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**Diagnosing the Chat Language Effect on the Students' Writing Skill
The Case of Third Year Students of English at Biskra University**

A Dissertation Submitted to the Department of Foreign Languages in partial fulfillment of the
requirements for the Master Degree in Sciences of Language

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Dedication

For the soul of my mother who has supported me since the
first day of my life,
For the soul of my mother who was supporting me to continue
my English studies and my master degree despite her suffering
from her illness
To The jewel of my heart the purest heart I have ever known
in my life

For You Mother...

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Abstract

The purpose of the current study is to diagnose the problematic effect of chatting language on students' writing skill in English language. To achieve the purpose of this study, a quantitative approach was applied to determine the chat effect on the students' writing skill at Biskra University. For that, two questionnaires were administered, one designed for students, the second for teachers to examine how the academic writing is influenced and to what extent. The targeted population represents both third year students and teachers of written expression at the English department of Biskra. The current research investigates how the chat language interferes when chatting with the writing forms. It is based on the hypothesis that interrelates the negative interference of chat language and academic writing. The findings of the study converted to numerical data through tables and charts revealed that there was statistically significant intervention of chat language forms on the traditional form of writing, even in conscious or unconscious way, which confirms in some way, how chat language is becoming a language by itself used by students even while writing academically. In the light of the findings of the study, it was recommended, on the one hand, to preserve the traditional form of academic writing by combining teachers', students', and educational staffs' efforts. From the other hand, it suggested to find the accurate way in order to make chatting language complementary to academic productions so that it enhances the writing skill during the teaching – learning process.

Key words: Chat language – Academic language - Writing – Interference - Third year LMD students of English at Biskra University.

List of Abbreviations

- L1:** Mother Tongue, Native Language or First Language (Arabic in this Study).
- L2:** Second Language or Foreign Language (English in this Study).
- EFL:** English as foreign language/ English foreign learners
- ESL:** English as second language
- CMC:** Computer mediated communication
- IRC:** Internet relay chat
- BBS:** Bulletin board system
- WWW:** World wide web
- CAI:** Computer Assisted Instruction
- PDA:** Personal digital assistant
- ACTFL:** The American Council on the Teaching of Foreign Languages

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General Introduction

Introduction

No one can deny that one of the most interesting and biggest booms in the 21th century was the invention of the internet as technological tool which has widely and rapidly spread over all the aspects of life (educational, business, economic, social....etc).

The Internet has turned our world upside down. It has revolutionized communications, to the extent that it is now our preferred medium of everyday communication. In almost everything we do, we use the Internet.

The rise of the Internet has sparked a debate about how online communication affects social relationships. The Internet frees us from geographic fetters and brings us together in topic-based communities that are not tied down to any specific place or rules. Ours is a networked, globalized society connected by new technologies. The Internet is the tool we use to interact with one another, and accordingly poses new challenges to privacy and security.

Writing as one the four skills of English language was largely influenced by the introduction of the internet which revolutionised the academic basic form of writing through the new forms of communication “Computer-Mediated Communication (CMC)” such as E-mail, and instant messaging (IM), which are rapidly replacing conversational forms of correspondence. The influence of the so called chatting language or cyber language widely affects all the students' written forms even in their formal productions inside the classroom during the leaning process.

This thesis aims at diagnosing the effect of the internet chatting language on the students' academic writing. It will highlight the influence of written interaction taking place through internet, mainly chatting on learners' writing skill at Biskra University.

1. Statement of the Problem

As a user of internet and computer mediated communication CMC, we are always attracted by the form of writing used through the internet chat. This form plays the role of facilitating communication rather than the role of learning the language itself. But a problem arises here; we need to know to what extent chatting affects the student or learner's writing skill and if it really helps them to acquire the right form of language. From the other hand, Algerians often use internet chat for different reasons rather than learning the language, where they use the language for chat and not the chat for language. So this affects the acquisition of language in their leaning process especially its academic writing form.

2. Background of the Study

According to the researchers' knowledge, many studies on the internet have been conducted; yet there is not any previous research as incorporating chatting in teaching both reading and writing skills together. However, the components of the present study were compared to somewhat similar ones.

Jepson (2006) explored the patterns of repair moves in synchronous non-native speaker's text chat rooms in comparison with voice chat rooms on the internet. The number of participants in his study was set by the number of non-native speakers who actively participated in the random chat sessions sampled-averaging six in the text chats and three in the voice chats. Significant differences were found between the higher number of total repair moves made in voice chats and the smaller number in text chats. Qualitative data analysis showed that repair work in voice chats was often pronunciation-related.

Odeh (2004) investigated the effect of a training program based on modern technology (the internet) on the learning styles of Jordanian secondary school students. The study sample

consisted of (40) female students. It was divided equally into two groups, an experimental group and a control one. The researchers carried out a pre-test on both groups in order to compare their initial learning styles. On a completion of the program, a post-test was applied to both groups. Results of the training program showed a superiority of the members of the experimental group.

Kung (2004) carried out synchronous electronic discussions in an EFL (English as a Foreign language) reading class. The study sought to contribute to a better understanding of how EFL students chat on line through qualitative analysis of the output that they produce. The sample of the study was 47 students (7 male, 40 female) majoring in English at a college of languages in Taiwan. The results of the study showed a large number of misspelled words, usage mistakes, and grammatical errors. The majority of the students' writing consisted of sentence fragments. Another prominent feature of the students' output was an almost exclusive use of the target language. Also, after the data analyzed students do perform a variety of interactional speech acts. They greeted each other, asked questions, requested clarifications, expanded on topics, agreed and disagreed with their interlocutors, negotiated duties, and took leave. Students were also found to take on many of the roles usually played by the teacher in face to- face interactions.

Ojaili (2002) questioned the impact of using the internet (as opposed to using the traditional method) on teaching idioms to EFL students at Yarmouk University. The sample consisted of 30 students divided into two groups. The control group consisted of 16 students taught in a traditional classroom, while the experimental group consisted of 14 subjects taught at an internet laboratory. The question of the study was "Is there a significant difference between the retention of the students studying idioms in a traditional way and that of those studying the same materials through the internet?" The results of the experiment showed that

there was a significant difference between the retention of the experimental group and that of the control group in spite of the fact that they were both chosen randomly and taught by the same instructor using two different methods. The difference was in favor of the experimental group and was attributed to the use of the internet in teaching the idioms in question.

Kung and Chuo (2002) investigated the potential role of EFL websites as a means to supplement in-class instruction. It evaluated a programme in which forty-nine students enrolled in a high-beginner EFL class were introduced to five websites and instructed to use them for a homework assignment and for self-study. Data collected revealed that despite some difficulties encountered, students had overall positive attitudes towards using the teacher-selected websites in their learning of English. The students found that learning English through ESL/EFL websites was interesting and that the teaching strategies used by the teachers were effective and necessary. The results of their study affirmed that students consider the Internet a useful tool to supplement in-class instruction. The students deemed it appropriate to learn English through teacher-recommended ESL websites.

Kasper (2002) reported that through internet chatting, students have extensively the opportunity to read materials in numerous contexts where meaningful written communication and analysis issued. According to Kasper, Internet chatting creates a highly motivating learning environment that encourages ESL students to interact with language in new and varied ways, where, their academic literacy, necessary for a successful school experience is refined and developed.

Sierra (1999) pointed out that the internet chatting offers new opportunities for real interaction, students can work with speakers in any corner of the world, mainly with speakers from developed countries. Sierra, moreover, demonstrated that instructional media tends to be

motivating type of task for students which enable them to establish real interpersonal relations, although somewhat virtual, and thereby increasing their interest.

Moreover, Belisle (1996) believed that when students communicate with each other using internet e-mail, their audience tends to focus almost entirely on the message itself and much less on the form, grammar, spelling, mechanics, etc. Belisle maintained that by using computers, students become better problem solvers and better communicators. Over a network, using e-mail and chatrooms, students have the chance to collaborate and work together with other classmates, peers, and teachers. Belisle (1996), also, reported that networking frees them from the limitations of traditional writing tools that often inhibit and restrict writing processes. Learning is then transformed from a traditional passive exercise to an experience of discovery, exploration, and excitement. To Belisle, Students tend to realise their full potential when they are empowered to contribute and collaborate as a team to accomplish their writing tasks more effectively.

3. Significance of the Study

As internet revolutionised education, such development is exciting for teachers of English as a foreign language since it offers great opportunities for authentic communication beyond the walls of the traditional classroom. This authentic communication is very crucial in language acquisition.

The purpose of this study is to investigate the means and to what level the use of chat contributes to the development of learner-centered environment where learners may improve their writing skill.

Since technological advances have brought about the ever- increasing utilisation of computer-assisted language learning, it is hoped that, the results of the study may give

insights to educators, syllabus designers, and teachers of English as foreign language (EFL) where they may improve and fit Internet into teaching English skills.

4. Aims of the Study

The aims and the objectives of this study are:

- To investigate the effect of the chatting technique in the development of students' writing skill.
- To examine the impact of the Internet and CMC upon EFL learners' writings (students at Biskra University).
- To provide a deep analysis of students' attitudes toward written English.
- In academia, this research aims at raising both EFL instructors and learners' awareness about the linguistic deviations, including spelling, grammar, vocabulary, that the overuse of chat, and by extension all modes of CMC, might affect their academic writings especially written assignments.

5. Research Questions

This research attempts to answer the following questions:

- Do the writing forms used in internet chatting correspond to the traditional standards of English?
- What are the major differences between the two forms?
- How does the internet chatting affect our writing?
- What role does internet chatting play in the acquisition of the writing skill?

6. Hypothesis

The present research is based on the following hypothesis:

Since the students use language for chat and not the inverse, their writing has become totally influenced by different forms of this chat language. So if the students' use of chat language is not guided properly, their writing skill will be affected.

7. Methodology

In order to answer the major question about the effect of chat on student writing skill, we are intended to compare the writing form of a sample of English students when chatting with the traditional standard of English writing through two questionnaires, for both, students and teachers, which will distinguish the different forms of writing and at what extent it is influenced by the nature of communication which is internet chat. To realise that, we will adapt the descriptive study of students' attitudes as well as their writings in and outside the formal traditional classroom.

8. Limitation of the Study

Our study has some limitations within which our findings need to be interpreted carefully some limitations of this study should be mentioned:

- The time span provided was not enough to do the depth study of the topic.
- The limited size of the sample
- Some respondents do not give information for one reason or another.
- Limited study in term of location.

- Difficulties in term of gathering a sample of chat discourse because it is in general considered as personal and intimate texts.

- The field of chat is very wide and large which includes audio-visual and written form and difficulties that can be faced to control variables in each case.

Chapter One: Theoretical Issues on Writing

Introduction

Learning any foreign language requires a full mastery of the four principle skills; which are joined together to complete one another. These skills are divided into two main categories: Receptive skills (listening and reading) and Productive skills (speaking and writing). Although writing and speaking seemed to be classified under the same rate, but they are completely different, as Harmer (2007) states: “productive skills of writing and speaking are different” (p. 246). Learning to write needs formal instruction and requires efficient practice as it is generally agreed that there is no way to learn writing without writing. Writing causes great problems for students because the skills required do not come naturally, but rather are gained through conscious effort and much practice. The present chapter, we shall answer the question of what the writing is through its definition, its relation with language, and its origins. Then we shall see the importance of writing as a language skill. Then, we will orient our interest towards the approaches on teaching writing after having an overview about the process of writing. Finally we will explore the different strategies of the writing skill.

1. What is writing?

1.1. Definition

Writing is considered as one of the most older tool that man possessed since it was acquired for thousands of years ago, that is why it is so important in human evolution since his existence. Nevertheless, a great number of people still be illiterate.

In our days, humanity's reliance on writing has taken a significant extent in many various ways. This extent is due to people's dependence on writing form of communication more than the oral one. Crystal (2006, p. 257) specifies that: “writing is a way of communicating which uses a system of visual marks made on some kind of surface”. Technology revolution of the last decades especially internet has led to such influence and

extent of dependency. The immensity of written record and the knowledge conserved in libraries, data banks, and multilayered information networks make it difficult to imagine an aspect of modern life unaffected by writing.

It is not easy to identify the exact definition of writing because of the multiplicity of meaning of English words, on the other hand, because of the writing's long history and importance. Consequently, several meanings grow-up, in which, the principle one defines writing as "a system of recording language by means of visible marks". (Bloomfield; cited in Coulmas, 2003, p. 1)

In general, we can say that Writing is the process of using symbols (letters of the alphabet/signs, punctuation and spaces) to communicate thoughts and ideas in a readable form; "The act of forming these symbols: making marks on a flat surface of some kind" (Byrne, 1991, p. 1). To write clearly is essential to understand the basic system of a language. It includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also as necessary, as correct spelling and formatting.

Eric Lenneberg (1967) suggested that writing is like swimming; human being universally learns to talk and walk as others in their society do, but we will not learn to swim if there is nobody to teach us. The same is with writing; we must be taught how to write.

Leki (1988) resembled the writing skill to bike riding. She said that what makes bike riding hard to learn is that you have to do many things at the same time that you do not yet know how to do well: pedal, keep your balance, steer, and watch the road ahead of you. Learning how to write seems to cause similar problems. Even in the first paragraph, you must have an idea of what you want to say, how to explain it, and how to sound. Convincing your reader, you have to do all this in English.

1.2. Writing and Language

There is a plenty of evidence that writing is an active agent and the most important phenomenon that led to the actual form of language. In other words, without writing many languages they would not be what they are in our days. This idea was rejected by many linguists who considered that languages are deprived of their historical dimension in modern linguistics due to their conviction that the fact that languages change in the course of time is acknowledged, in which they denied any intervention of external factors such as writing because it is a recent invention.

De Saussure's most influential statement: "Language and writing are two distinct systems of signs" (De Saussure, 1959, p. 23). For him, writing exists for the sole purpose of representing the language where the spoken forms constitute the linguistic object. He argued that writing obscures how pronunciation forms because of its influence on pronunciation. Saussure drew a distinction between phonetic languages and languages such as Chinese in which a single character represents a word. He believed that only phonetic languages cause problems for linguists. As a result, most introductory textbooks of linguistics simply exclude the problematic of writing or content themselves with a summary examination of several writing systems in the last chapter.

On the other hand, we should principally note that writing is not language. Language is a complex system residing in our brain which allows us to produce and interpret utterances, whereas, writing involves making an utterance visible. Our cultural tradition does not make this distinction clearly.

Although writing is not language, writing does represent language, and in our definition, only language. Humans engage in many non-linguistic types of communication. These other types of communication may at times be visual, but they are not writing. For example, a

painting may communicate many things such as emotions, aesthetic feelings, information, but we would not consider it to be writing because it does not represent a specific utterance. (Henry.R, 2005, p. 2)

1.3. History and Origins of Writing

We know that the earliest invention of writing was about 5000 years ago by the Sumerians in Mesopotamia. Some 1500 years later, the Chinese again invented writing. The last certain invention of writing was over 2000 years ago by the Maya in Meso-America. Some scholars have claimed that the Egyptians and the people of the Indus Valley also invented writing, but these claims are controversial

The borrowing of a writing system from one culture to another has been extremely common. Almost all the writing systems in use today, except Chinese, involve some sort of borrowing. In Asia, several neighboring countries borrowed writing from China. Early Mesopotamian writing likely inspired the Egyptians to develop a writing system for their language. The Semitic writing system arose under the influence of Egyptians.

The Greeks borrowed the Semitic system. The Greek alphabet was borrowed by the Etruscans in Italy, and their alphabet was in turn borrowed by the Romans for writing Latin. The Roman alphabet has spread widely and has been used to write hundreds of languages around the world. Almost all writing systems in use today stem ultimately from either the Chinese or the Semitic writing systems.

Rather rarely, we have the creation of a new writing system. This type of creation involves an anthropological notion known as stimulus diffusion; with stimulus diffusion, something is borrowed from one culture into another, but only the general idea, not all the details. In the case of a new writing system, the creator is aware of the notion of writing and

creates a new type of writing. What is new is the particular writing system, not the notion of writing itself; the Cherokee, Cree, Pahawh Hmong, and Bliss writing systems are examples of this sort of development. These situations are different from that of the Sumerians, the Chinese, and the Maya, who invented writing with no prior model.

In connection with his novels and stories J. R. R. Tolkien invented a number of scripts, attributing them to several of the peoples in his stories. Tolkien was a Celtic and Old Norse scholar, and the shapes of the symbols have much in common with the medieval scripts of Ireland and Scandinavia.

2. Writing as an Important Skill

Learning a foreign language entails learning to write it. Many foreign students are proficient in coping with the writing system. Only a minority feels compelled to use it in some formal situations because it is a difficult skill to acquire. "Writing provides an importance mean to personal self-expression" (Mc Arthur, et al. 2008, p. 1). Its importance lies in its power as it is reported by Mc Arthur, et al. (2008, p. 11) "The power of writing is so strong that writing about one's feelings and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system". In this respect, we should not neglect the importance of the writing skill in Teaching/learning English as a foreign language because it expresses social relationships which exist due to the individuals' creation via discourse, but these relationships are not only discourse. According to Hyland (2003, p. 69) "writing is one of the main ways that we create a coherent social reality through engaging with others". Also, the practice of writing can provide different learning styles especially for those who find it difficult to learn through the oral skill, for such students writing is likely an aid to retention. It means that students feel more secure and relaxed in writing at distance rather than feeling compelled to deal with

immediate communication through oral practice. However, some learners of English do not agree with the importance assigned to the writing skill pointed out by Doff (1995) who said that “ if we think only of long-term needs, writing is probably the least important of the four skills for many students, they are more likely to need to listen to, read and speak English than to write it. Their need for writing is most likely to be for study purposes and also as an examination skill.” (p. 148)

In the school setting, writing plays many roles: It is a skill that draws on the use of strategies such as planning, evaluating, and revising text to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. This role can be characterised as learning to write. Moreover, writing is a means to extend and deepen students' knowledge; it acts as a tool for learning subject matter. This role is called “writing to learn”. In fact, the roles of learning to write and writing to learn are interdependent. For this reason, it is recommended that language teachers use content-area texts to teach the reading and writing the skills and that content-area teachers provide instruction and practice in discipline-specific reading and writing. Using writing tasks to learn content offers students opportunities to expand their abilities; to strengthen the planning, evaluating, and revising process; and to practice grammar, spelling, punctuation, modes of argumentation, and technical writing. In short, if students are to learn, they must write (Graham & Perin, 2007: p. 23).

3. The Process of Writing

Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never one step action, but it is made up of

several stages, each of these stages have to be taken into consideration by the teacher when planning the writing activity.

3.1. Planning (Pre-Writing)

Good writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers, this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, they have to think of the audience they are writing for, since this will influence not only the shape of the piece of writing (how it is laid out, how the paragraphs are structured), but also the choice of language (formal or informal in tone). Thirdly, writers have to consider the content structure of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include. (Harmer, 2004, p. 4)

In other words, good writers concentrate on the meaning and organisation of a text, and engage in the planning activities. This will involve thinking about the purpose of the writing, which implies an organization for the writing and the appropriate language for the readers.

Writing as social and interactive in nature, pushes writers to be aware of their readers and think about the reader needs to know, how to make information clear and accessible, and what the appropriate style is. Most writings have a particular readership in view. It is the knowledge of that readership which provides a context for writing and which influences the selection of contents and style.

The amount of planning will vary, therefore, in relation to the type of the writing task, from relatively spontaneous writing based on quick mental plan, to something carefully worked out beforehand in notes.

3.2. Drafting

It is the beginning stage of actual writing. This first “go” at a text is often done on the basis that it will be modified and adjusted later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. The most important thing here is to get words into paper. At the same time it is not the time to worry about spelling, grammar, punctuation or the best wording.

Which is important too at this stage is to be able to see clearly what has been done or written and what changes should take place. Beginning to draft is always a difficult task, where the writer feels frustrated as a result of his/her production of false starts and mistakes at different levels. In this context, Pickett et. al. (2001, p. 146) claim that writing the first draft is a hard task even for knowledgeable writers.

3.3. Editing

Editing is the next step in which the writer checks his writing in terms of relevance of ideas and grammar correctness (Harmer, 2004, p. 5). The editing activity enables the writer to make the final readjustments that make a piece of writing ready for the reader (Hedge, 2005, p. 54). Therefore, after producing a draft, writers usually revise what have been written to see where it works and where it does not, in the matter of clarity of information, or the way something is written is unclear or confusing. They may then move paragraphs around or use different forms of words for a particular sentence. The writer's most emphasis here is on the issues of general meaning and overall structure before concentrating on detailed features such

as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Different styles of reading are required when writer comes to check a written document. Evidently, when the writer reads to build up his knowledge about a particular subject, he ignores the smaller details in order to focus on the overall meaning. But when he reads to check the errors, these details become extremely important.

It is a good idea to read through the piece of writing at least twice, looking at it from different corners. The first time the writer reads through his work and scans it quickly to make sure it is properly organized and succeeds in achieving its aims. After that, the writer can proofread his piece of writing for spelling mistakes and inconsistencies in grammar or punctuation (Brooks and Marshall, 2004, p. 220). At this stage he should not be thinking about the accuracy and clarity of information. In fact, when professional proofreaders read all that, all they see is a succession of words rather than a coherent text.

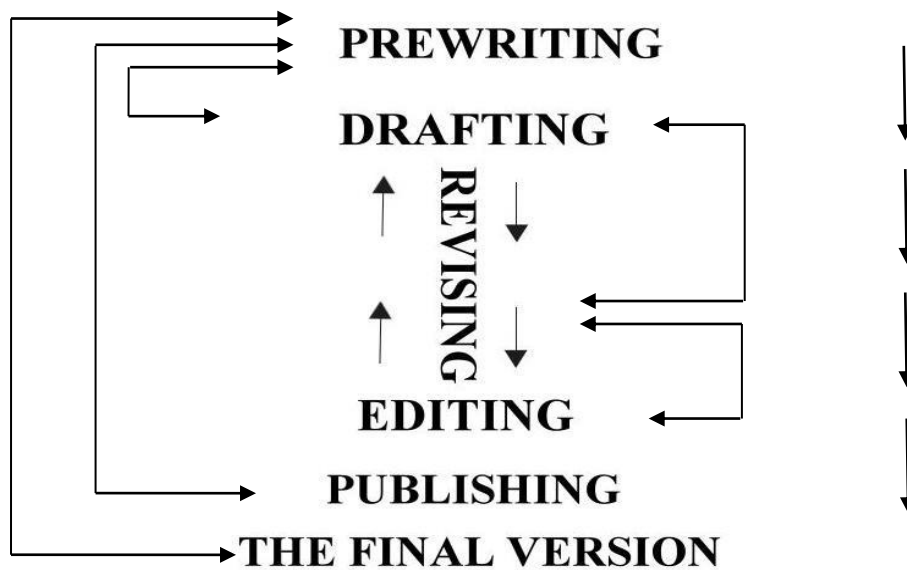
Proofreading consequently requires the writer to be more alert and critical than usual, and to keep this up for quite a long period of time. Calling for someone else to proofread is an alternative option; it gives the written piece to be skimmed by fresh eyes that allow for correcting other writers' missed mistakes. However, the final responsibility rests on the writer by switching himself to "proofread mode". (Brooks, Marshall, 2004, p. 221)

3.4. The Final Version (Publishing)

Once the writer edits his draft, he makes the changes he considers to be necessary, he produces his final version. This may look significantly different from both the original plan and the first draft, because things have changed in the editing process. The writer is now ready to publish and to send the written text to his intended audience.

Finally, we should note that the writing process is recursive instead of linear. The writer is constantly cycling through these steps, returning to prewriting after revising or revising while writing (Flower & Hayes, 1981). They wrote that "Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing" (Flower and Hayes, 1981, pp. 366-374).

FIGURE 01: DYNAMIC WRITING PROCESS



4. Approaches of Teaching Writing

Over the past decades, a number of different approaches for teaching writing have been formed in an effort to provide the best way for learning such an important skill. Each approach saw this skill from a different angles and perspectives.

These approaches are the result of social conventions, policy directives, research and practice. Usually, an approach is the result of research developments based upon a particular theory. The teaching of writing is influenced by new methods developed from this research. In addition, the literacy demands of society, schools and employers have been evolving, to

keep pace with increasing technological change. Literate people now need to be able to engage with a diverse range of print, electronic and visual texts. The teaching of writing must continue to respond to these changing literacy demands.

As teachers continue to build their understanding of language and the way it is learnt, they develop and refine the way they teach language. At the same time, they incorporate useful elements of earlier approaches into their current teaching practice. In the present time, teachers tend to be eclectic in teaching either language or writing. This is based on what Kynland (2004, p. 1) says: "What we do in the classroom, the methods and materials we adopt, the teaching styles we assume, the tasks we assign, are guided by both practical and theoretical knowledge and our decisions can be more effective if that knowledge is explicit."

4.1. The Traditional Based Approach

Teaching writing based on this approach, focuses on teaching rules of how to make writing clear and easy to read, with particular emphasis on academic genre rules. By the traditional approach teachers attended to the product; its clarity, originality, and correctness, but neither the writing process is attended, nor the writers themselves.

The teaching of writing began with the smallest components, such as individual letters and their sounds, and then moved on to the spelling of individual words, the writing of individual sentences and finally "composition". These individual components were taught separately and often in terms of rules about what was "correct" or "incorrect". This approach heightened students' awareness of language structure.

The Traditional Approach is basically concerned with organizing or fitting sentences and paragraphs into prescribed pattern. In other words, Attention was given to both paragraph elements (topic sentences, support sentences, concluding sentences, and transitions)and

elements of its development (illustration, classification, exemplification, comparison, contrast, partition.....etc). Classroom procedures with this view of writing focus students' attention on form and organization. On the whole, current traditional rhetoric can be summarized into: "The composed product rather than the composing process; the analysis of discourse into words, sentences and paragraphs; the classification of discourse into, description, narration, exposition, and argument; the strong concern with usage (that is syntax, spelling and pronunciation) and style (that is economy, clarity, emphasis) ; the preoccupation with the informal essay and the research paper". (Young, 1978, p. 31)

4.2. The Product-Based Approach

The Product-Based Approach dominated the teaching of writing in ELT until the 1980s. It involves using "a model- text" which the students copy.

As the title indicates, the Product-Based Approach is concerned with the final result of the writing process. It consists in analysing the students' writing in order to identify and quantify their strengths and weaknesses. It is clear that when such an approach is adopted it leads to accuracy. Infact, it attempts to make the student familiarized with the conventions of writing through a model, before he gets his final draft.

In the product approach the model comes at the beginning, and the product comes at the end both are, in fact, final drafts: the model is final before becoming first. White (1988, p. 7) puts more emphasis on such a model by saying: "Not only does the model come first in the teaching sequence; it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else's writing. What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process."

Pincas (1984) identifies four stages in the approach: familiarization, controlled writing, guided writing and free writing. According to her, teacher introduces and discusses a topic, then explains how students are going to write about it. After that, the students would be invited to write before handing their writings to the teacher. The teacher grades their writings focusing on the form rather than on content. (Namouchi, 2014, pp. 38-39)

In short, this approach emphasises the linguistic accuracy and tends to give less emphasis to the cognitive and social dimensions of writing. Zamel (1987) claims that in classes, in which the product approach is applied, students get very few opportunities to write and, when they do so, there is still a tendency to look at texts as final products for evaluation. Consequently, this might make learners think that the purpose of writing is evaluation rather than communication.

4.3. The Process Writing Approach

Teachers know that students need to recognize how the individual components of writing are connected. The student's ability to take part in the process comes to be valued as much as the accuracy and conformity of the final product. This is known as the process writing approach.

Murray (1992) suggests his definition of the process-based approach, in the following quote: "The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: prewriting, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing" (p. 16).

Moreover, the process approach aims to build on the knowledge, skills and understanding about writing that students bring with them to school. It encourages teachers to set up classrooms rich in written language. The emphasis is on initiating writing activity without having to wait for formal lessons in letter formation or spelling. Students choose what they want to write about and the kind of writing they want to do.

The process writing classroom is learner-centered. The teacher is a facilitator and supporter of the students' writing, while the students themselves are encouraged by the teacher to take ultimate responsibility for their own writing. The teacher intervened and provided support through a technique known as conferencing, in which students, either individually or in groups, is assisted to draft, edit, proofread and publish their work. (Garrett, T, 2008).

As its name suggests, the process approach teaches students to go through a series of steps in order to refine and correct their writing, rather than rely on a one-shot draft. In this way, the process writing approach draws students' attention to the drafting, editing, proofreading and publication process from which a written text emerges. The conventions of writing are taught at the point of need.

4.4. The Genre Approach

Research on teaching writing in a second language was initiated in the late 1960s, and most early efforts were centered on techniques for teaching writing. These efforts led to the process approach, which helps students to work through several stages of the writing process. Later, more attention was paid to the nature of writing in various situations. This then brought popularity to the genre approach, which focuses on models and key features of texts written for a particular purpose.(Kim, 2007)

It became apparent that many students needed more knowledge about the kinds of writing they need in order to write successfully. They also need explicit teaching about written language in order to expand the repertoire of language choices available to them as they draft texts. Some educators seek from within the academic discipline of linguistics, a model of language which would make it possible to talk to students explicitly about language and its use. This approach to the teaching of writing became known as the genre approach. It has been advanced as a solution due to the fact that more attention was paid to the nature of writing in various situations. It focuses on models and key features of texts written for a particular purpose (Martin, 2006).

Martin (1992, p. 19) defines it as 'a goal oriented, staged social process. By setting out the stages, or moves of valued genres, teachers can provide students with explicit grammar of linguistic choices, both within and beyond the students, to produce texts that seem well formed and appropriate to readers. All texts can therefore be described in terms of both form and function.

When teachers concentrate on genre, students study texts in which they are going to be writing before they embark on their own work. (Harmer. J, 1991, p. 327). Furthermore, they need to have knowledge of the topic, the convention and the style of the genre, and the reading context of their writing.

5. Strategies for Teaching Writing

For the sake of classifying or categorising the different writing strategies, researchers have tried to develop different taxonomies. Some of them view that cognitive and metacognitive are the main strategies of writing (Wenden, 1991). Others classified them into cognitive, metacognitive and social strategies and search strategies (Riazi, 1997). It is worth

mentioning that while some researchers have only provided types of writing strategies without categorising them.

5.1. Cognitive Strategies

A cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex (Rosenshine, 1997). According to Wenden (1991) writing strategies refer to the strategies that writers use to implement the actual writing actions. Thus the strategies under cognitive strategies may be reduced into seven strategies which include:

- **Generating ideas:** repeating, lead-in, inference, etc...
- **Revising and editing:** making changes in plan, written text.
- **Elaborating:** extending the contents of writing.
- **Clarification:** disposing of confusion.
- **Retrieval:** getting information from memory.
- **Rehearsing:** trying out ideas or language.
- **Summarizing:** synthesizing what has been written in term of language or content.

5.2. Meta-cognitive strategies

Meta-cognition means thinking about what one is doing while writing. Accordingly, meta-cognitive strategies can be defined as strategies that control and guide the writing process. O'Malley and Chanot define them as "higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity". Victori (1995) claims that planning; monitoring and evaluating are the major three general classifications of meta-cognitive strategies. Wenden (1991) defines meta-cognitive strategies as those strategies writers use to control the writing process consciously.

In general, they are those strategies that writers use to control the writing process consciously. Such strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process.

➤ **Planning:** this involves:

- ✓ **Global planning** (detailed planning of overall organization).
- ✓ **Thematic planning** (less detailed planning of overall organization and dealing with the topic area from a variety of perspectives).
- ✓ **Local planning** (planning what to write next and dealing with the syntactic and lexical options)
- ✓ **Organisation** (organizing the generated ideas)
- ✓ **Conclusion planning** (planning of the conclusion).

➤ **Monitoring:** summarizing what has just been written (in terms of content or of rhetoric). Also it includes checking and identifying problems

➤ **Evaluating:** at this stage, the writer reconsiders written text and goals by self questioning or writing till the idea would come.

5.3. Rhetorical Strategies

They are the ones that writers use to organise and to present their ideas in writing conventions that are acceptable to English native speakers of that language. Organising strategies involves the organisation of the beginning, development and conclusion of an essay. ESL writers may use L1 or L1 knowledge to plan a paragraph. Also comparing is regarded as a rhetorical strategy because ESL writers use it to compare L1 writing conventions with that of ESL in order to adapt the conventions of the discourse community. (Dana R. Ferris, 1994)

Conclusion

Substantially, this chapter dealt with the writing as one of the four skills of language. In this context, we have generally shed light on writing as a system of recording language and its process in addition of approaches and strategies of writing.

Like the other study skills, writing is taught according to certain approaches. The leaders of each approach look to writing from different angles and suggest views and perspectives about how writing should be understood and urge researchers to adapt and adopt new teaching methods based on those views. While the traditional methods tended to emphasis form and correctness and ignore how ideas get explored through writing, the process approach to writing gives more importance to generating, formulating and refining one's ideas. The focus now is on the different kinds of strategies and cognitive activities that a writer engages in when composing. Since writing is not a natural ability, it involves training, instruction, practice, experience, and purpose. Increasingly, school writing involves more than students' handing in a written assignment that is graded, with no further revision of the product.

Chapter two: Computer Mediated Communication

Introduction

No one can deny that the emergence of the Internet has largely contributed to the creation of new social links between users of computer networks. Today, millions of people around the world use the Internet to maintain interpersonal relationships. Internet is currently leading to the emergence of new forms of communication such as e-mail, discussion forums, and direct messaging, known as chat or instant messaging, which have given access to opportunities for multiple social interactions. Hence, this chapter is an attempt to give an overview of the computer mediated communication, including essentially its definitions and evolution especially in the last decade, which is known as the major decade of communication mainly by the introduction of new social medias. Then it will spotlight on its most important features and characteristics. Due to the technological revolution of the 20th century, many types of CMC were created. Thus, we allocated a part of this chapter to talk about these types, namely bulletin board systems, electronic mail, chat, multi-user domains and the World Wide Web. This chapter will finally discuss the features of the asynchronous text-based CMC and synchronous voice-based CMC through researchers' views in order to make the distinction between these two main aspects of CMC.

1. Computer Mediated Communication

Progress, in the most general sense, brings about changes in the way people communicate. The possibilities of interpersonal interaction are increasingly expanding in scope, and new options are being made available; amongst these the Internet “an association of computer networks with common standards which enable messages to be sent from any central computer on one network to any host on any other” (Crystal, 2001, pp. 2-3) is winning everybody's attention. The efficacy of computer-mediated communication is obvious as it enables vast numbers of people to communicate across temporal, spatial, etc... barriers. Non-

vocal communication via computer, since this is what CMC is for the most part like, provides access to global issues and makes interaction between people continuous and unbiased.

Computer mediated communication (CMC) was initially introduced in science laboratories in the 1960s. In the late 1960s and early 1970s, it was promoted by the U.S. military, developed in conjunction with main U.S. research universities and then expanded dramatically all over the world via the Internet in the 1990s (Warschauer, 2003).

The term refers to multi-modal Internet-mediated communication. As a type of human communication via computers, it consists of many different forms of interaction. Through these communication forms, people can exchange texts, images, audio or video information. The online CMC environment allows interaction that is text-based, many-to-many, and place-independent.

In similar context, more recent definition suggests:” CMC is defined as the coding and decoding of linguistic and other symbolic systems between sender and receiver for information processing in multiple formats through the medium of the computer and allied technologies such as PDAs(personal digital assistant), mobile phones, and blackberries; and through media like the internet, email, chat systems, text messaging, YouTube, Skype, and many more to be invented. As is seen, the term computer itself is no longer limited to desktop and laptop devices but generalizes onto smaller but even more powerful gadgets like palmtops, mobile phones, and PDAs, all with internet connectivity” (Bodomo, 2010, p. 6) .

A distinction can be made about two CMC communicative modes asynchronous (e.g. email, news groups, bulletin boards....etc.) and synchronous (e.g. Internet Relay Chat, video conferencingetc.), where both have their pedagogical advantages and disadvantages in different language learning environments.

2. Characteristics of Computer Mediated Communication

A working definition of computer-mediated communication is communication between different parties separated in space and/or time, mediated by interconnected computers. The computer network acts as a communication medium just as if it were a printed book containing text and graphics or a video broadcasting system. However, the computer brings certain characteristics to the communication process that the majority of previously available communication media did not offer.

2.1. Highly Interactive Communication

The first of these characteristics is the capability of supporting complex processes of interaction between the participants. The computer combines the permanent nature of written communication with the speed and to some extent the dynamicism of spoken telephone communication. Unlike the limited interactivity available in other forms of computer-based learning such as *Computer Assisted Instruction* "CAI", the possibilities for interaction and feedback are almost unlimited, being a function of the creativity and personal involvement of the participants in the on-line discussion.

The feedback messages do not have to be prepared and stored, as is the case with CAI. Also, the participants are able to some extent to express within their messages not only the bare content but also their personal viewpoints, and to a limited extent, the emotional overtones that may be present. Thus, the potential for interaction in a CMC system is both more flexible and richer than in other forms of computer-based education.

2.2. Multi-Way Communication

Another aspect of the communication process is that it is essentially multi-way communication. At the very least, the communication is two-ways, as in the case of two people exchanging messages in an electronic-mail environment. More often, however, the

communication is multi-way, between all the participants of a group who may receive and respond to messages from all the other participants.

2.3. Smileys (or Emoticons)

On September 19, 1982, Scott Fahlman, a computer professor at the University of Pittsburgh, came up with the idea of using three punctuation marks to draw a smiling little face horizontally and signal a joke :-). He gave birth to smileys, a new mode of expression now used by Internet users around the world. Very soon Scott Fahlman saw his smiling face spread to other universities and research laboratories, sometimes with glasses 8-), a wink ;-), or an astonished look :-o. Countless more sophisticated, animated or even audio versions, also called emoticons have since become impossible to circumvent to palliate the neutrality of the writings and its misunderstandings.

Smileys seem to have an expressive role, essential in the manifestation of emotions. They also indicate the type of relationship that the author of a message wishes to maintain with his recipient or to defuse the threatening or aggressive character of an utterance and then function such as relational or polite processes. Generally speaking, Smileys indicate how they should be interpreted by their recipients. From what have been said several characteristics of smileys could be identified:

- The expressive smiley used to describe the speaker's state of mind (joy, anger, sadness)
- The interpretive smiley which makes it possible to note the ambiguity of the energetic or humoristic statements (the wink smiley generally has this function)
- Smiley as a courtesy, a way to defuse the offensive nature of a message
- The relational smiley which allows indicating the relationship that it wants to establish with its reader.

2.4. Cyber Language (Writing Online)

Internet has revolutionized communication whether in the media, in work, or in personal relationships, the speed and global presence of the Internet has changed the data. We are well aware of the changes that have taken place in the media, and at the level of work.

Historically, human has first known nonverbal conversation, then oral exchange, then writing, and now the Internet. It is an intermediate mode of expression between written and oral, which has attracted the attention, precisely the writings used on the chat that are characterised by Free, direct expression, quasi-zero delay, instantaneous interaction, without any Geographical constraint, it thus allows the possibility of expressing oneself more orally than in writing (since it is instantaneous). This very free mode of writing makes it possible to collect first impressions. The expression of the feeling via the keyboard is all the more spontaneous that it is not delayed by the need to wait for its turn of being influenced by the other.

Thus this new mode combines the advantages of oral and written by means of the screen.

- ✓ It keeps track of what has been said (one can read what the interlocutor says and bounce on)
- ✓ It also makes it possible to forget them and to correct themselves without difficulty, without the impression of contradicting oneself, because the words are exchanged in an informal way.
- ✓ The screen as amnesic support, gradually, erases what has been said as the discussion advances and strengthens the freedom of speech (case of the chat). This particular form of spoken text manifests itself in the way of reproducing to writing the traditional functions of the oral form. Deprived of speech and sound, the Internet users reproduce the twists and turns that they would use if they could speak, or adopt other ways which fulfill the

same function and show that they are in the same state of mind as if they were speaking, although they could not speak.

2.5. Synchronous or Asynchronous Communication

Finally, the communication process may have both synchronous and asynchronous characteristics. By synchronous communication, we understand communication between two or more people in real time, such as classroom-based, face-to-face discussion, or a telephone conversation. In asynchronous communication, the participants are not on-line at one and the same time, as in the case of correspondence by letter or fax. The interesting aspect of using the computer as a communication medium is that it is possible to use it at will both as a synchronous communication medium like a telephone, or an asynchronous communication medium like a letter-writing or fax system, depending on what is ideally required by the particular situation (Rawson, 1990; Sheffield & McQueen, 1990).

3. Communication through Computer Mediated Communication

People are always developing new ways to use the communication media around them. After using the telephone as a technology for the exchange of oral symbols, traditional mail-handling for printing legal contracts and fax machine for transmitting written materials and even images over the same telephone lines used for speaking; interaction over the internet has had similar history. At one time, this interaction was largely limited to text-based exchanges. E-mail, bulletin board system (BBS), multi-user domain (MUD), and IRCs are forms for the exchange of textual messages in addition to the World Wide Web. The use of words alone is still a popular means of online communication, but now people can also share images and sounds through their computers. Scholars have examined communication in each of these five forms of CMC.

3.1. Bulletin Board Systems (BBS)

It is a form for text-based communication distinguished by the size of the audience it attempts to reach and the technological manner in which messages are read. In a BBS, individual contributors send messages to a single computer address. The program then posts these individual messages that visitors can access and read at their discretion. (Wood & Smith, 2005).

3.2. Electronic Mail (E-MAIL)

E-mail is perhaps the most popular and familiar channel for communicating through the Internet. It is defined by Herring (1996, p. 114) as: A text-based asynchronous, and involves message-by-message transmission. David Crystal (2001, p. 10) suggest that "E-mail is the use of computer systems to transfer messages between users – now chiefly used to refer to messages sent between private mailboxes (as opposed to those posted to a chat group)."

A distinctive feature of the e-mail message that dates back to the early 1970s is its header, containing "to," "from," and subject lines as well as routing information. Like its ancestor, the much slower, paper-based "snail-mail" routed through traditional postal means, e-mail involves the exchange of textual messages between two or more parties. Unlike its antecedent, e-mail arrives very quickly and seems to express meaning in a notably variant fashion.

3.3. Chat

Unlike asynchronous CMC, the most important feature of synchronous CMC is that it does provide a real-time link between users' computers. Although the most frequently cited example is the videoconference, the most widespread system is the Internet Relay Chat, or IRC. This later is defined simply by Charalabidis (1999, p. 11) as "a multiuser, real-time communication system hundreds of thousands of people all over the world use." Internet Relay Chat, a chat system developed by Jarkko Oikarinen in Finland in the late

1980s. IRC has become very popular as more people get connected to the Internet because it enables people connected anywhere on the Internet to join in live discussions. It is synchronous and involves message-by-message (one-way) transmission (Herring, 1997). Unlike older chat systems, IRC is not limited to just two participants. To join an IRC discussion, you need an IRC client and Internet access. The IRC client is a program that runs on your computer and sends and receives messages to and from an IRC *server*. The IRC server, in turn, is responsible for making sure that all messages are broadcast to everyone participating in a discussion. There can be many discussions going on at once; each one is assigned a unique channel.

3.4. Multiuser Domains

Multiuser domains (MUD) are textual online 'spaces' designed for functions as varied as role-playing, generalised socialising, and education. They are another form of synchronous, and primarily text-based, interaction occurs in. Originally constructed of nothing more than the 4. words on the computer screen and the user's imagination, everything about a MUD is invented, although it is all rule-governed by the administering program.

Nonetheless, participants enjoy a great deal of freedom in adopting roles, in indicating movement through the virtual environment that they read about on the screen, and in conversing with their fellow participants in a MUD (Herring, 1997).

3.5. The World Wide Web (WWW)

Often referred to as simply "the Web" or abbreviated "www", The World Wide Web is "the full collection of all the computers linked to the Internet which hold documents that are mutually accessible through the use of a standard protocol (the Hyper Text Transfer Protocol, or HTTP), usually abbreviated to *Web* or *W3* and, in site addresses, presented as the acronym *www*" (Crystal, 2001, p. 13). It is increasingly becoming a portal to the other forms of CMC. It

is what less knowledgeable people think of as the Internet. That is, people begin their Internet excursions to pick up mail from their e-mail accounts, check out the latest newsgroup messages, or meet some friends in a chat room through the Web. Perhaps because it is a much more graphical interface, people have lately been turning to this form of CMC as a way into the other, more text-based forms.

Like the other forms discussed thus far, the Web also possesses communicative properties based on its technological abilities and the social practices that have emerged through the use of it. One of the rhetorical effects of the Web has been the ways in which the globally accessible messages posted to it address particular audiences.

4. Languages used in Computer Mediated Communication

Before computers were networked, the terms 'language' and 'computer' only occurred together in describing programming code. In recent years, however, the Internet and related technologies have become popular and pervasive media for human communication. The update question of how human language is used in these media has become an important concern for linguists 'communication, scholars, sociologists, and researchers from other disciplines (Herring, 2001).

Electronic technologies offer many different opportunities for written communication. Many of these communications are interactive, much like a conversation but conducted at a distance (often both in time and space) and in written form. Possibly to speed up the communicative exchange (Werry, 1996), communicators have developed short cuts for expressing words, phrases, and emotions as well as textual and graphical pragmatic devices. These short cuts and pragmatic devices have become so omnipresent in electronic communication that they are now being collected in dictionaries such as netlingo, and urbandictionary.

Typing is much slower and more error prone than is speaking (Herring, 1999, 2003); possibly to compensate for these issues, people communicating through instant messaging have developed short cuts to typing full words, such as “l8r” for “later”, or acronyms for common phrases, such as “brb” for “be right back” (Werry, 1996). Although emotion is often assumed in online messages, users may have developed text and graphic pragmatic devices to support or enhance communication functions (Lewis & Fabos, 2005). These text and pragmatic devices include text or graphic “smileys” or emoticons to convey an expressive function of language, or abbreviations such as YW for you’re welcome to express a phatic function (Jakobson, 1960).

While some researchers may interpret the technically incorrect language in instant messaging conversations as detrimental and incorrect (Lee, 2002), some researchers (Lewis & Fabos, 2005; Merchant, 2001) suggested that this phenomenon simply represents contemporary slang, a process in the evolution of the English language. Others such as Crystal (2006) goes further to suggest the new linguistic structures developed for online communication may represent the creation of a “new media language”, distinct from but complementary to conventional written English. Additionally, this new language may benefit students in terms of encouraging creativity in written expression and increasing literacy (Sternberg, Kaplan, & Borck, 2007).

5. Synchronous Text-Based Communication

According to Kern (1995) synchronous CMC mode allows language learners to communicate or speak with other learners of the target language and get an instant input or reactions. However, the communication in this mode is characterised by being quick which makes language users with limited competence or perform under constraints of time and space. Consequently, learners' input might be semantically enhanced or ungrammatical.

Some scientists have found that synchronous CMC was more effective and useful in learning than the asynchronous CMC because of its constant nature. Among those scientists, Abrams (2003, p. 164) found that the participants in the synchronous CMC group perform better than those in the asynchronous CMC group. He confirmed that this outcome may be due to the post moments in asynchronous CMC, which resulted in the destruction and reduction of the participants' energy and motivation.

For Sotillo (2000), discourse functions in the synchronous CMC discussions were similar to those in face-to-face interactional changes (e.g. meaning negotiations). This latter is considered as an important factor for facilitating L2 acquisition (Long, 1981). Moreover, meaning negotiation is viewed as helpful for SLA " as learners elicit modified input from one another, are pushed to modify their own linguistic output, and receive important feedback on their target language use, thus potentially focusing their attention on their problematic utterances "(Smith, 2003, p. 39).

Synchronous learning environment is more different than the asynchronous one. In other words, interactions and / or discussions; in synchronous learning, are unlike those in asynchronous learning and yet less grammatically complex. Sotillo claimed that the learners' cooperative production is more significant in synchronous CMC interactions. In addition, synchronous CMC interactions enable them to produce an outcome .i.e. synchronous CMC interaction promotes learners' input which is considered as the main basic for developing their learning process (Swain, 1985).

Jepson (2005, p. 81) stated that participants in the synchronous CMC environment cooperate with each other by posting typed messages which appear on the computer screen throughout the network (internet). Synchronous text-based CMC contains two functions of language: interactive communication and meaningful interpretation (Halliday, 1993, p. 95, cited in Warschauer, 1999). It is meant by interactive communication, synchronous text based

CMC allows language users to understand and react to the different received messages not only to communicate interactively. This authentic and meaningful type of interaction can also support learners to become more responsible in improving their learning. Besides, many studies have reported that learners' level of motivation and attitudes towards learning during a CMC task is enhanced due to the interactive nature of the activity (Sotillo, 2000), which contributes to the reduction of shyness and anxiety about computer use.

Warschauer (1999) has suggested different ways that may enable students to profit from text-based CMC. First, computer-based writing allows them to become more competent in writing, especially for those who are learning a second language or who are new in using the computer for the first time. In addition, text communication permits students to concentrate on their written language (linguistic structures) and most importantly, it gives more time to students to reflect on others' work (Warschauer, 1999; Garrison et al., 2000).

According to Salaberry (2000, p. 6), text-based CMC presents a natural method which gives importance to both "a focus on meaning with a focus on form". Skehan (1998) pointed out that L2 instruction must help learners to put more focus on form while they focus on meaning. Since the major purpose of CMC communication is normally an emphasis on meaning (Chun, 1994; Kelm, 1992; Kern, 1995; Warschauer, 1996a, Salaberry, 2000). The pedagogical activities that were achieved via text-based CMC mode provide language teachers with further equipments in order to emphasize students' attention on form (Salaberry, 2000), which can "lead learners to reflect on their own language production as they attempt to create meaning" (Swain, 1995, p. 141).

From Lee's point of view (1999) text based chat features; help learners to detect their mistakes from the previous posted messages. These latter help them to read, re-think and re-formulate their statements before they send them to other speakers. These steps (reading, re-thinking and re-formulating) are referred to as revising of the developed messages which is

highly limited to the synchronous feature of the environment (Kitade 2005). Lee (1999) argued that learners in examination with face-to-face communication can perform their linguistic potentials; if the conditions are right, and give them opportunities to apply their inputs. In addition, it provides access to take their time to reflect which makes it possible for text-based CMC to produce a high level of cognitive processing (Salaberry, 2000, pp. 7-9) and expand "meta-linguistic awareness in the L2" . It might be desirable over oral communication "when the objective is to facilitate thinking about complex issues and deep, meaningful learning" (Garrison et al., 2000, p. 91).

Warschauer (1996a) has studied discussion differences in the language use and interaction style in the CMC and face-to-face modes with 16 English learners in an advanced ESL (English as a second language) computer – lab writing class at a junior college in Hawaii. He found that students' language was characterized by being syntactically and lexically more formal and complex in CMC discussion. He also found that the text-based CMC mode supported learners' equivalent interest and increased their cooperation in communication, which was repeated with Kelm's discoveries in a computer-assisted classroom with 15 Portuguese learners in 1992.

However, we cannot always expect that the application of the text-based CMC in language acquisition will be hopeful or effective. Muniandy (2002, p. 56) pointed out that short forms and contractions are commonly used in text-chat, because of time constraints which lead learners with no choice to correct their speech, which lead them to create a sense of urgency. Lee (1999, p. 11) has noticed that the meta-linguistic factors such as gesture and facial impression ; which are considered as facilitative factors for SLA , are lacking in students' conversations or speech. In the other hand, Warschauer (1996a) has noted that interactional features such as questioning, recasting, confirmation checks, and paraphrasing, which are frequently found in face-to-face conversations, are less common in electronic

discussion. Kern (1995) and Sotillo (2000) found that synchronous CMC mode does not facilitate accuracy. Moreover, Kern (1995) indicated that there is lack of coherence and continuity in the learners' synchronous CMC discussions, which usually take place quickly in real time.

Warschauer (1996a, p. 22) recommended that the use of "electronic and face-to-face discussion are probably best when they are used with different purposes in mind" even if they differ so substantially. For him, the complexity and formality of language in synchronous text-based CMC discussions make the environment a suitable medium for pre-writing work that links spoken interaction and written composition. Kern (1995) suggested that text-based CMC chat can be used to facilitate face-to-face discussions, rather than replace them. Smith (2003) also claimed that unique features in the CMC environment (e.g. making use of simplifies registers, more overlaps in turn taking and more processing time afforded than face-to-face exchanges) make negotiation in this mode slightly different from negotiation in face-to-face settings. In Warschauer's (1996a) point of view, if we integrate face-to-face and synchronous text-based discussions in many different ways, it may better spotlight the advantages of each environment.

6. Synchronous Voice-Based Communication

For Jepson (2005:p81), synchronous voice chat refers to learners' oral communication with each other in real setting using microphones, earphones or speakers. Each oral message is transferred in short period of time and is "broadcast with varying degrees of clarity over the interlocutor's headphones or speakers". Unlike text chat, voice chat allows learners to "practise face-to-face turn-adjacency conventions or adhere to discourse coherence structures".

Speakers in voice chat can decide whether they want to use webcam in their communication in order to see their interlocutors and have access to their gestures or facial expression, which makes voice chat similar to face-to-face communication. However, some different published research or studies on second language learning and voice chat include images others do not.

Jepson (2005) has investigated the patterns of repair moves used by English learners in synchronous text-based and voice-based chatrooms, comparing the discourses between repair moves in five text-chat sessions and five voice-chat sessions. His study indicated that repair moves, especially negotiation of meaning, in the voice-chat sessions were more numerous than those in the text-chat sessions. Negotiation of meaning repair moves (such as clarification requests, confirmation checks, comprehension checks, self repetition or paraphrase and incorporations in response to a clarification request) were used more often in both chat sessions than those of negative feedback (recasts, explicit correction, questions, incorporations in response to a correction and self-corrections). Also he found that the most used type of repair move was clarification requests.

Based on his findings, Jepson concluded that voice chat seems to be more effective and beneficial to learners in improving their language in terms of repair moves, especially in those of pronunciation and incorporations. He therefore suggested that voice chat may be most suitable for pronunciation work, since the lack of non-verbal cues in his voice chat environment, which might cause or lead learners to become communicatively ineffective. However, he suggested that teachers and learners should use voice chat not only for phonology practice, but also for communication and language development.

Volle's study (2005) investigated the speech production of 19 early Spanish learners in an online distance education course. The data of this study was collected from the performance of the learners' pronunciation production in two types of voiced audio emails

(read-aloud passages and grammar–drill completions) and the assessment of their two online oral conversations with the instructor through MSN Messenger. The two oral conversations were carried out with the aid of the microphones.

The learners' performance was evaluated from three different aspects: proficiency, articulation and accuracy. The concept of proficiency was defined as being capable to carry out certain functions, was adapted from ACTFL Proficiency Guidelines (1983, cited in Volle, 2005, p. 151). In this study, 'articulation' was referred to pronunciation, stress and intonation . Adapted from Weir's Communicative Language Testing (1990, cited in Volle, 2005, p. 151), he defined the concept of 'accuracy' as the comprehension of questions posed, appropriate responses, word order, morphology, adequacy of vocabulary for purpose, grammatical accuracy. The results of the study showed significant gains. These gains were only found in the scores of oral proficiency, but not in the conversation articulation. In addition, accuracy in synchronous online oral communication was remarkably noticed and a total absence of the facial visuals.

After the study, Volle incorporated desktop video conferencing tools into her online courses. Based on her own experiences, she proposed that the existence or availability of facial visuals in synchronous oral communication could bring a change and improve learners' output as well as their "socio-cultural, visual and audio perception of the input" (p.156).

The lack of visual cues has been shown to produce different effects on students' learning. Kötter et al.'s study (1999, p. 58) found another negative effects which were the lack of using non-verbal cues in a synchronous CMC voice chat environment. Without visual cues, the participants in French and German conversation were able to know if they could take turns only from the speaker's intonation, which made their conversations "less fluid or more stilted and unnatural than in a face-to-face situation" Another effect which was the lack of images. It made the participants remain confined without even trying to compensate for their

insecurity. As a result, they give away a higher amount of personal information than they would do in a comparable face-to-face situation. Moreover, they worried more about their mistakes in synchronous voice chat. Nevertheless, the authors were not sure if what they observed was directly related to the learning environment or other factors (e.g. learners' preferences or cultural factors). For Wang (2004, p. 106), the availability of visual cues is helpful especially for distance learners to build a learning community, which is "an essential social environment for effective language learning" .

However, the lack of non-verbal cues can also have positive effects on students' learning. For example, the participants in the synchronous written chat group in Sykes's (2005) study were found to communicate more explicitly. Sykes examined a group of Spanish learners' pragmatic development (refusals of an invitation) in three types of learning environments (synchronous written chat, synchronous oral chat and traditional face-to-face discussion) and he discovered that the written group performed better than the other two groups taking into consideration complexity and variety of strategies. Consequently, she suggested that written chat should be used as the essential means of online synchronous CMC discussion. In addition, she echoed Jepson's (2005) claim that oral chat is a suitable environment for learners to practise pronunciation and intonation.

O'Malley et al. (1996) described video communication as being sometimes 'worse' than audio-only communication. They carried out a series of experiments, where pairs of participants performed tasks collaboratively at a distance in two learning modes - video and audio links, and audio links only. They found that the participants in the former group produced longer and more interrupted dialogues than those in the audio links group. They also argued that speakers who access to video communication were less cautious about their use of verbal information simply because they know and can see their interlocutors. Moreover, they found that participants' performance in the video links group was negatively influenced by

slow connection of the Internet, which resulted in transmission delays and caused problems to turn taking management.

The opposite effects of technology problems on students' learning outcomes have also been explored by other CMC researchers (Hampel & Hauck, 2004; Wang, 2004b; Volle, 2005). In Hampel and Hauck's (2004, p. 69) audio conferencing programs, the technical problems that the students faced were to do with audio quality (e.g. poor sound levels, interruption of audio transmission) and Internet disconnection. Being aware that "the technology required a certain degree of technical expertise", they asserted that audio conferencing instructors should provide adequate support, "including induction and setting up and maintaining comprehensive online help" (p.79).

Wang (2004) pointed out that bandwidth and latency are two most significant problems that encounter Internet-based videoconferencing. He defined communication latency as "the time interval for a message to travel from the source machine to the destination machine" (p. 105). Based on the results of his research, he suggested key conditions for a successful video conferencing sessions which is choosing a less overcrowded Internet time and one-to-one (rather than many-to-many). However, his suggestions remain to be investigated under current conditions, since the speed of Internet bandwidth nowadays has been much improved.

Sykes (2005) claimed that "when doing any type of technology research one must address the impact of the technology itself on the study" (p. 421). She was also interested about some aspects that may influence students' learning outcomes for instance typing speed, familiarity with the discussion environment, and understanding of the web page instructions.

Although technology problems have been found in both videoconferencing and audio conferencing studies, it is reported that learners might encounter more technical difficulties in videoconferencing sessions since both images and sound are available during communication.

This view is supported by O'Malley et al.'s (1996) findings. Nevertheless, recent advances in technology play a major role in improving online communication quality. The difficulties that modern students experience could be different from those in the past. There is not much advice available in terms of possible problems encountered, which later CMC researchers can follow from previous researchers because of the shortage in studies comparing video/audio communication and audio-only communication .

Conclusion

This chapter gave an idea to what extent technology is changing the way we communicate. Introducing the internet to the daily life provides several means of communication that can be classified into two major categories; the asynchronous text-based CMC and the synchronous voice-based CMC. This evolution gave a rise to a new kind of language known as cyber language with particular features turning around the writing form of the language used when chatting in a given synthetic world. This form came to adapt to the circumstances, attitudes, and the virtual environment of the CMC, which is what prompts the chat users to utilise the language in a new way that is rarely conform to the traditional form and often non-compatible with grammar rules.

Chapter three: Field work

Introduction

The present chapter is an attempt to investigate the impact of chat overuse by younger generation on their writings. The ultimate purpose of this part is to analyse how written language is affected by the chatting language. In order to achieve this aim, two questionnaires were administered by giving English students twenty two questions and teachers fourteen questions to answer. The questionnaires were designed for asking them about their opinions and suggestions concerning our issue. It consist of personal questions related to the students' and teachers' socio-cultural background about internet and chat use, and questions concerning with the chatting language (cyberlanguage) and how it affects the English writing skill.

This chapter deals with a careful analysis of the questionnaires' findings in order to know to what extent the chatting language affects the formal written English.

1. The Students' Questionnaire

1.1. Population and Sample

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents, selected from a larger population for the purpose of a survey. A population is a group of individuals, from which samples are taken for measurement (Webster, 1985). In other words, it is the entire group of people to which the researcher wishes to generalize the study findings.

Furthermore, Sampling involves selecting a group of people, events; behaviours or other elements with which to conduct a study. When elements are persons, they are known as

subjects . . . selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible (Polit, 2001, p. 235).

Hence, the population in the current study is 372 third year LMD students of the English department at Biskra University, where a group of fifty-seven (57) of them have been selected as a sample randomly. The major reason of selecting this category of students is their supposed maturity to master the writing skill besides to the language itself. Their level shows that they have sufficient background about English language and its written forms and rules. Along these lines, this study will focus on third year students of English department, faculty of arts and languages, at Biskra University.

1.2. Description of Students' Questionnaire

This questionnaire was designed to make a diagnosis about the social background of the young generation who are passionate with chat. The challenge, therefore, is to spotlight on the impact of chat on their studied background of English writing skill.

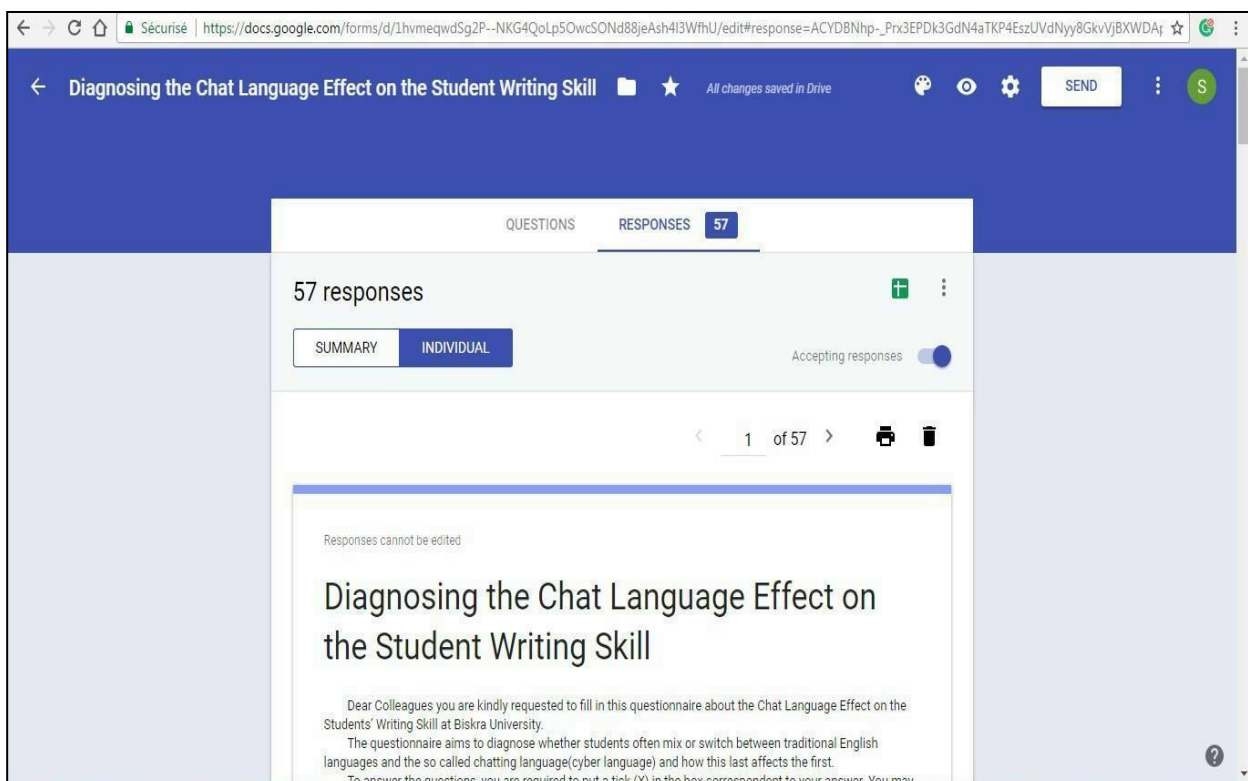
The questionnaire was realised by using Google tool called "Google Forms" which permits to elaborate an online surveys and questionnaires. This last was proposed to nineteen students of the third year, through their emails and Facebook pages by sending them the link of the questionnaire using Facebook messenger (which was more convenient) with a brief explanation about the matter of the questionnaire and its objectives, where we stressed the need to the fact of answering objectively and honestly. The questionnaire consists of twenty two questions with a precise target to achieve for each one. The objective of this set of questions is to identify at what level the students are affected by the chatting language and the impact of this last on their writing skill.

1.3. Administration of the Student's Questionnaire

The questionnaire was handed out through Facebook page of the third year English students with the help of their colleague who knew well the participants to avoid basing our analysis on just virtual persons. This operation was not so easy especially when it is about an electronic questionnaire, where many students (33) do not deal with it seriously which was clear through their answers. These last were not complete, or some questions remain unanswered that is why we preferred not to take in consideration those students who do not care and do not take the questionnaire earnestly.

Despite all the above, among 90 responses, a large number of students (57) answered honestly and seriously the questionnaire and are thankful for that, which allowed us to extrapolate the results summarised in the form of tables, and charts. Thus, the results have been operated only on the fifty five respondents who have completed the questionnaire.

FIGURE 2: THE ONLINE STUDENTS' QUESTIONNAIRE



The screenshot displays a Google Forms interface for a questionnaire titled "Diagnosing the Chat Language Effect on the Student Writing Skill". The form is currently in the "RESPONSES" view, showing 57 responses. The interface includes a "SEND" button, a "SUMMARY" button, and an "INDIVIDUAL" button. The "Accepting responses" toggle is turned on. The form content includes a greeting: "Dear Colleagues you are kindly requested to fill in this questionnaire about the Chat Language Effect on the Students' Writing Skill at Biskra University. The questionnaire aims to diagnose whether students often mix or switch between traditional English languages and the so called chatting language (cyber language) and how this last affects the first. To answer the questions, you are required to put a tick (X) in the box correspondent to your answer. You may".

https://docs.google.com/forms/d/1hvmeqwdSg2P--NKG4QoLp5OwcSONd88jeAsh4l3WfhU/viewform?edit_requested=true

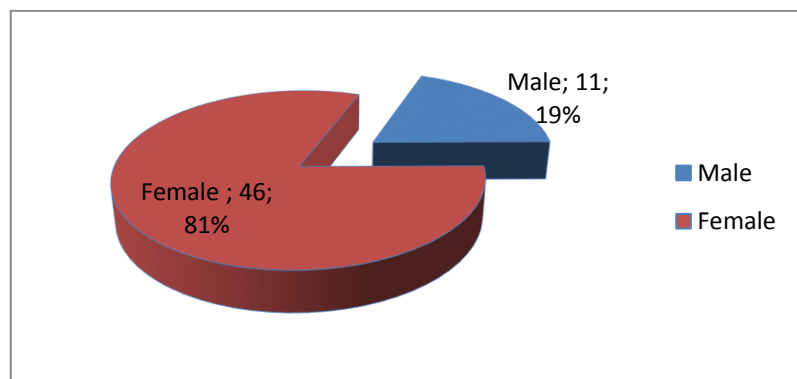
2. Analysis of the Students' Questionnaire

1. Your Gender?

Table 01: Students' Gender

	Male	Female
Number of students	11	46
Percentage (%)	19.30%	80.70%

Chart 01: Students' Gender

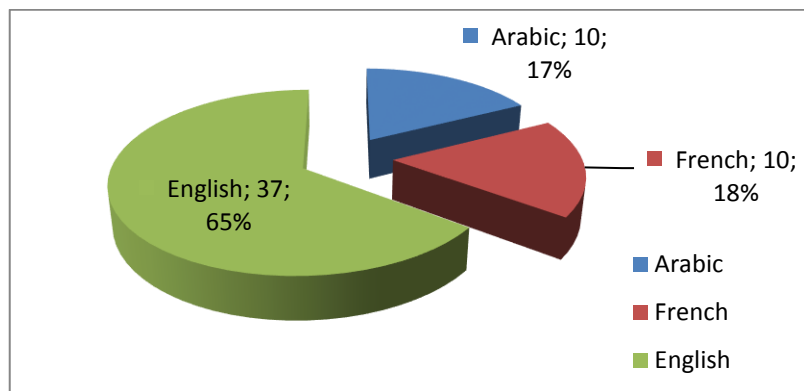


The aim of this question is to identify which sex is more influenced by the impact of the chat language. Obviously most of respondents (81%) were females which prove that they are more interested and motivated to participate in the study which refers that they are more influenced by the chat language than males who present only 19% of acquired responses.

2. In what language do you prefer surfing the Net? Why?

Table 02: Students' preferred net surfing language

	Arabic	French	English
Number of students	10	10	37
Percentage (%)	17.54%	17.54%	64.91%

Chart 02: Students' preferred net surfing language

Through this question we want to know at what level the English language is used by students and to know their motivations for choosing the English language. As seen in the table above, the informants stated that 65% of students prefer surfing through the Net using the English language, whereas, only 17% use Arabic and 18% use French. Among the most important reasons why students tend to use English when using the Internet are:

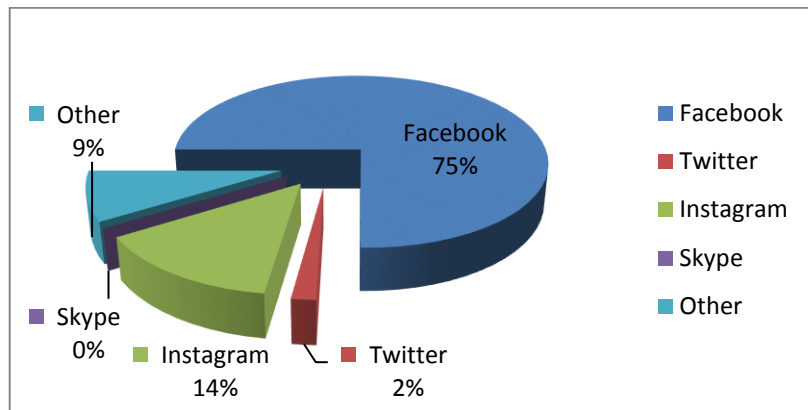
- English is the axis of their studies since they are students of English.
- Universality of the English language.
- The desire to improve their language skills.
- Feeling more comfortable when using the English language rather than using other languages (Arabic/ French).
- Their love of language.

3. What kind of social media do you often use?

Table 03: Students' favourite social media

	Facebook	Twitter	Instagram	Skype	Other
Number of student	43	1	8	0	5
Percentage (%)	75.44%	1.75%	14.03%	0	8.78%

Chart 03: Students' favourite social media



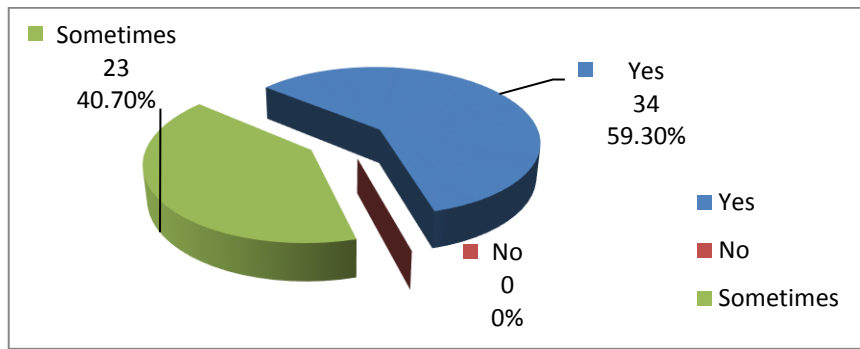
The intention behind this question is to identify the environment where students chat, because each circumference of chat has certain characteristics that distinguish it from the other. It is clear that Facebook is more used and coveted by students when chatting with 75% because in our days especially it is seen as the little piece of personal real estate on the internet where the profile could be customised by making status updates to communicate with your friends easily. In Algeria, Facebook is considered as the most popular free social media. At the same time we cannot neglect the 25% of students divided between other social media; 1.2% twitter, 14% instagram, 9% others (Viber, Whatsapp...).

4. Do you chat?

Table 04: Students' chatting

	Yes	No	Sometimes
Number of student	34	0	23
Percentage (%)	59.30%	0	40.70%

Chart 04: Students' chatting



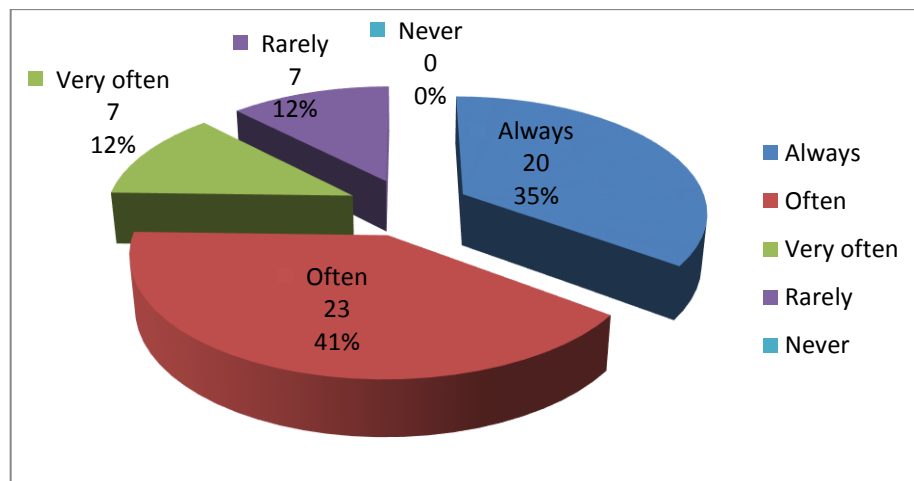
The purpose of this question is to identify students who may be subject of the study to see how they are affected by the chat language. All participants confirmed that they use chatting even if it is sometimes. The YES answer is the predominant one with 60%. The “SOMETIMES” answer was little less than the first with 40% and it is due to logical and psychological considerations based on the social view to the chat itself.

5. How often do you use chat?

Table 05: the frequency of Students' chatting

	Always	Often	Very often	Rarely	Never
Number of student	20	23	7	7	0
Percentage (%)	35.09%	40.35%	12.28%	12.28%	0

Chart 05: the frequency of Students' chatting



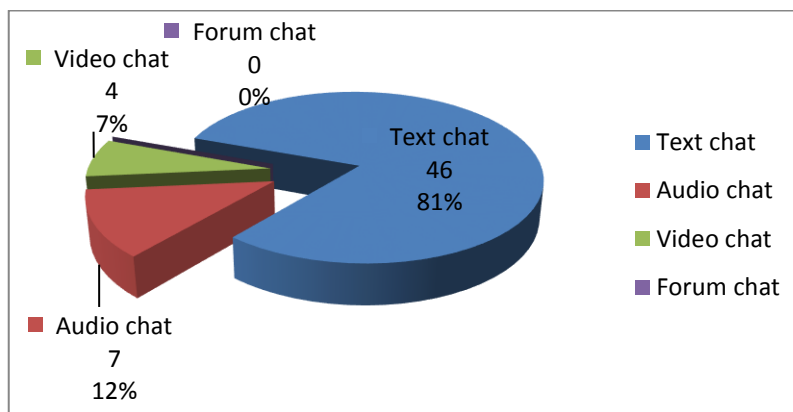
By asking this question we will be able to identify students' frequencies of chatting which influence the written form of the language. Most respondents confirm that they are chat addicts because from one hand, a percentage of 35% and 41% are always or often for chatting. On the other hand, there is no student who has never chat 0%, but at least he rarely chats 12% or he very often does 12%. This addiction to chat inevitably leads to the influence of language by the nature of the chat itself, in which the student often uses abbreviations, acronyms and grammatical symbols to indicate something (emotion, situation, will, feeling.....).

6. What kind of chat do you often use?

Table 06: kind of used chat by students

	Text chat	Audio chat	Video chat	Forum chat
Number of student	46	7	4	0
Percentage (%)	80.70%	12.28%	7.02%	0

Chart 06: kind of used chat by students



In order to see what is the most used kind of chat by the participants to recognize at what extent this kind has an effect on students writing skill. The findings, in Table 6, reveal that the majority of the respondents 81% prefer text chat to the other types like audio chat

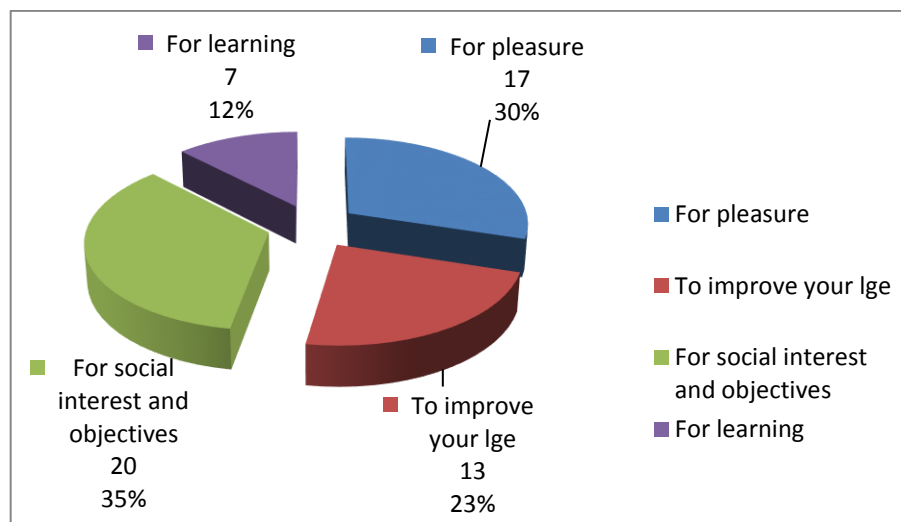
12% and video chat 7% which have no impact on the writing form of the language. As a result of that, hypothetically speaking, the text chat has an important impact on the language and on its traditional writing form.

7. Why do you use chat?

Table 07: students' purpose from chatting

	For pleasure	To improve your lge	For social interest and objectives	For learning
Number of student	17	13	20	7
Percentage (%)	29.82%	22.81%	35.09%	12.28%

Chart 07: students' purpose from chatting



Normally, the students who use chat for pleasure and social interests are those who should be more affected by the cyber language, more than those who are focusing on the learning matters who prefer the traditional written form of language. Table 7 displays that the most reasons that push students to chat is for social interest and objectives (35%), and for pleasure (30%) which means that the influence of the chatting language will be greater in

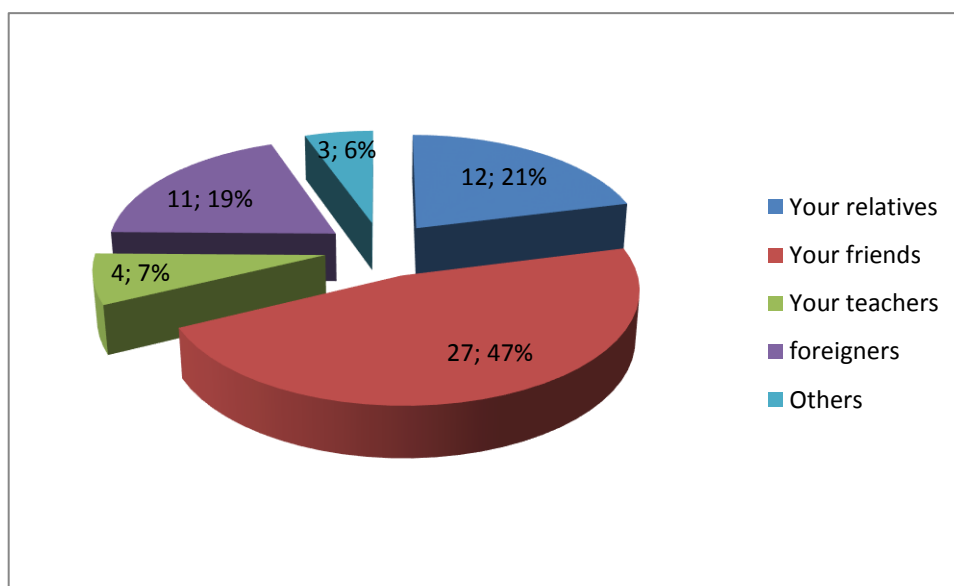
comparison with those who chat for learning reasons 12% or for improving the language itself 23%.

8. Who do you communicate with?

Table 08: students' interlocutors when chatting

	Your relatives	Your friends	Your teachers	foreigners	Others
Number of student	12	27	4	11	3
Percentage (%)	21.10%	46.79%	7.35%	19.26%	5.50%

Chart 08: students' interlocutors when chatting



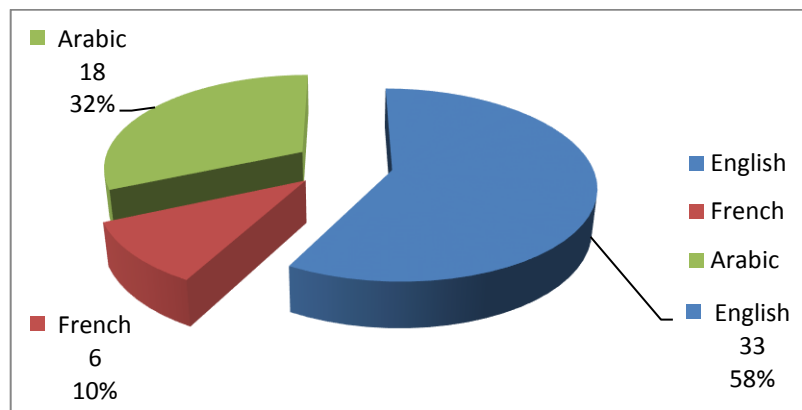
It is supposed that students who communicate with foreigners are much influenced than the others because they will use the chatting language as a common understandable language. The result above shows that chatting with friends is the most common between students with 47% and with relatives about 21%. The rest of chat is divided between foreigners 19%, teachers 7%, and others 6%. These findings confirm the tendency of students to chat with the closest people, friends and relatives where they feel more comfortable when chatting.

9. Which language do you often use when chatting?

Table 09: Used language by students' when chatting

	English	French	Arabic
Number of students	33	6	18
Percentage (%)	57.89%	10.53%	31.58%

Chart 09: Used language by students' when chatting

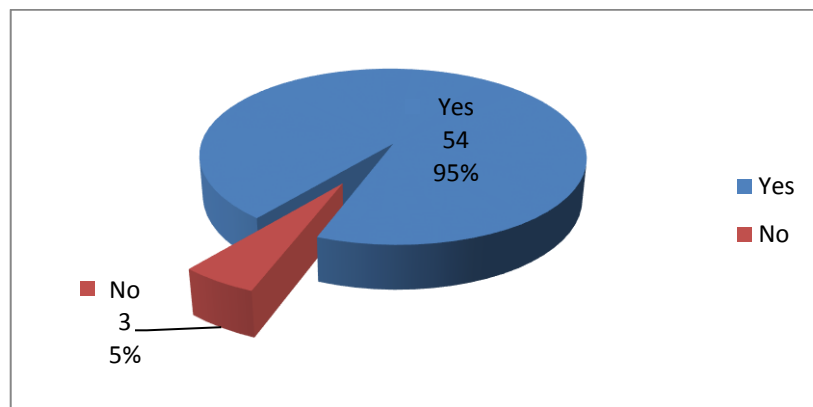


The aim here is to point out the most used language by students in chat mainly they are students of English. The findings here reveal that English is the most used language by the participants with 58% in chatting more than the Arabic use 32%, which is their mother tongue. The French represents 10% even if it is their second language.

10. Do you chat with English language? When?

Table 10: The frequency of students' English use when chatting

	Yes	No
Number of student	54	3
Percentage (%)	94.74%	5.26%

Chart 10: The frequency of students' English use when chatting

From this question we want to see at what extent the participants use English when chatting. Because they are English students, it is supposed that they will use it as language of discussion whatever the situations or the conditions are particularly in their interactions through the Net (chat, emails, talks, comments, publications...).

According to the chart above, all the respondents confirm that English is the mainly used language in chat 95%, so its impact on their writing should be obvious and palpable. Most of the participants (49 students) identify when they prefer to use English as a language of chat which can be resumed in the following:

- When chatting with foreigners or natives
- When discussing with classmates, colleagues, teachers
- While speaking about studies and projects.
- when talking about academic matters with friends
- Whenever someone who's willing to communicate in English
- when trying to improve the language

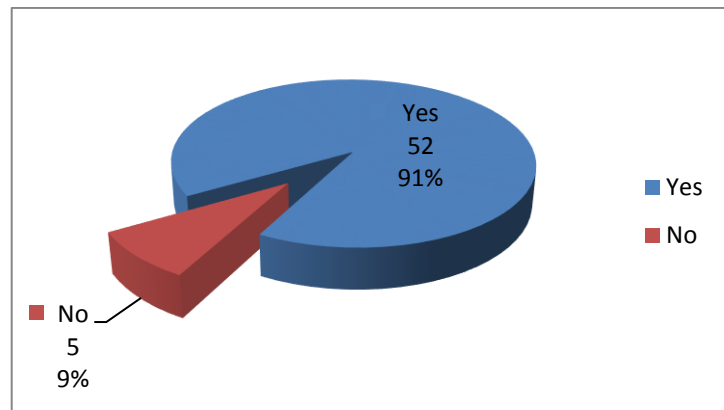
However, only 5% (3 students) do not use English in chat where no influence could be noted on their writings.

11. Do you think that chatting helps in the improvement of your English language? How?

Table 11: Students' opinion about the role of chatting in language improvement

	Yes	No
Number of student	52	5
Percentage (%)	91.22%	8.78%

Chart 11: Students' opinion about the role of chatting in language improvement



The eleventh question is focusing on the impact of chat on the language in general and the way it has been branded by students, wherever we have a tendency to note that 91% equivalent to 52 students say that chatting helps to improve language through the next:

- Enriches the individual's vocabulary.
- Learning new expression from each other.
- It permits the practice of the language
- It improves the writing skill.
- Allows the exchange of ideas, thoughts and knowledge about the language.

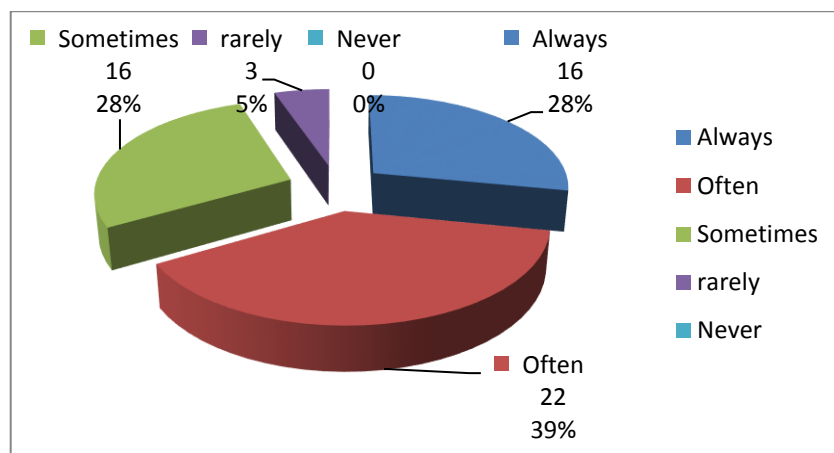
Conversely, 9% of the participants show that no role for chat in the enhancement of English, due to the use of abbreviations.

12. Have you ever respected rules of English language when chatting?

Table 12: The regularity of respecting English rules when chatting

	Always	Often	Sometimes	rarely	Never
Number of student	16	22	16	3	0
Percentage (%)	28.08%	38.59%	28.08%	5.26%	0%

Chart 12: The regularity of respecting English rules when chatting



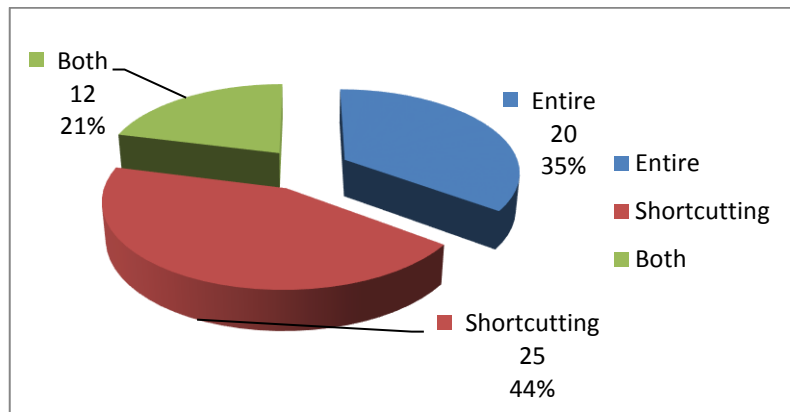
Searching for the regularity of respecting rules of English by the students when chatting, the last chart illustrates that 39% of them have often respected the rules and 28% have always done it. Nevertheless, the rest of students (33%) occasionally did it, rather than all of the time.

13. Which words do you use in English chat?

Table 13: The type of words used when chatting

	Entire	Shortcutting	Both
Number of student	20	25	12
Percentage (%)	35.10%	43.85%	21.05%

Chart 13: The type of words used when chatting



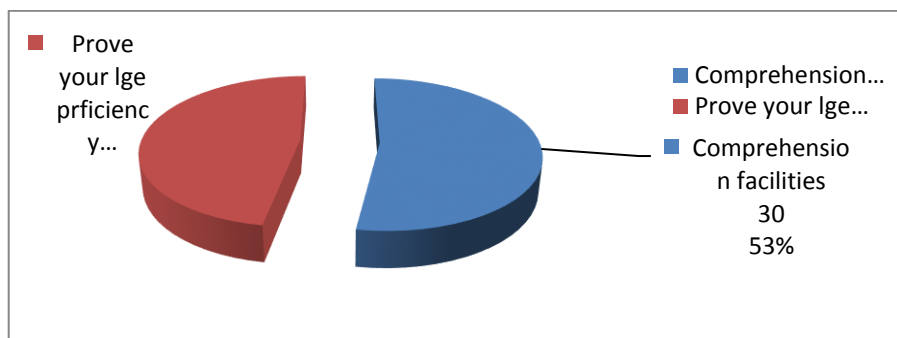
At this level, the purpose in the study is concerned with chat in the matter of the words used by the participants, which give an idea about the nature of the language and specially the respect of conventional form of English. By observing the obtained response, it is lucid that the great number of students uses shortcutting 44% (25 students). By contrast, 35% of them prefer the entire words. Between the two precedent categories we can note that 21% of them use both words depending on their needs, their interlocutors and chat situations.

14. Why do you use entire words?

Table 14: The reason behind using entire words

	Comprehension facilities	Prove your language proficiency
Number of student	30	27
Percentage (%)	52.63%	47.37%

Chart 14: The reason behind using entire words



The table and chart above is an illustration to identify the reason behind using entire words, whereas 52.63% of respondents declare that their main motivation is concerned with comprehension facilities and 47.37% is about to prove the language proficiency.

15. Why do you use shortcutting?

Through this question we deliberately leave the field open to students to give their personal motivation for using shortcutting instead of entire words where the responses are summarised as follows:

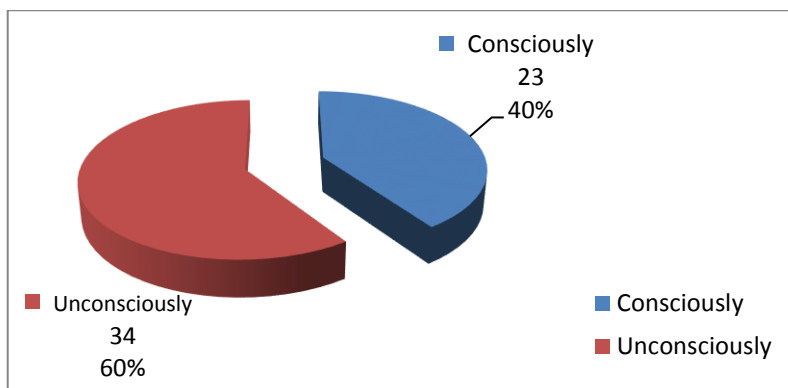
- To spend less time and economise efforts
- The intimate relationship with the addressee or the interlocutor
- To facilitate communication
- To avoid much writing
- Because writing entire words when chatting is a boring thing
- To master the chat conversation
- Simply by habits

16. In your opinion, shortcutting words is done:

Table 15: The students' view about the way shortcutting words are done

	Consciously	Unconsciously
Number of student	23	34
Percentage (%)	40.35%	59.65%

Chart 15: The reason behind using entire words



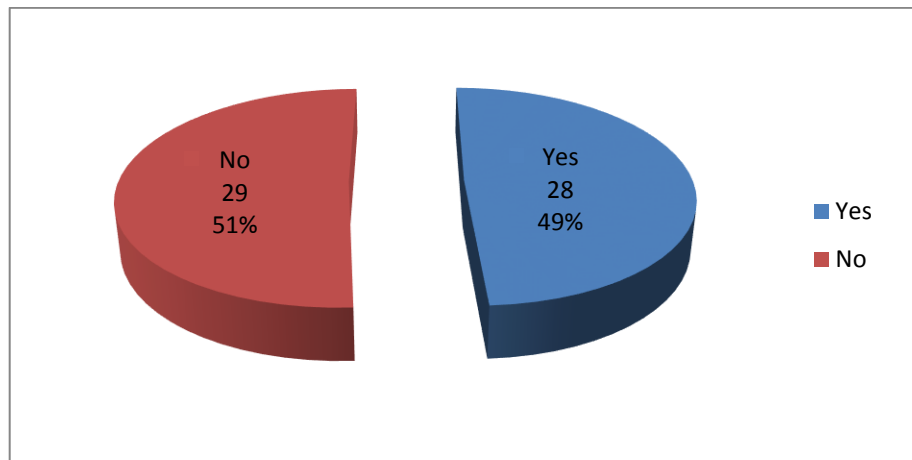
The last findings reveal the degree of influence that chat language has on the participants' writing forms. We note that more than a half of them use shortcutting unconsciously whereas 40% of them use it consciously. This is what shifts the study to the psychological effects of chat on students' psychology.

17. Do you think that the use of shortcutting causes confusion to your mind when writing? Why?

Table 16: students' impression about the confusion maybe caused by shortcutting

	Yes	No
Number of student	28	29
Percentage (%)	49.12%	50.88%

Chart 16: students' impression about the confusion maybe caused by shortcutting



Students were nearly divided about the confusion caused by shortcutting in their minds. 51% of the responses affirm that no confusion takes place for the reason that:

- Shortcutting words are understandable, obvious, and easy.
- They feel aware about what they are writing
- They believe that every shortcutting word has its entire written form as reference in mind.
- Shortcutting is the issue of situation.

- They think that the essential thing is the mastery of language.
- They are able to memorise the wright written form of words
- They trust themselves.

On the other hand 49% of participants admit that shortcutting do confusion to their minds because:

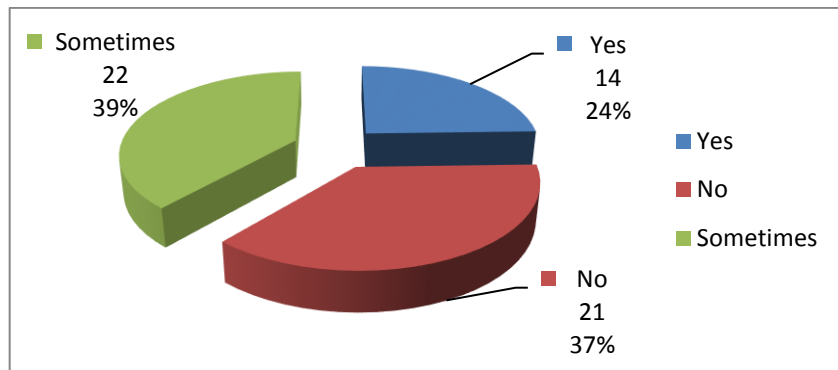
- Misunderstanding of the conversation or what the other want to say.
- It affects the academic writing
- It can negatively affect your writing skill.
- Lose the ability to write formally.
- It distorts students' vocabularies and the correct written form of words
- Similarity between two or more shortcutted words.
- As non native speaker, a problem of word comprehension may be faced.
- It is a bad habit in the process of language learning.

18. Do you think that the so called “chatting language” affects negatively your written English? Why?

Table 17: Students' view of the effects of chatting language on their writings

	Yes	No	Sometimes
Number of student	14	21	22
Percentage (%)	24.56%	36.84%	38.60%

Chart 17: Students' view of the effects of chatting language on their writings



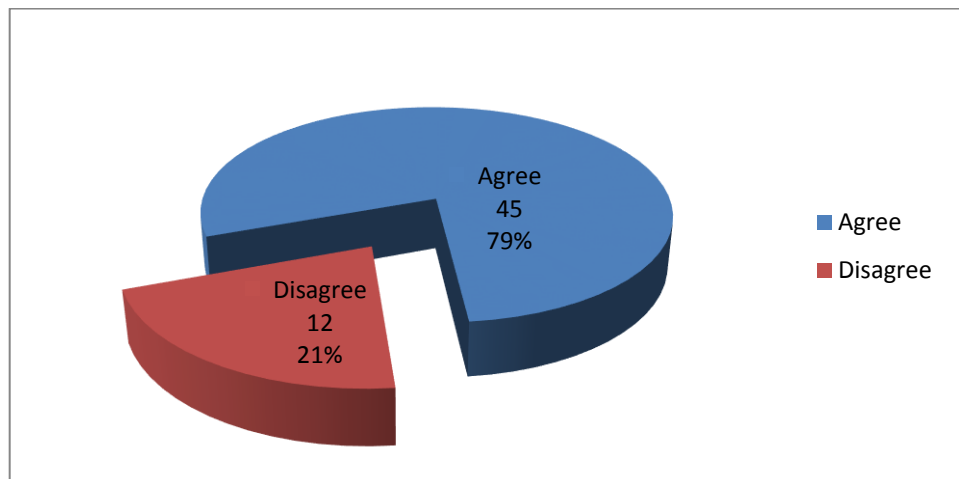
It seems that 37% of the answers said that there is no effect, but if we focus well on the results, we can widely note that the effect exists but in varying degrees. As long as 39% of students are sometimes affected by cyber language, this reveals that the impact is present and cannot be neglected. Moreover, 24% who are with its direct effect on the written English language, which gives us the total of about 63% of the participants who validate the effect.

19. Communicating and writing using chatting language prospects you to express your feelings and thoughts appropriately.

Table 18: Students' agreement on the utility of chatting language in expressing Themselves

	Agree	Disagree
Number of student	45	12
Percentage (%)	78.94%	21.06%

Chart 18: Students' agreement on the utility of chatting language in expressing themselves



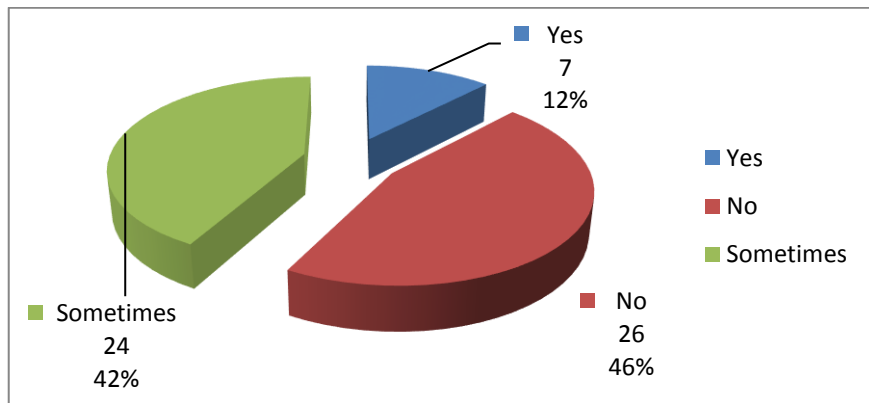
The vast majority of students 79% recognise that chatting language permits them to express their feelings and thoughts in a suitable way. But at the same time 21% of them reject this idea completely and think that it is not the fitting language for that .

20. Do you find yourself using shortcutting words when writing formally?

Table 19: students' frequency of using shortcutting when writing formally

	Yes	No	Sometimes
Number of student	7	26	24
Percentage (%)	12.28%	45.62%	42.10%

Chart 19: students' frequency of using shortcutting when writing formally



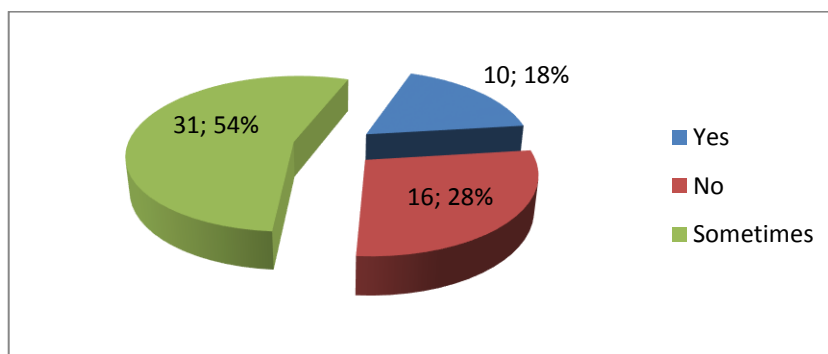
The twentieth question is so important to see the impact level of the shortcutting or chatting language on students' writing forms notably when writing academically. The findings reveal that 45.62% of participants reject any intervention of shortcutting in their formal writing. However, about 54% of them confirm the existence of overlapping between the formal and the informal writing.

21. Does written irregular English causes you a misinterpretation with your interlocutor?

Table 20: Recurrence of students' misunderstanding when chatting

	Yes	No	Sometimes
Number of student	10	16	31
Percentage (%)	17.54%	28.07%	54.39%

Chart 20: Recurrence of students' misunderstanding when chatting



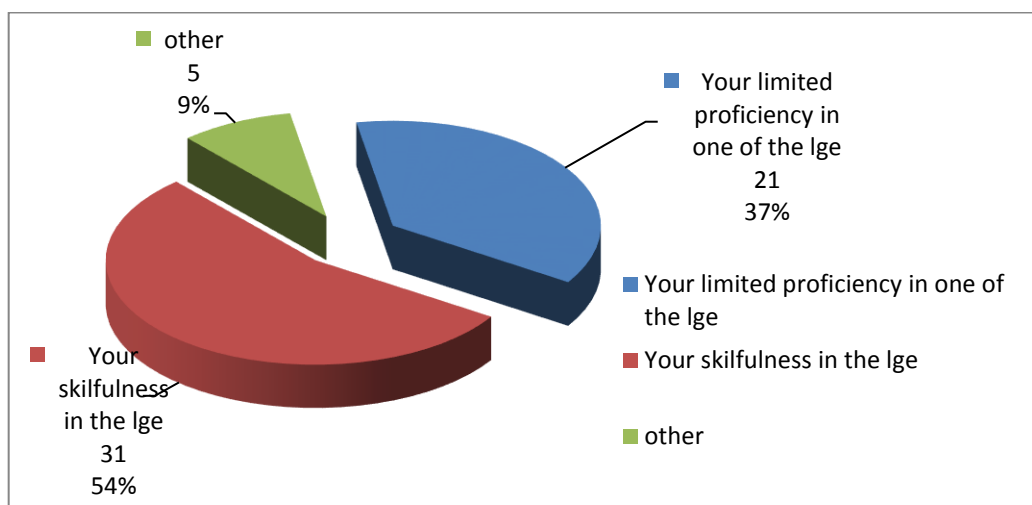
A large number of students agreed that the misinterpretation when using irregular written English exists but with varying degrees. The ratio of 54% of students agrees that sometimes misconception is present within chat communication. Certainly, according to them it is not consistently but it happens. Moreover, 18% of participants declare that the misapprehension is regular due to the effects of chat. Nevertheless, certain students 28% think that no misunderstanding is taking place when chatting.

22. According to you, writing in irregular English language reflects:

Table 21: students' point of view about the significance of using irregular language

	Your limited proficiency in one of the language	Your skilfulness in the language	Other
Number of student	21	31	5
Percentage (%)	36.84%	54.38%	8.78%

Chart 21: students' point of view about the significance of using irregular language



Most students acknowledged that writing in irregular English reflects students' inability to master the writing skill of the language, even on the matter of proficiency (37%) or skilfulness (54%). Only 9% think there are other considerations.

3. The Teachers' Questionnaire

3.1. Population and Sample

This questionnaire is addressed to teachers of English in order to get another side of view about our issue “the effect of chat language on the students' writing skill”. The decision stems from the importance that the teachers represent in the student assessment process, especially with regard to writing, where they undertake to guide, evaluate, and ameliorate the students' level of writing. Our sample is composed of eight (08) teachers that I know personally with considerable experience from three to more than 10 years of professional practice. They were teaching various modules in addition of written expression for many years that allowed them to be conscious of the various changes brought to the students' writings due to the use of internet and notably chat that can enrich our research and our study.

3.2. Description of Teachers' Questionnaire

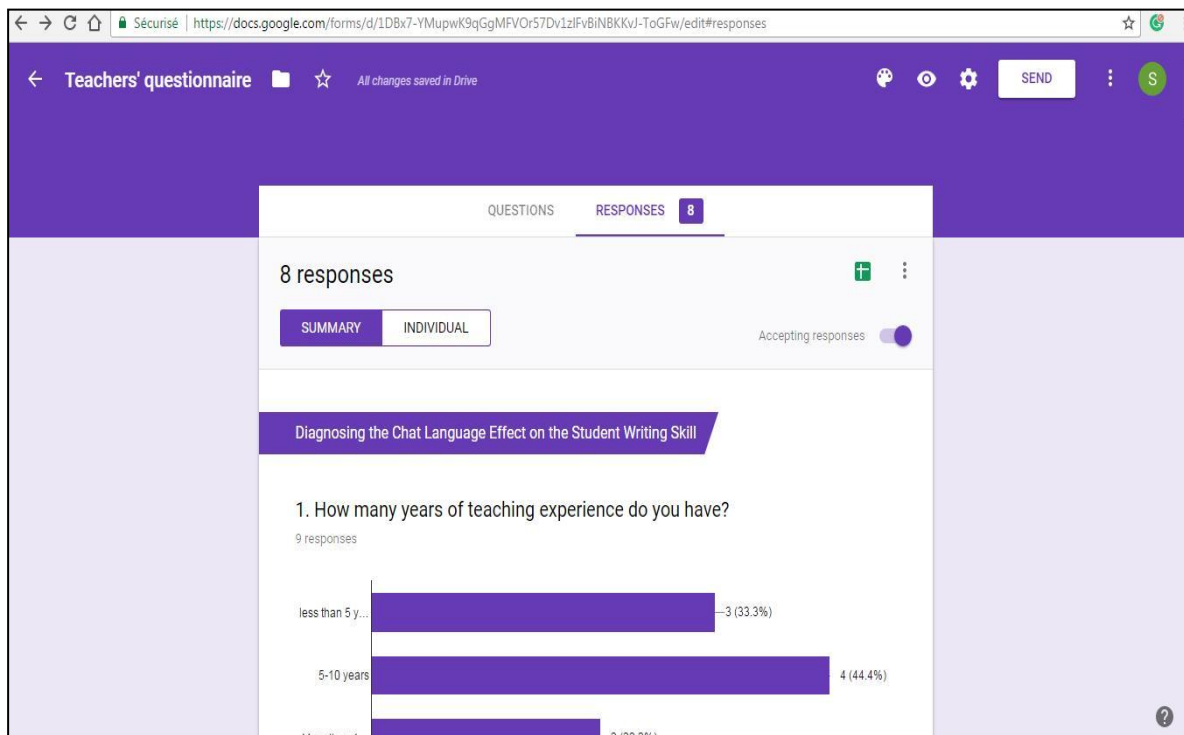
Like the one of the students, the teachers' questionnaire was designed through Google forms and composed of 14 questions about their opinion concerning their students' level, about their writings, and finally about their perception of writing in the light of new means of communications, mainly those means based on new technologies such as internet, social medias, smart phones.....and others.

The data collected from the questionnaire were treated under Microsoft Excel a known tool of Microsoft office that deals with statistics. This tool allowed us to realise tables and charts corresponding to the answers given by teachers through converting them to numerical

(percentages) data. Many teachers in some question chose to give more than one answer, because of the nature of the question itself. So, these answers were treated in an apart and special way to obtain reliable results through SPSS acronym of Statistical Package for the Social Science. SPSS is one of the most popular statistical packages which can perform highly complex data manipulation and analysis with simple instructions. It is designed for both interactive and non-interactive uses.

Figure 03: Teachers' questionnaire

<https://docs.google.com/forms/d/1DBx7-YMupwK9qGgMFVOr57Dv1zIFvBiNBKKvJ-ToGFw/edit#responses>



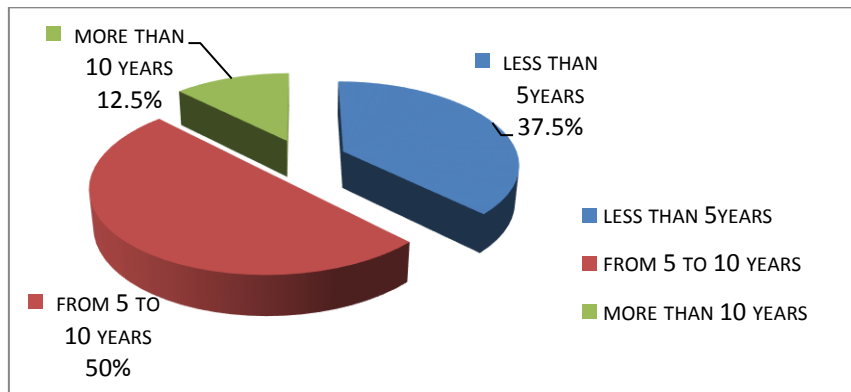
3.3. Analysis of the Teachers' Questionnaire

1. How many years of teaching experience do you have?

Table22: Years of teaching experience

	Less than 5 years	From 5 to 10 years	More than 10 years
Teachers' answers	3	4	1
Percentages	37.5%	50%	12.5%

Chart22: Years of teaching experience



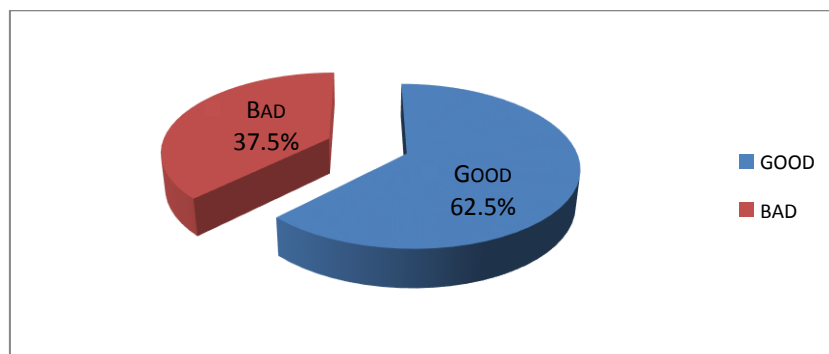
The findings from our first question show the considerable experience teachers. Among 8 teachers 5 of them have more than 5 years of experience which is the equivalent of more than 60% of our sample, which is considered as a good starting point for the rest of our research. Wherever, 25% of them have less than 5 years which is interesting too, in the matter that they are new generation more connected to new technologies and applications which will serve our issue.

2. How can you evaluate the level of your students?

Table 23: Teachers perspectives on the level of their students

	Good	Bad
Teachers' answers	5	3
Percentages	62.5%	37.5%

Chart 23: Teachers perspectives on the level of their students



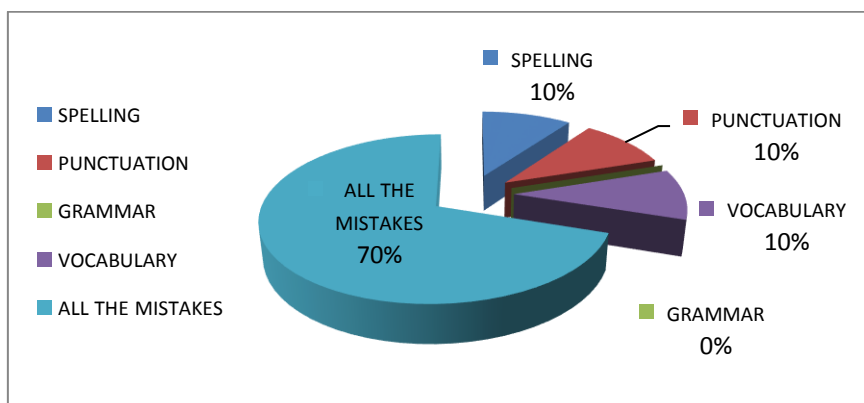
The significance of this question stems from importance of the level of students, especially when the evaluator is their teacher who normally knows well his students. The results demonstrate certain satisfaction of teachers, where 62.5% are satisfied of the level of their student. The rest of 37.5% are not content, and declared that it is a bad level.

3. What are the students' common mistakes when writing?

Table 24: Students' common mistakes when writing

	Spelling	Punctuation	Grammar	Vocabulary	All Together
Teachers' answers	1	1	0	1	7
Percentages	10%	10%	0%	10%	70%

Chart 24: Students' common mistakes when writing



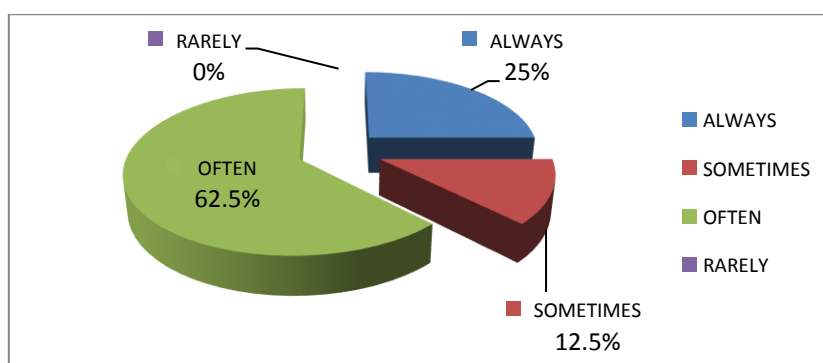
The actual question gives an overview about the students' common mistakes when writing. It permits to continue exploring the students' background about English and writing form. There is an agreement between the most of teachers, 70% of the answers affirm that all mistakes are common ones. While 30% were equally divided between spelling, punctuation, and vocabulary which indicates that they are the most common mistakes in students' writing.

4. How often they make those mistakes?

Table 25: frequency of students' writing mistakes

	Always	Sometimes	Often	Rarely
Teachers' answers	2	1	5	0
Percentages	25%	12%	62.5%	0

Chart 25: frequency of students' writing mistakes



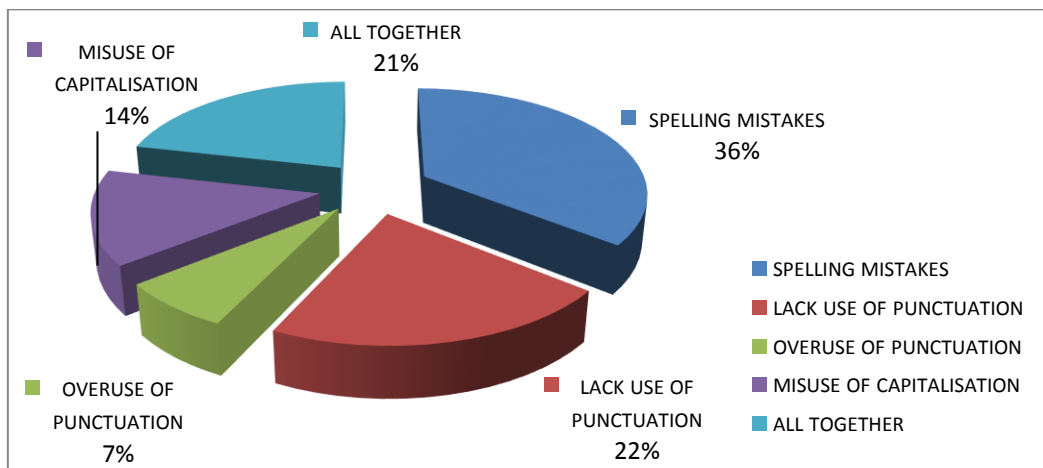
The frequency of making mistakes by students when writing provides us to what extent students are making mistakes. 62.5% of the answers state that students often make mistakes. While 25% assert that they constantly do, and only 12.5% are for the “sometimes” answer.

5. What kind of mistakes that are frequently perceived?

Table 26: Types of students' writing mistakes

	Spelling. Mistakes	Lack use of Punctuation	Overuse of Punctuation	Misuse of Capitalisation	All Together
Teachers' answers	5	3	1	2	3
Percentages	36%	22%	7%	14%	21%

Chart 26: Types of students' writing mistakes



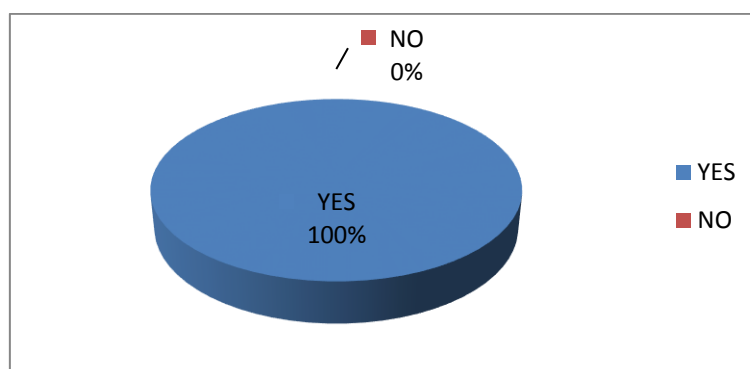
The table and the chart above illustrate the types of mistake providing by students when writing which allow us to go deeply in our research. They show that the mistakes of spelling are the most recurrent ones (36% of the answers). 22% of the answers consider the lack use of punctuation as a common type too. Whereas, just only 14% and 7% of the answers estimate respectively that misuse of capitalisation and the overuse of punctuation are types of mistakes commonly done by students.

6. Are you familiar with the language of chat?

Table 27: Familiarity of teachers with chat

	Yes	No
Teachers' answers	8	0
Percentages	100%	0

Chart 27: Familiarity of teachers with chat



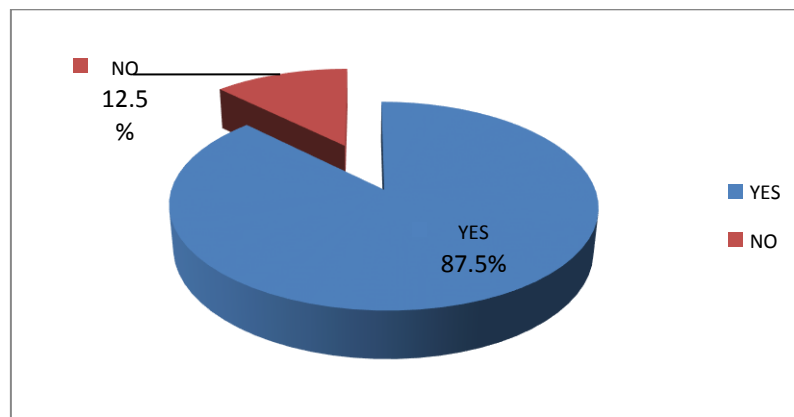
The aim of this question is to know whether teachers are familiar with modern communication tools that are used specifically by students which mean chat. There is a total accord between teachers about that. This means teachers' connection with the updates communication tools of that allow them to be closer to the new cyber generation of student.

7. Have the students' written form changed since the use of internet chat?

Table 28: impact of chat on students' writing

	Yes	No
Teachers' answers	7	1
Percentages	87.5%	12.5%

Chart 28: impact of chat on students' writing



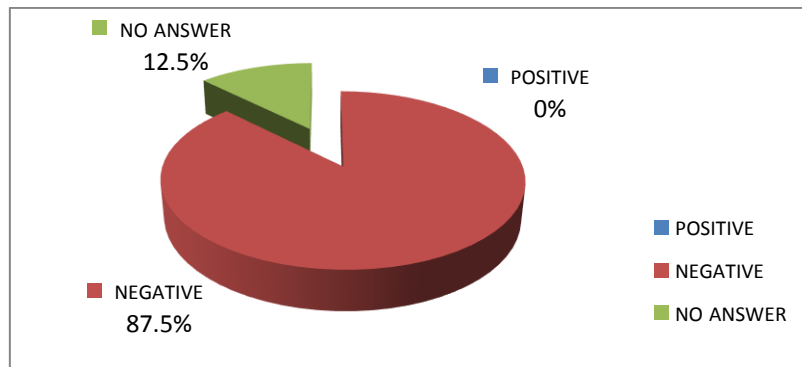
Teachers' view concerning this question is completely clear; 7 teachers among 8 said "Yes" equal to 87.5%, which it refers to their approval of the several changes that students' writings have occurred due to the use of chat language. Whereas, just one teacher who do not think so, because he is convinced of the bad level of his students.

8. If yes, how?

Table 29: Nature of change in students' writing due to chat

	Positive	Negative	No Answer
Teachers' answers	0	7	1
Percentages	0	87.5%	12.5%

Chart 29: Nature of change in students' writing due to chat



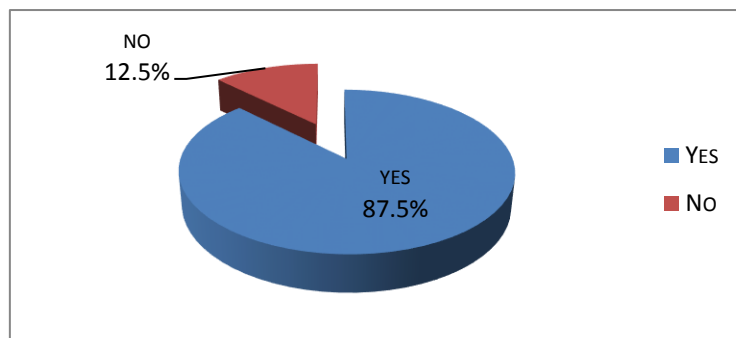
By these results, 7 teachers who said yes to the impact of chat on students' writing, validate the negative influence of chat language on students' writing skill.

9. Have you ever noticed the use of chat language in your students' writings?

Table 30: students' use of chat language when writing

	Yes	No
Teachers' answers	7	1
Percentages	87.5%	12.5%

Chart 30: students' use of chat language when writing



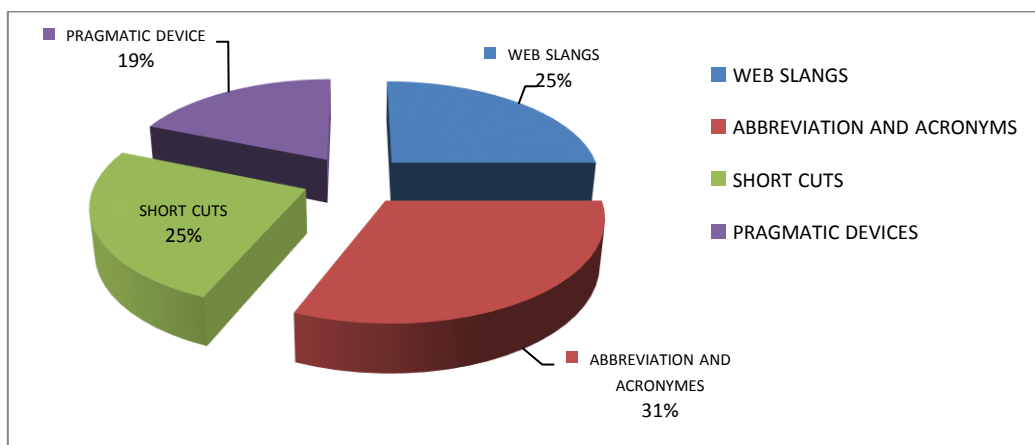
The “Yes” answer is blatant 87.5% of answers. It illustrates the students’ use of chat language even in their formal productions inside classroom, which is really alarming for the future of academic writings.

10. What is the frequent used kind of chat language?

Table 31: The frequent used kind of chat language

	Web Slangs	Abbreviation And Acronyms	Short Cuts	Pragmatic Devices
Teachers’ answers	4	5	4	3
Percentages	25%	31%	25%	19%

Chart 31: The frequent used kind of chat language



The aim of this question is to explore the type of chat language used by students in their writings noticed by teachers. The results reveal that percentages are almost equal to each other where the most dominant class of chat language used by students is abbreviations and acronyms with 31%. The web slangs and short cuts are too often used by students when writing academically with 25%. Finally 19% of the answers favored the pragmatic devices

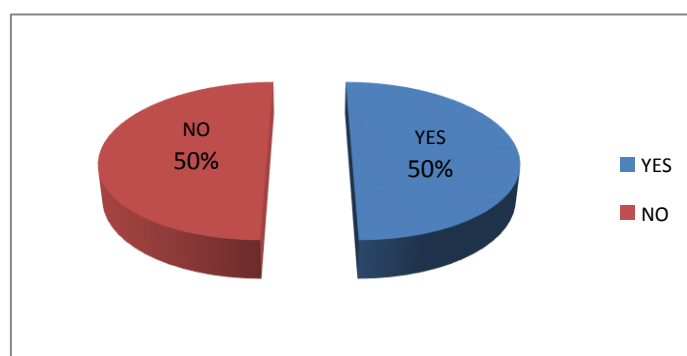
such as emoticon and smileys. These results show the important extent of cyberlanguage use of inside the classroom

11. Are the student aware about the formal language when writing? If yes when?

Table 32: Student awareness about formal language

	Yes	No
Teachers' answers	4	4
Percentages	50%	50%

Chart 32: Student awareness about formal language



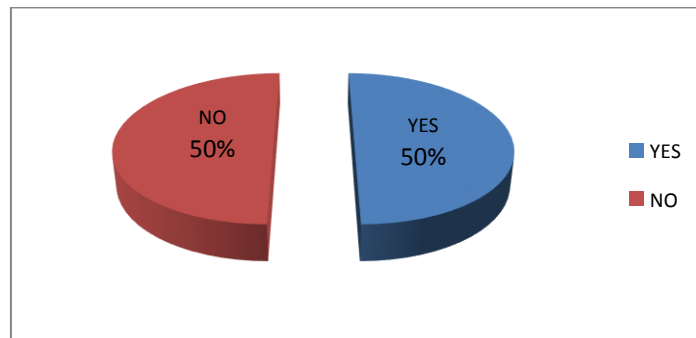
The above question tries to examine the students' awareness about the formal writing where the answers were divided evenly into two parts. The first part 50% says yes to the existence of students' consciousness when writing and the second part 50% say no. The latter part of teachers is persuaded that students do not aware about the rules of writing which doesn't matter for them. Even if the first part of teachers said yes for students' awareness, they limited in one case; when being assigned, answering exams, or when writing an academic research.

12. Do you think that chat language may encourage and improve the students' academic writing? If yes how?

Table 33: Advantages of chat language

	Yes	No
Teachers' answers	4	4
Percentages	50%	50%

Chart 33: Advantages of chat language



50% of answers reject the encouragement and the improvement that may be brought to academic writing through chatting. This means that they do not believe to the positive impact of chatting on writing which confirms the answers already given. The rest 50% of answer think that this role of support can take place for the following reasons:

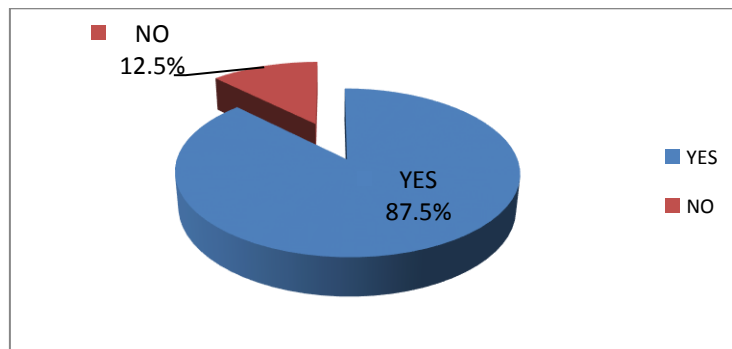
- Because it provides students with a more space of interaction and use of language outside the classroom.
- That may happen when there's guidance
- It can be useful when the students chat with a mother tongue user.
- In terms of fluency

13. Do you think that academic writing is at risk of the use of chat language? 16. If yes, how?

Table 34: The potential risk from using chat language

	Yes	No
Teachers' answers	7	1
Percentages	87.5%	12.5

Chart 34: The potential risk from using chat language



At this level, the purpose in the study is concerned with the potential risk of chat on academic writing. Since the large use of cyber language in formal writing inside classroom; like we have seen in the precedent questions, majority of teachers 87.5%; if not all of them, agree with the idea that chat language is a potential menace to traditional English writing that is to mean the need to take precautions to face it. Their justifications for this view were:

- Because students will get used to chat language and forget the right spellings of the words.
- Most people want to deliver the message and they don't care the way.
- Because internet users tend to use easy ways of addressing, and the formal language is not one of them.
- Getting too used to chat language distort academic linguistic competence; this often leads to misuse of terms and misemployment of vocabulary, as well as grammar rules breeching...

- There will be more spelling, grammar and vocabulary mistakes while writing because students get used to slang language, short cuts and abbreviations.
- Some use it unconsciously, others find it fashionable, and it depends on the students' attitudes.
- Students get bad writing habits using informal language while it should be academic.

14. In your opinion how can chat language be complementary to academic writing?

This last question was conserved to the end of the teachers' questionnaire to present a kind of suggestions in order to engage the chat language to serve the formal and academic writing where the answers were as follows:

- It's hard to answer such question due to the fact that chat language can also be of negative results on the academic writing. I don't think it can complementary to academic writing, however, it provides the students with much time of thinking because of the use of abbreviation.
- With guidance and correcting the common mistakes.
- Produce native language.
- Chatting can certainly be beneficial if the language is correct and put in formal-like manner.
- This can be achieved only through encouragement of breaking with web slang terms. Students should abandon their habit of non-academic language use when chatting for a well-refined purely academic language ...
- Chat language can be complementary to academic writing if only addresses certain level of people's understanding

- When it is filtered and compared with it.

4. Discussion of the Findings

From the achieved findings, it is clear that the new means of communications mainly social media (Facebook, Twitter...) plays an important role in students' daily life. From 57 participants in our study no one who has never chatted before, which shows the great impact of what we can call "the chat phenomenon". Despite the various types of chat, the majority of our respondents prefer text-chat 80.70%. Consequently, their writing will be more affected than any other skill.

Then, even if the objectives behind chatting are different, we note that the most frequent one is chatting for social interest and pleasure. This means that our participants do not care about the language itself, but with whom they chat. Thus, even if the participants claim that they respect the writing rules, their main objective is to convey a right comprehensible message.

The common students' answers revealed that shortcutting is widely and unconsciously used when chatting under the pretext of gaining time, facilitating communication, and avoiding much writing and to answer quickly. This result is very significant because typing quickly can lead to errors. Some errors have become so common that they may be becoming new language words themselves.

When asking about the chat influence on the students writing, a great number of our respondents affirm that they are affected by the chatting language which interferes regularly even when writing formally which provokes; even sometimes, confusion in students' minds and causes misunderstanding with their interlocutors. Finally, they agree with the idea that the

reason behind using cyber language is a kind of significance of the students' skillfulness in addition of their English limited proficiency.

Generally speaking, students' questionnaire indicates that although most of students are conscious that internet chat is an important skill for them to their English as a foreign language. At the same time they approve directly or indirectly the great influence of the chat language on their forms of writing.

To summarise our teachers' questionnaire results, we can say that it reveals that our sample of teachers are experienced enough and well informed to enrich the issue of our research and to give a real evaluation about students' writing level in light of the widespread use of the chat. Teachers showed great cooperation in a short time to answer the questions in which consensus and agreement prevailed in most of them. Even if the half of participants think that the chat language may play role in encouraging and improving the academic writing by providing the students with unlimited space of interaction and use of language outside the traditional environment (classroom), the findings revealed the great influence of the chat language on the students' productions even on their academic writings which is a reason to rethink and reconsider the traditional learning strategies and process.

Generally speaking, the interference of chat language inside classroom and in students' writing according to our teachers appears in several forms mainly in the use of web slangs, abbreviation and acronyms, short cuts, and even in the use of pragmatic devices. They affirmed in great majority that these forms and types of cyber language affect negatively the writing skill of students. This last was proved by the students' unconsciousness in terms of respecting rules of academic writing, which appear clearly in their writing characterized by regular mistakes in term of spelling, punctuation, and vocabulary.

Finally, there is a total agreement between the teachers participating in our research that chat language represents a potential risk to the students' academic writing skill. According to them, the great fear is the replacement the academic ruled writings by this kind of language mainly when students start to use it unconsciously, some find it fashionable, where it become a habit for others. That's why some of our respondents suggest that students must be guided and well corrected during their learning process in general and specially in the acquiring the writing skill.

Conclusion

This last chapter dealt with the analysis of students' and teachers' questionnaires in order to investigate the impact of chatting on students' English writing. So, after exposing our population and sample, a brief description of both questionnaires was prepared to explore the issue of our research and how it was presented and administered. Then the analysis of the findings was given in the form of tables and charts for each question which facilitated the interpretation to get the general result about the topic.

The combined interpretation through the findings of both questionnaires shows to what extent the chat language interferes in student learning process and how their writing skill is negatively affected by this new cyber language which became the common language used in communication especially the written chat.

General conclusion

We conclude our modest study by finding that the implantation of the Internet contributes to the birth of new communication uses. Interactions in written form can in some ways be compared to face-to-face conversations. The emergence of virtual chat community, adopting particular ways of acting, tends to contaminate the whole world. The Internet takes up a lot of space in our lives. Some practices are more popular than others. Chatting web sites, social media, and chatting mobile applications are constantly growing; the opportunity to find a person to chat with is not difficult. One click is enough to choose an interlocutor and the discussion is opened. Embedding in any chat site, allows us to take ownership and adopt new strategies, which will then be ritualized. Since the computer mediated communication is generally textual, new forms of writing are produced. The use of slangs, abbreviations, acronyms and pragmatic devices as emoticon and smileys is widely scattering between people but mainly young generation which is the great part of this virtual community.

In view of the fact that writing is seen as “the way of communicating which uses a system of visual marks made on some kind of surface” (Crystal, 2006, p. 257) and according to Bloomfield is “a system of recording language by means of visible marks” (cited in Coulmas, 2003, p. 1). These marks are a kind of ruled symbols and scripts depend on knowledge of grammar, punctuation and sentence structure. Vocabulary is also as necessary, as correct spelling and formatting. New language used in chat communications has thus broken this conventional rules and freedom chatters to detach themselves from these norms of standard formal writing.

In order to investigate the extent of chat influence on the writing skill, the dissertation was divided into three chapters; the first two ones were theoretical chapters concerning with the main concepts in relation with our issue; writing and computer mediated communication.

They include concepts were defined regarding the literature review of several scholars and linguists. The third chapter was designed to investigate our topic through two questionnaires; one for 57 students of English third year at Biskra University, the second for eight (08) teachers who honoured us with their participation in this research. Both questionnaires have been produced using Google forms tool, and administered through email, Facebook pages and messenger. Microsoft excel and SPSS tools were used in order to convert the students' and teachers' answers into a numerical data analysed by using them in tables and charts

The results obtained in this study have allowed us to provide some conclusive observations in relation to the hypothesis as well as the research questions stated in the introductory part of these papers. Hence, these findings show that there is no correspondence between the two forms of language writing, i.e the formal and informal one. The former is based on system of rules, norms, approaches, strategies, and process, all under particular social conventions. While the later is characterised by their abbreviated aspect.

In the world of smart-phones and computers, teachers are often faced with the idea that students, in addition to the well-known correct language, use a completely different language that is sometimes incomprehensible. They have replaced books and "face to face" communication through social networks, messenger or chat. They forget the formulas for politeness, spelling, punctuation marks or text layout in the page.....etc. Moreover, The study divulges the comfort and enjoyment of students when using chat language symbolised in the use of slangs and abbreviations, acronyms, and emoticons even during a formal writing. The use those forms of written language unconsciously by the majority of students', should reveal the extent degree of negative influence of chat on academic writing. The results minimise the idea of cooperation between the two types of languages in term of improving and enriching the formal writing through chat which is generally infeasible.

As a general summary of our research, we should allay the fears of those who are concerned that new language of chat has detrimental effects on conventional written language.

Recommendations

In the light of the findings of our research, it is apparently vital to suggest some solutions to safeguard academic writing. So, it is recommended to:

- Guarantee a formal effective guidance for students
- Adapt writing skill syllabus to the new cyber generation of students by providing them with the appropriate materials suitable for their aspirations in accordance to the new form of technologies and virtual world.
- Encourage students' hand writing through workshops to provide a space of writing improvement.
- Ameliorate the students' awareness about the academic writing by correcting them, and by promoting the good writers
- Make students care more about the formal sittings of learning and especially when writing.

Finally, we have reached the end of our short journey into the world of English writing and the virtual world of communication. Moreover, we want to open up new research perspectives through studying the possible ways to integrate the new means of communication; including chat, into the language teaching-learning process.

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Appendices

Appendix A

Students' questionnaire

Dear Colleagues you are kindly requested to fill in this questionnaire about the Chat Language Effect on the Students' Writing Skill at Biskra University.

The questionnaire aims to diagnose whether students often mix or switch between traditional English languages and the so called chatting language(cyber language) and how this last affects the first.

To answer the questions, you are required to put a tick (X) in the box correspondent to your answer. You may seek clarification from us whenever you feel the need for that. Your answers will remain strictly confidential and will not serve any other purpose then the stated above.

1. Your Gender?

- a. Male
- b. Female

2. In what language do you prefer surfing through the Net? Why?

- a. Arabic
- b. French
- c. English

3. What kind of social media you often use?

- a. Facebook
- b. Twitter
- c. Instagram
- d. skype

4. Do you chat?

- a. Yes
- b. No
- c. Sometimes

5. How often do you use chat?

- A. Always
- B. Often
- C. Very often
- D. Rarely
- E. Never

6. What kind of chat do you often use?

- a. Text chat
- b. Audio chat
- c. Video chat
- d. Forum chat

7. Why do you use chat?

- A. For pleasure
- B. To improve your language
- C. For social interests and objectives
- E. For learning

8. Who do you communicate with?
- A. Your relatives
 - B. Your friends
 - C. Your teachers
 - D. Foreigners
 - E. Others

9. Which language do you often use when chatting?
- A. English
 - B. French
 - C. Arabic

10. Do you chat with English language?
- a. Yes
 - b. No

When?.....

11. Do you think that chatting helps in the improvement of your English language?
- a. Yes
 - b. No

How?.....

12. Have you ever respect rules of English language when chatting?
- a. Always
 - b. Often
 - c. Sometimes
 - d. Rarely
 - e. Never

13. Which words do you use in English chat?
- A. Entire
 - B. Shortcutting

14. Why do you use entire words?
- A. Comprehension facilities
 - B. Prove your language proficiency

15. Why do you use shortcutting?

16. In your opinion, shortcutting words is done:
- a. Consciously
 - b. Unconsciously

17. Do you think that the use of shortcutting causes confusion to your mind when writing?
- a. Yes
 - b. No

Why?

18. Do you think that the so called "chatting language" affects negatively your written English?
- Yes
 - No
 - Sometimes

Why?.....

19. Communicating and writing using chatting language gives you opportunities to express your feelings and thoughts appropriately.
- Agree
 - Disagree

20. Do you find yourself using shortcutting words when writing formally?

- a. Yes
- b. No
- c. Sometimes

21. Does written irregular English causes you a misinterpretation with your interlocutor?

- a. Yes
- b. No
- c. Sometimes

22. According to you, writing in irregular English language reflects:

- a. Your limited proficiency in one of the languages
- b. Your skillfulness in the languages

Appendix B

Teachers' questionnaire

Dear sir, you are kindly requested to fill in this questionnaire about the Chat Language Effect on the Students' Writing Skill. The questionnaire aims to diagnose whether students often mix or switch between traditional English languages and the so called chatting language (cyber language) and how this last affects the first. To answer the questions, you are required to put a tick (X) in the box correspondent to your answer. You may seek clarification from us whenever you feel the need for that. Your answers will remain strictly confidential and will not serve any other purpose than the stated above.

1. How many years of teaching experience do you have?

- a. Under 5
- b. 5-15
- c. 15-25
- d. Over 25

2. How can you evaluate the level of your students?

- a. Good
- b. Bad
- c. Average

3. What are the students' common mistakes when writing?

- a. Punctuation
- b. Grammar
- c. Vocabulary
- d. All the above

4. How often they make those mistakes?

- a. Always
- b. Often
- c. Sometimes
- d. Rarely

5. What kind of mistakes that are frequently perceived?

- a. Spelling mistakes

- b. Lack use punctuation
- c. Over use of punctuation
- d. Misuse of capitalisation

6. Are you familiar with the language of chat?

- a. Yes
- b. No

7. Have the students' written form changed since the use of internet chat?

- a. Yes
- b. No

8. If yes, how?

- a. Positively
- b. Negatively
- c. Other:.....

9. Have you ever noticed the use of chat language in your students' writings?

- a. Yes
- b. No

10. What is the frequent used kind of chat language?

- a. the use of web slangs
- b. The use of abbreviation and acronyms
- c. the use of short cuts
- d. the use of pragmatic devices(emoticon, smileys)

11. Are the student aware about the formal language when writing?

- a. Yes
- b. No

13. Do you think that chat language may encourage and improve the students' academic writing?

- a. Yes
- b. No

if yes How:.....

14. Do you think that academic writing is at risk of the use of chat language?

- a. Yes
- b. No

if yes How:.....

15. In your opinion how can chat language be complementary to academic writing?

المخلص:

الهدف من هذه الدراسة هو تشخيص أثر الدردشة على مهارة الكتابة لطلاب اللغة الإنجليزية. ولتحقيق الغرض من هذه الدراسة، تم إتباع مقاربة كمية لتحديد تأثير الدردشة على مهارة كتابة الطلاب في جامعة بسكرة. من أجل ذلك، تم توظيف استبيانين، واحد خاص بالطلاب، والثاني للأساتذة بجامعة بسكرة لدراسة تأثير استخدام لغة الدردشة كنمط جديد للاتصال على الكتابة الأكاديمية. وتكونت العينة الأولى من (57) طالبا من السنة الثالثة ليسانس شعبة لغة انجليزية، حيث طلب منهم الإجابة على 22 سؤالاً يتعلق باستخدامهم للغة الإنجليزية من خلال شبكة الانترنت، وكيف تتدخل لغة الدردشة في عملية التواصل مع الآخرين، مركزين على شكل الكتابة ذاتها خلال هذه العملية. قام الباحث بتطوير دراسة استقصائية ثانية للمعلمين تتألف من 14 سؤالاً من أجل معالجة وتحليل موضوع البحث من زاوية أخرى قصد التعرف على وجهة نظرهم فيما يتعلق بكتابات الطلاب، و مدى تأثير الدردشة على الشكل الطبيعي المعتمد للكتابة داخل الفصول الدراسية.

كشفت نتائج الدراسة التي تم تحويلها إلى بيانات رقمية من خلال الجداول والرسومات البيانية أن هناك تدخل مهم لأشكال لغة الدردشة على الشكل التقليدي للكتابة، سواء كان هذا التدخل بصفة مقصودة أو غير مقصودة، ما يؤكد بدوره، ما أصبحت عليه لغة الدردشة كلغة بذاتها يستخدمها الطلاب حتى أثناء الكتابة الأكاديمية.

وفي ضوء نتائج الدراسة، قدمت توصيات، من جهة، بالحفاظ على الشكل التقليدي للكتابة الأكاديمية من خلال تضافر جهود المعلمين والطلاب والموظفين التربويين. ومن ناحية أخرى، تم اقتراح البحث عن طريقة جديدة لجعل لغة الدردشة مكملة للإنتاج الأكاديمي بحيث تعزز مهارة الكتابة أثناء عملية التدريس و التعلم.