding the perfect word for every situation. All in all, the more an individual engages in writing, especially with pen and paper, the more he or she improves their spelling, grammar, and vocabulary.

Furthermore, the students' most committed mistakes in writing formal essays were in spelling and the use of capitalization and punctuation marks. Students are not aware that capitalization is an essential condition to form any formal piece of

writing. Therefore, punctuation and spelling are the most crucial areas that need more attention from students. It is acceptable to use mediocre writing as long as it is plain and error-free because sometimes students attempt to embellish their writing by using advanced terms only to end up confusing the reader or spoiling the original meaning.

The fifth point that we propose is the use of a mobile dictionary. There is a myriad of dictionaries to download from the internet. This method is highly beneficial as students can reckon on it to mitigate the potential of using incorrect language.

Ultimately, sometimes in the English language, a single word may take on several distinct meanings, i.e., polysemy; therefore, we urge students to fully understand the meaning or multiple meanings of any word they encounter as well as its parts of speech and try to use them in real-life contexts. We also recommend they communicate with native speakers if it is feasible and practice writing and reading as much as possible.

3.6.2.   For Teachers

Teachers, on the other side, should motivate students to write more by providing interesting topic to write about, raise their awareness about the unfavorable outcomes that texting language may cause to their writing assignments, and help them sincerely understand the lessons and not just give them the input they need to pass the class. In other words, teachers should be educators who seek to inspire students and instill knowledge in their minds.

Additionally, Teachers should implement peer review by asking students to analyze and assess the written works of their peers and reflect on them by stressing their strengths and weaknesses and providing feedback and constructive criticism. So, this collaborative student-centered strategy can be effective for learning and self-assessment. Similarly, teachers can make intentional writing mistakes to capture students' attention and induce them to participate or use dictation. In actual fact, dictation is an effective method to improve students' writing skills. Although it is a traditional way of language learning, dictating a small paragraph to each student will help them concentrate and recognize their mistakes. Another point is that teachers should monitor the students' usage of SNSs, and implementing these platforms in the classroom is paramount to benefiting from them.

3.6.3. For Further Research

The validity of the present research could be higher if the number of participants was larger for depicting exactly the target population's reality. Another emphasis was that the quantitative and qualitative data only report students' beliefs which cannot be verified. Consequently, other methods should be conducted in future studies, such as interviews. This type of survey, which is also called in-person survey, is demanding and time-consuming; nevertheless, the interviewer can observe facial expressions, body postures, and other contextual insights of the interviewee as well as elicit in-depth and impulsive answers (Mahmutovic, 2020).

3.7. Limitation of the Study

The generalizability of the results is limited by two main reasons. Firstly, the selected instruments to collect data are subjected to dishonesty. Questionnaires grant participants maximum privacy; consequently, they may not provide honest answers. Secondly, the lack of participants, due to the recent pandemic, generated shortcomings in our research. As stated in the previous section, future studies could fruitfully explore this issue further by interviewing pertinent students and teachers to elicit answers that are more plausible and definitive than responses obtained from questionnaires. Moreover, the possibility of generalizability is warranted if further research comprises more participants.

3.8. Conclusion

The present chapter illustrates the analysis and discussion of the research results. The data collected from both online and paper surveys had been submitted for interpretation, which revealed to what extent the academic writing performances of second-year License students are affected by the various writing styles used in SM.

The findings demonstrated that not all the formulated hypotheses of this investigation are accurate; the results were consistent with our first and third assumptions but not with the second assumption. Consequently, several recommendations were suggested, and the barriers to this inquiry were also stated.

It is noteworthy that, according to students, their articulacy is poor due to limited vocabulary; however, the real cause is plausibly a lack of practice of productive skills and the overdependence on autocorrect and autocomplete.

Practicing writing and speaking turns passive vocabulary into active vocabulary and improves eloquence and preciseness. In fact, raising students' attention about the utmost gravity of writing at the university level will encourage them to filter their casual texting language and use it properly to improve their writing skills altogether.

General Conclusion

General Conclusion

The constant advancement of technology has improved the quality of virtual communication and paved the way for the creation of a myriad of SNSs. As long as interaction is paramount to SM, each community has created a smoother and manageable form of writing, often knowns as texting language, as a replacement to the formal, standardized language, which was found mainly frustrating and unsuitable for a mostly frivolous field; therefore they have developed innovative spellings and informal abbreviations to circumvent it.

Since English is the most used language on SM, its alternative informal form has remarkably changed the writing process of many internet users worldwide.

People, specifically students, nowadays are more engaged in using informal abbreviations, acronyms, contractions, and other peculiar writing styles when they connect to the internet. In EFL classes, where writing is a vital skill, using academic writing is indispensable to obtaining satisfactory grades. Yet, previous studies found that there are students who use internet slang in their coursework regardless of its drawback; consequently, this inquiry was conducted to discover if this case exists among EFL students at Tlemcen University.

This current research, in fact, is composed of four divisions:

The first one is the general introduction, which was devoted to reviewing similar studies and providing details about the research topic, why it matters, what are its purposes, and how it was conducted.

The second and third parts, i.e., the first and second chapters, discussed the relevant literature of this research. The former highlighted the skill of writing, which is a vital variable in our study, whereas the latter focused on the main facets of SM, such as its historical development, various platforms, attributes as well as the informal writing styles that are used in SNSs, which is another vital variable of this research.

The fourth part, i.e., chapter three, was set to lay essential theoretical foundations for the research design and explicitly display the methodology that was relevant to the study under investigation, including the research method, instruments, and the investigated population and the sample. Furthermore, the

analysis and discussion of the data collected from both students' and teachers' questionnaires related to the effect of SM language on EFL students' academic writing were also cited in this chapter, which is the most crucial phase of research. The findings demonstrated that, presently, Generation Z students, specifically second-year License students, are exposed to and dependent on SNSs more than other generations. This habit is becoming a fact as students accept what they are experiencing on SM regardless of attention to detail. They use it for multiple objectives but most likely for chatting and browsing amusingly. Students are heedful of the difficulties they face when writing academically and identified the areas where they could not perform well, namely punctuation and spelling, but most of them claimed that they have a sufficient level of proficiency, which was refuted by their teachers, who reported detailed information about the student's writing level as well as the common mistakes they make. Additionally, it was discovered through the analyses that texting language is a two-edged phenomenon; that is, the correlation between the students' academic writing performances and the register used in texting is both positive and negative. Accordingly, the more students apply informal abbreviations, contractions, acronyms, and so forth in formal writing, the less they achieve desired outcomes. Yet, this type of writing can also enhance students' language learning. Moreover, in terms of writing, only a few students admitted using internet slang in their papers, which was assured by their teachers, who revealed that many problems that second-year License students face while writing stem from the use of internet slang in academic papers, howbeit, the majority showed significant awareness of the distinction between texting styles and academic styles. On the whole, the findings of this inquiry confirmed the first and third assumptions, whereas the second one was disconfirmed. After testing the research hypotheses, prime suggestions for students, teachers, as well as future studies are drawn in the light of the findings. Also, a discussion of the limitation of this study was the final point that concludes this chapter.

On this basis, we conclude that, to the best of our knowledge, there are no reasonable methods to teach formal writing using an informal register; nonetheless, students can still promote their learning through it. Hopefully, the findings of this modest academic paper add more reliable information to the related literature and serve as a reference for those who carry out studies on the same ground.

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Appendices

Students' Questionnaire

This survey is part of research work in didactics for the fulfillment of Master Degree. You are kindly requested to provide some of your valuable time to answer the following questions honestly. The responses will be kept confidential and used for research purposes only. **(You can choose more than one answer).**

Section One: General Information

1. What is your gender?

A. Male ☐   B. Female ☐

2. How old are you? …………………………….

Section Two: The Use of Social Media

3. Do you use social media?

A. Yes ☐   B. No ☐

4. What social networking site(s) do you use?

A. Facebook ☐   B. WhatsApp ☐   C. Instagram ☐

D. Viber ☐   E. Snapchat ☐   F. TikTok ☐

- If you use other social media sites, what are they? ....

....

5. For what purpose do you use social media?

A. For chatting ☐   B. For studying ☐   C. For entertainment ☐

6. How often do you use social networking sites?

Social Networks	Daily	Occasionally	Rarely	Never
1.Facebook				
2.WhatsApp				
3.Instagram				
4.Viber				

5. Snapchat				
6. TikTok				

7. How much time do you spend on social media?

A. Few minutes ☐   B. 1 hour ☐

B. 2 hours ☐   C. 3 hours ☐   D. More ☐

8. Do you consider social media an important part of daily life?

A. Yes ☐   B. No ☐

Section Three: Social Media Language and Students' Academic Writing

9. What language(s) do you use while chatting online with people?

A. English ☐   B. French ☐

C. Arabic ☐   D. Algerian dialect ☐

10. Which of the following forms do you use while texting:

A. Informal contractions (such as, "tnx" for "thanks"/ "sry" for "sorry"/ "&" for "and") ☐

B. Acronyms (such as, OMG and LOL) ☐

C. Emoticons and Emojis (such as, :) / ☺) ☐

11. Can you give some examples of the internet slang that are used in academic writing?

For example: b4 (before), smt (sometimes)...etc.

....

....

....

12. Do you use autocorrect while you are typing a message? (a program that automatically corrects spelling and grammar mistakes)

A. Yes ☐   B. No ☐   C. Sometimes ☐

13. What about autocomplete? (a program that automatically suggests words)

A. Yes ☐   B. No ☐   C. Sometimes ☐

14. Do you check your spelling or grammar mistakes before sending a message to your friends?

A. Yes ☐   B. No ☐   C. Sometimes ☐

15. Do they correct your writing mistakes when you are chatting with them?

A. Yes ☐   B. No ☐   C. Sometimes ☐

16. On a scale of one to ten, how would you rate your English writing skills?

One ☐ Two ☐ Three ☐ Four ☐ Five ☐ Six ☐ Seven ☐ Eight ☐ Nine ☐ Ten ☐

17. What type of mistakes do you make when writing academically? (Leave it blank if you do not make mistakes)

A. Spelling ☐   B. Punctuation ☐

D. Plural ☐   E. Verb tense ☐

18. What kind of effect does social media language have on your academic writing?

A. Positive effect ☐   B. Negative effect ☐   C. Both ☐   D. No effect ☐

19. Can you explain why? ....

....

....

20. A. Did you ever use internet slang (emojis, acronyms, informal contractions) before in assignments (TDs or exams)?

A. Yes ☐   B. No ☐

B. Can you tell us why? ....

....

....

....

21. Do you agree that students who practice writing only by sending messages using social media language (LOL, JK, IDK, lemme, gonna…) can improve their writing abilities more than those who do not practice at all?

A. Agree ☐   B. Not sure ☐   C. Disagree ☐

22. Can you tell us why? ....

....

....

....

23. Do you agree that adapting to social media language is the reason students score poor in written assignments (TDs and Exams)?

A. Agree ☐   B. Not sure ☐   C. Disagree ☐

24. What can texting language be useful for?

A. Learning vocabulary ☐   B. Learning spelling ☐

C. Learning grammar ☐   D. Not useful for learning ☐

Thank you for your time

Appendix B
Teachers' Questionnaire

This survey is part of research work in didactics for Master Degree. You are kindly requested to provide some of your valuable time to answer the following questions honestly. The responses will be kept confidential and used for research purposes only.

Section One: General Information

1. For how long have you been teaching English? ....

2. What approach do you adopt in the classroom?

   A. Teacher-centered ☐   B. Student-centered ☐   C. Both ☐

Section Two: Social Media Language and Students' Academic Writing

3. How would you rate second-year License students' English writing skills?

   A. Most of them have a good level. ☐

   B. Most of them have an intermediate level. ☐

   C. Most of them have a poor level. ☐

   D. If none of the above, describe your class(es) in your own words. ....
   ....

4. Do you think that second-year License students make a lot of writing errors?

   A. Yes ☐   B. No ☐   C. Sometimes ☐

5. What is/are the most frequent writing mistake(s) that they make?

   A. Spelling ☐   B. Punctuation ☐   C. Verb tenses ☐

   D. Plural form ☐   E. Syntax ☐

   F. Others: ....
   ....

6. In my second-year License classes,

   A. The majority use netspeak in their papers ☐

   B. 50% of students use netspeak in their papers ☐

   C. The minority use netspeak in their papers ☐

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D. Only few students use netspeak in their papers ☐

E. Students do not use netspeak in their papers ☐

7. In your opinion, what is/are the main reason(s) that make(s) students score poor in academic writing?

A. Fossilization (a habit of using incorrect language) ☐

B. Grammar mistakes (punctuation, syntax…) ☐

C. Spelling Mistakes ☐

D. Internet slang (informal abbreviations and acronyms) ☐

D. Others: ....
....

Section Three: The Influence of Social Media Language

8. What kind of effect does social media language have on your students' academic writing?

A. Positive ☐   B. Negative ☐   C. Both ☐   D. No effect ☐

9. Can you tell us why?

....
....

10. Do you agree that students' writing mistakes are due to their use of social media language when they chat online?

A. Agree ☐   B. Disagree ☐   C. Not sure ☐

11. Can you tell us why?

....
....

12. Researchers have reported that students use internet slang in assignments and coursework. Why they do that according to you?

A. To gain time ☐   B. They forget how to spell the word in English ☐

C. Others...
....

13. Do you agree that students who practice writing via online chatting but use internet slang can improve their writing skills more than those who do not text in English?

A. Agree ☐   B. Disagree ☐   C. Not sure ☐

14. Could you tell us why? ....

....

15. What should be done to improve students' academic writing?

....

....

Thank you for your time

الملخص

على مدى العقدين الماضيين، تقدمت التكنولوجيا بشكل سريع مما أدى إلى اختراع وسائل التواصل الاجتماعي، وهي طريقة اتصال جديدة لها تاثير كبير على حياة الناس في العديد من الجوانب، بما في ذلك التعليم. في هذا الصدد ، يستخدم الطلاب منصات التواصل الاجتماعي للتواصل والتفاعل مع العالم في الغالب من خلال الكتابة، والتي تعتبر في أي مستوى تعليمي أكثر تعقيدًا من المهارات اللغوية الأخرى. ومع ذلك، أثناء إرسال الرسائل النصية على هذه المواقع، من المرجح أن يستخدم الطلاب لغة غير رسمية لتسهيل رسائلهم المكتوبة وكذلك لتجنب تراكيب الجمل الطويلة والمعقدة. وبالتالي ، تكيف الطلاب مع هذه العادة مع وجود فرصة كبيرة لاستخدامها في الكتابة الأكاديمية. ومن ثم ، فإن الهدف من هذا البحث هو تحديد نوع تأثير لغة الإنترنت العامية على طلاب اللغة الإنجليزية كلغة أجنبية في جامعة تلمسان وما إذا كانوا يستخدمونها في كتاباتهم الأكاديمية. تم إجراء التحقيقعلى طلاب السنة الثانية جامعي. تم جمع البيانات من خلال عدت الأساليب وتم تحليلها وعرضها بالتفصيل. أشارت النتائج إلى أن الطلاب الجامعيين ، وخاصة السنة الثانية ، لديهم اهتمام كبير بالاتصال بالإنترنت بشكل يومي. علاوة على ذلك ، على الرغم ان اللغة الزائفة المستخدمة في وسائل التواصل الاجتماعي منتشرة، إلا أن الآثار الإيجابية كبيرة أيضًا. بالإضافة إلى ذلك ، أكد معظم معلمي السنة الثانية الذين شاركوا في استفسارنا أن الغالبية الطلاب لا يتستخدمون لغة الرسائل النصية في مهامهم الكتابية. بناءً على إجابات، تم اقتراح بعض التوصيات لتقليل إمكانية دمج عامية الإنترنت في الكتابة الأكاديمية.

الكلمات المفتاحية: الكتابة الأكاديمية ، لغة التواصل الاجتماعي ، طلاب اللغة الإنجليزية كلغة أجنبية.

Résumé

Une nouvelle méthode de communication qui a un effet sur la vie des gens dans de nombreux aspects, y compris l'éducation, a été créée. À cet égard, les étudiants utilisent les plateformes de médias sociaux pour communiquer et interagir avec le monde principalement par l'écriture, qui est, à tous les niveaux d'enseignement, considérée comme plus compliquée que les autres compétences linguistiques. Cependant, lorsqu'ils envoient des SMS sur ces sites Web, les étudiants sont susceptibles d'utiliser un langage informel pour faciliter leurs messages écrits ainsi que pour éviter les structures de phrases longues et complexes. Par conséquent, les étudiants se sont adaptés à cette habitude avec de chances de l'utiliser dans l'écriture académique. Par conséquent, l'objectif de cette investigation est de déterminer le type d'impact que l'argot Internet a sur les étudiants EFL de l'Université de Tlemcen et s'ils l'utilisent dans leurs écrits académiques. L'enquête a été menée dans les classes de deuxième année de licence. Il a supposé une conception de recherche à méthodes mixtes et a recueilli des données via des questionnaires numériques pour les étudiants et des questionnaires imprimés pour les enseignants. Les données obtenues ont été analysées et présentées en détail. Les résultats ont indiqué que les étudiants, en particulier ceux de deuxième année Licence, ont un grand intérêt à se connecter quotidiennement à Internet. De plus, bien qu'une influence négative du langage des médias sociaux ait été confirmée, les effets positifs sont également significatifs. De plus, la plupart des enseignants de deuxième année qui ont participé à notre enquête ont corroboré l'affirmation des étudiants selon laquelle la majorité n'utilise pas le langage textuel dans leurs devoirs écrits et leurs cours. Sur la base des réponses des répondants, certaines recommandations ont été suggérées pour réduire la possibilité d'intégrer l'argot Internet dans la rédaction académique.

Mots clés : écriture académique, langage des médias sociaux, étudiants EFL